

INTERNATIONAL RUGBY BOARD
LEVEL 2 OFFICIATING
DEVELOPING OFFICIATING SKILLS





Level 2 Officiating

Developing Officiating Skills

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INTERNATIONAL RUGBY BOARD
DEVELOPING OFFICIATING SKILLS

OVERVIEW



DEVELOPING OFFICIATING SKILLS OVERVIEW



Overview

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Foreword

Welcome to the IRB Level 2 Officiating course. This course is designed to provide referees with the skills needed to referee age grade and senior matches in the club or school environment in major unions and to higher levels in less developed unions.

The presence of sport in a person's life carries enormous benefits for social, physical and personal development while broadening cultural awareness. Rugby is a uniquely inclusive sport, and you as the referee hold a position of genuine influence over the player's safety and game enjoyment.

The IRB Level 2 Officiating course aims to develop match officials who have already collected some refereeing experience on their way. The course is delivered using the following structure:

- Firstly, it uses elements from the IRB Coaching resource to enhance the game knowledge of match officials and to give an overview of the game
- Secondly, it uses three different modules to explain, demonstrate, practise, perform and analyse officiating skills. These modules are:
 - Management
 - Planning
 - Technical
- Thirdly, these modules are underpinned by generic modules covering fitness and the laws of the game.

Throughout the course you will be encouraged to practise your officiating skills. Grasp this opportunity for feedback from your IRB Educator and your peers. These opportunities will also form the foundation of your competency-based assessment.

I sincerely hope you enjoy the course and benefit from participation.

Kind regards,



Mark Harrington

Training Manager, International Rugby Board

Acknowledgments

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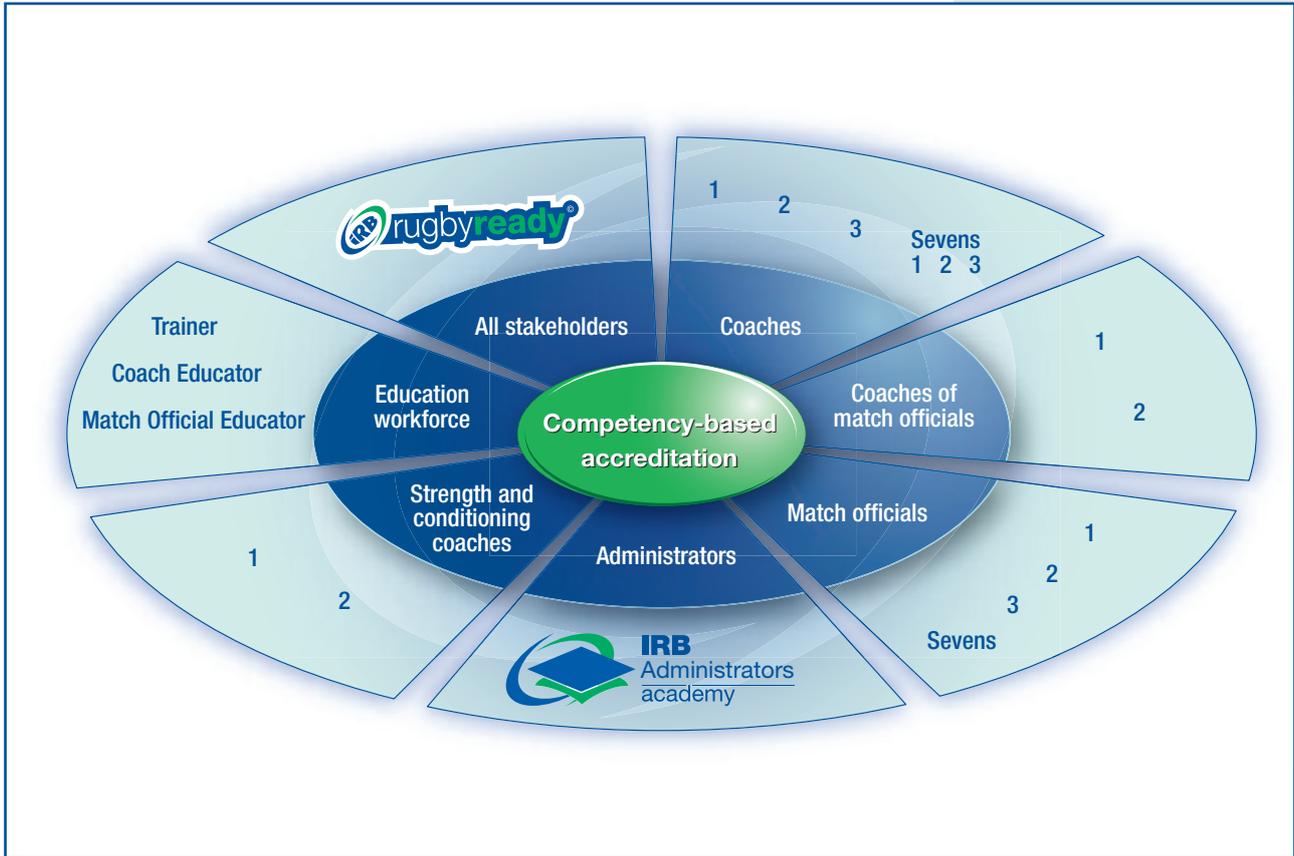
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About this resource

This resource is both a course manual and workbook and a copy should be given to each participant on the course.

Educator notes are available separately from the IRB.

IRB Training and Education courses



IRB Training and Education courses have evolved since the mid 1990s, and have been updated regularly since then using the expertise in member Unions and the skills of a select number of IRB Trainers who are also 'content experts'.

Since 2006, the IRB provision has extended to serve more stakeholders, as demonstrated in the portfolio above. All courses are now competency-based, designed to provide learning and training appropriate to the contexts in which coaches and officials are active.

In addition, IRB courses can now only be delivered by IRB licensed Educators who have demonstrated their technical and facilitation skills to prescribed standards. All record keeping and certification is undertaken from the IRB's headquarters in Dublin, Ireland.

Course timetable

Module	Chapter	Time
1 - Game knowledge	1. The principles of rugby	2hrs 30min
	2. Skills and safety	
	3. The game we referee	
2 - Management	1. Refereeing principles	2hrs
	2. Communication	
3 - Planning	1. Planning a season	2hrs
	2. Identifying feedback	
	3. Referee support	
	4. Sports Psychology & Mental Preparation	
4 - Technical	1. General aspects of law knowledge	6hrs 15min
	2. Touch judging	
	3. Foul play	
	4. Advantage	
	5. Open play	
	6. The scrum	
	7. The line-out	
	8. The tackle	
	9. Ruck and maul	
5 - Risk management and ethics		1hr
6 - Fitness		30 mins
7 - Laws of the Game	1. The IRB Charter	30 mins
	2. The Laws of the Game of Rugby Union	

Total duration: 14hrs 45min (2 day course)

Sample programme

Day 1

8.30am Overview

9.30 **Module 1 - Game knowledge**

1. The principles of rugby
 2. Skills and safety
-

10.30 Morning tea

10.45 **Module 1 - Game knowledge**

3. The game we referee
-

11.45 **Module 2 - Management**

1. Refereeing principles
-

12.45 Lunch

13.15 **Module 2 - Management**

2. Communication
-

14.15 **Module 3 - Planning**

1. Planning a season
 2. Identifying feedback
-

15.15 Afternoon tea

15.30 **Module 3 - Planning**

3. Referee support
 4. Sports psychology and mental preparation
-

16.30 **Module 4 - Technical**

2. Touch judging
-

17.15 **Module 5**

Risk management and ethics

18.15 Recap, questions & answers

18.30 End of day's work

Day 2

8.30 **Module 4 - Technical**

1. General aspects of law knowledge
 3. Foul play
-

10.00 Morning tea

10.15 **Module 4 - Technical**

4. Advantage
 5. Open play
 7. The line-out
-

12.30 Lunch

13.00 **Module 4 - Technical**

8. The tackle
-

14.30 Afternoon tea

14.45 **Module 4 - Technical**

6. The scrum
 9. Ruck and maul
-

16.15 **Module 6**

Fitness

16.45 **Module 7 - Laws of the Game**

1. The IRB Charter
 2. The Laws of the Game of Rugby Union
-

17.15 Course review

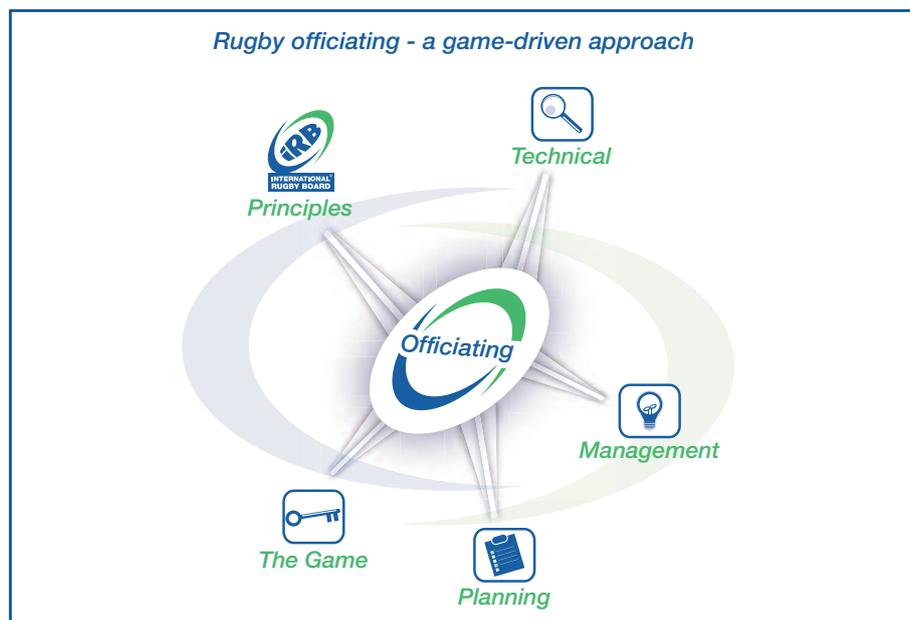
17.45 Conclusion of course

Introduction to the course

The Developing Officiating Skills course provides match officials with the skills needed to referee the game of rugby union. These skills constitute the most fundamental requirements for referees and touch judges to perform successfully. Refereeing is about understanding the game and then using the principles of safety, equity and laws to help the players to make a game of rugby an enjoyable event for all participants.

Match officials must learn to perform a technique in a competitive situation so that it then becomes a skill. The performance of the skill is not only technical, i.e. by law; the involvement of decision making makes it a management task as well. Prior to performing their skills, match officials must engage in short and long-term planning in order to get the best possible results from their individual situation, enabling them to succeed on the field of play.

Following the whole-part-whole method of instruction, you will first examine the game itself so that you develop an appreciation of the game as a whole and the refereeing principles.



Once the application of these principles has been understood, the game is divided into its various technical aspects and these are applied to identify the basic officiating skills. This is the core of this course.

It also includes the following modules to support this core:

- Management
- Planning
- Risk management and ethics
- Laws and Charter
- Fitness
- Child development and adolescent growth.

General course information

Entry requirement

In order to attend this course, the participant must have refereed for at least one season in domestic competition within their union.

Module resources required

- *Developing Officiating Skills modules*
- *The IRB 'Laws of the Game of Rugby Union' book/DVD.*

Assessment

In order to be awarded the IRB Certificate of Attendance the participant must attend all modules of the course.

In order to be awarded the IRB Certificate of Accreditation the participant must:

- *attend and participate in all modules of the course*
- *demonstrate competencies across a range of criteria*
- *achieve an 80% pass mark in an open-book law test*
- *submit an officiating diary.*

Delivery methods

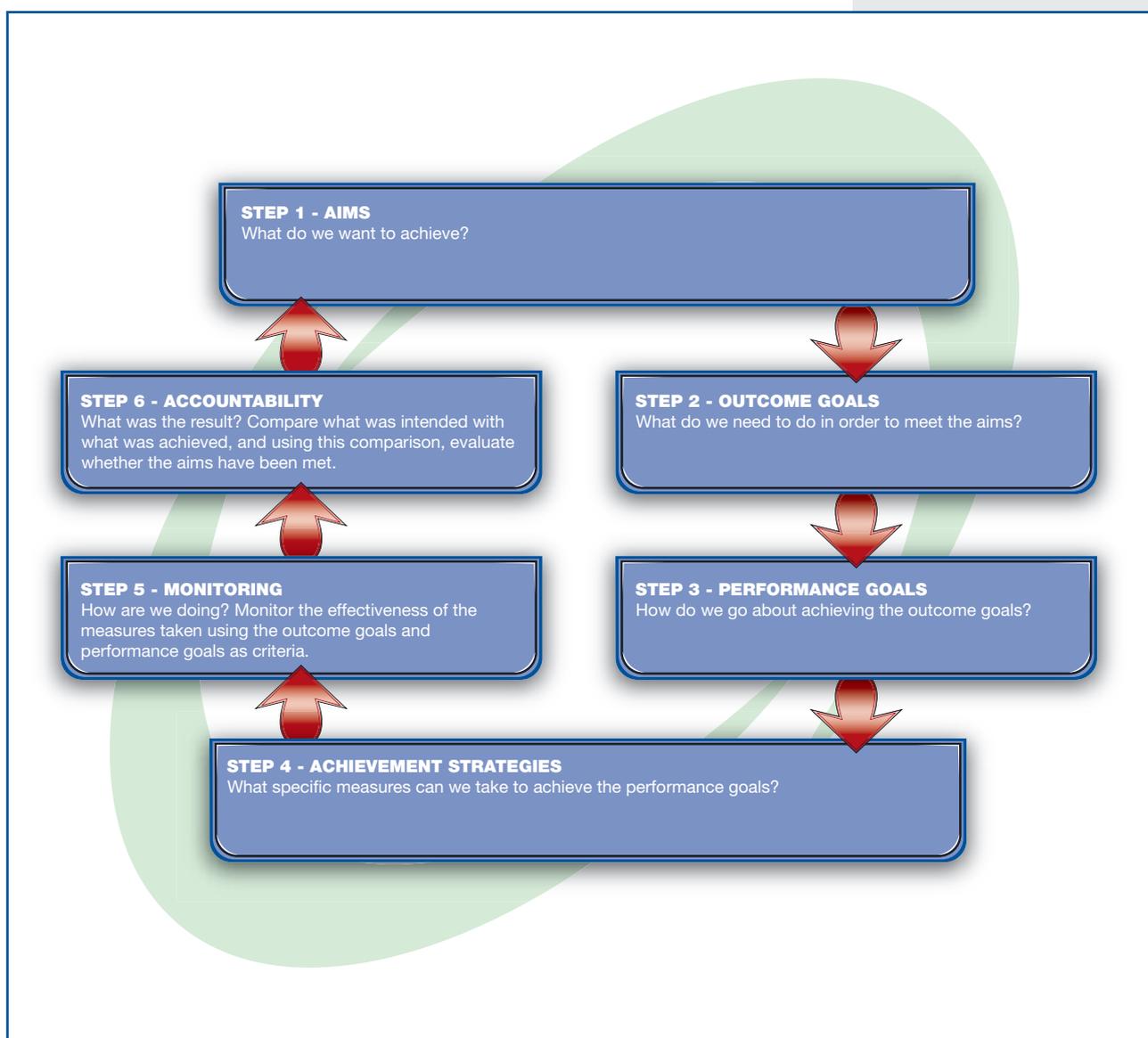
This course will be delivered by:

- *presentations*
- *video analysis*
- *problem solving tests*
- *scenarios*
- *practical sessions using explanation, demonstration and practice.*

The modular framework - understanding the officiating programme

In officiating, the same generic decision-making model as in coaching can be used. The model shows the elements involved in a problem solving, decision-making process.

It is the aim of the model to provide match officials with a logical method of looking into their performance.



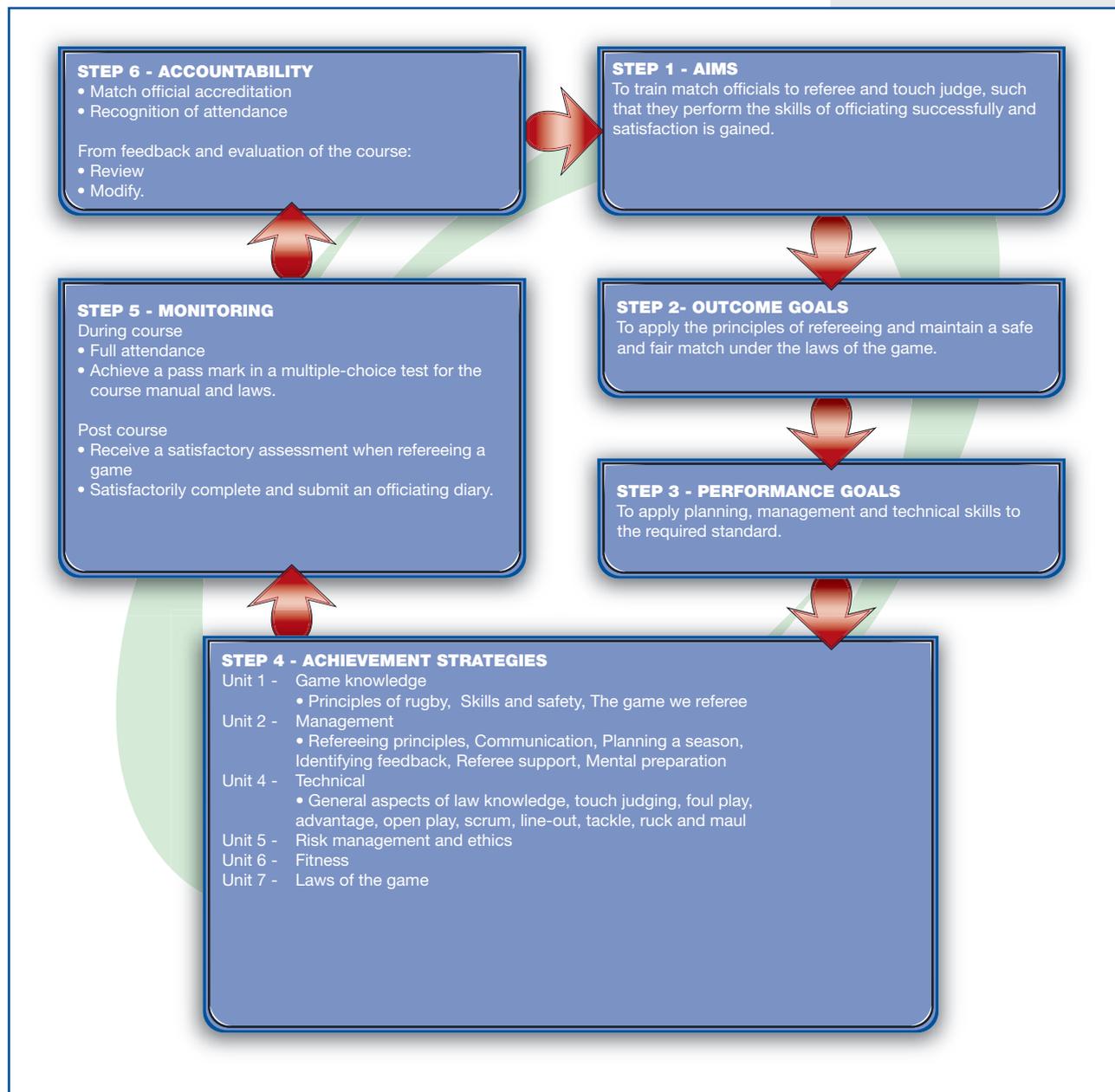
The modular framework - understanding the officiating programme

A game-driven approach



The modular framework - understanding the officiating programme

Applying the model to this Developing Officiating Skills course:



TRANSCRIPT FOR ACCREDITATION AS AN IRB LEVEL 2 OFFICIAL

MATCH OFFICIAL	
ASSESSMENT DATE & VENUE	
EDUCATOR / ASSESSOR	

Core competencies	Criteria	NYC* COMPETENT EXCELLENT	Comments / action required
A PLANNING	1. Identify personal goals for season		
	2. Identify and organise appropriate equipment and facilities for the officiating role		
	3. Take into account the age and level of experience of the players, and the specific phase of the competitive cycle		
	4. Provide a written officiating diary covering a minimum of twelve matches and training		
	5. Self reflect on match performance and record areas for future development		
B GENERAL OFFICIATING SKILLS	6. Communicate with players so that all can see		
	7. Ensure pre-match briefing is logical and coherent		
	8. Use whistle effectively to differentiate between offences		
	9. Limit instructions to one or two clear and simple points, and check for understanding		
	10. Provide explanations to facilitate learning		
	11. Use correct signals to support whistle and verbal communication		
	12. Observe players and techniques objectively in relation to law		
	13. Take positions on the field to maximise opportunities for observation		
	14. Listen to players' questions and feedback before and after the game		

Core competencies	Criteria	NYC* COMPETENT EXCELLENT	Comments / action required
C RUGBY KNOWLEDGE AND SKILLS	15. Complete a comprehensive warm up prior to the match		
	16. Demonstrate empathy for principles of the game		
	17. Achieve 80% in a law test		
	18. Demonstrate safe refereeing of general play		
	19. Demonstrate safe refereeing of the tackle		
	20. Demonstrate safe refereeing of the scrummage and line-out		
	21. Provide players with enough time and space by managing offside situations		
	22. Differentiate between tactical and territorial advantage		
	23. Play advantage whenever possible		
	24. Apply a degree of materiality to refereeing		
	25. Take role of touch judge and record self-reflection		

Core competencies	Criteria	NYC* COMPETENT EXCELLENT	Comments / action required
D RISK MANAGEMENT	26. Warm down at the end of matches (reduce intensity, stretch and hydrate)		
	27. Carry out regular safety checks on players, their equipment and clothing		
	28. Carry out regular safety checks on the facilities and playing environment		
	29. Know what the safety procedure is for the facility and who to contact in an emergency		
	30. Apply scrum engagement procedures, i.e., "Crouch, touch, pause, engage"		
E ETHICAL BEHAVIOUR	31. Set a high standard of personal behaviour		
	32. Respect the principles of refereeing		
	33. Manage inappropriate behaviour in players and/or others in the playing environment		
F SELF- REFLECTION AND ACTION PLANNING	34. Seek, and respond positively to, feedback		
	35. Prepare an after action review of performance		
	36. Self-reflect honestly and accurately		
	37. Create an action plan to make improvements to own officiating performance		

* NYC = Not yet competent

Progress after level 2 course (to be completed by educator)

Match official's self-reflection on the course

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

EDUCATOR SIGNATURE	MATCH OFFICIAL SIGNATURE	DATE

Rugby goals

Please complete the following tables for yourself for the forthcoming season. This will help to define your training needs and goals with reference to your individual situation.

Season 20 _____	
1. Officiating skills	
2. Planning and organisation	
3. Communication skills	
4. Technical and theoretical knowledge acquisition	
5. Other	

Glossary of rugby terms

Achievement strategies

The specific strategies that will be used to ensure the outcomes are met. These may be directly related to the mode of play or peripheral to it. They may be categorised into:

- Game knowledge
- Planning
- Management
- Technical.

Aim

What you are trying to achieve by undertaking this activity.

Game plan

The game plan explains how a team is going to achieve its aims in attack and defence.

Key factor analysis

This is the application of a sequential and prioritised checklist of actions. By performing these actions it can be expected that the outcome goal of each skill will be achieved.

Outcome goals

What needs to be achieved to meet the aims.

Performance goals

How the outcome goals can be achieved.

Patterns of play

The patterns that combine to achieve the team's game plan.

Tactics

The patterns that a team uses against particular opponents. The emphasis within the patterns of play will vary depending on the profile of the opposing team.

The principles of attack and defence

A sequential and prioritised checklist of principles that are used to analyse the play of a team.

Principles of attack

1. Gain **possession** to
2. go **forward** with
3. the **support** of team-mates to
4. maintain **continuity**
5. applying **pressure** to
6. **score** points.

Principles of defence

1. Contest **possession** and
2. go **forward**
3. applying **pressure** to
4. prevent **territory** being gained
5. supported by or in **support** of team-mates to
6. regain **possession** and
7. **counter attack**.

The principles of the game

These are:

1. The contest for possession.
2. In attack - continuity of play.
3. In defence - regaining possession.
4. A multi-faceted game.
5. Rewards and punishments or penalties.

These are the fundamental principles of a game of two teams.

Note: They are the principles of the game, not of a team. They provide the framework for analysing the game to ensure that there is a balance between continuity of possession and continuity of play. This is determined by the contest for possession along with its role in creating space.

The principles of the identities of the game

These form a sequential and prioritised checklist of which actions, when performed, will result in the outcome being achieved for each aspect of the game, e.g. scrum, line-out, backline attack, defence, kick starts and re-starts, phase play, rucks and mauls and support play in attack and defence.

INTERNATIONAL RUGBY BOARD
DEVELOPING OFFICIATING SKILLS

MODULE 1 - Game knowledge



MODULE 1 GAME KNOWLEDGE



Module one - Game knowledge

Chapter one - The principles of rugby

The principles of the game are the fundamentals on which the game is based. They enable participants to identify clearly what makes rugby distinctive as a sport.

The contest for possession

The contest for possession is a key principle in rugby. Various forms of this contest take place throughout all stages of the game. This may be in dynamic play when a player is in contact with the opposition, or at static restarts - scrums, or line-outs, or kick restarts. All of these contests must have a degree of fairness for both teams, so that both teams have a chance to gain and/or retain possession.

At restarts, the initiative to commence the restart is given to the team that has not made an error or infringement.

Example 1

When a player who is running with the ball is tackled and places the ball on the ground in a position from which team-mates can easily pick it up, then the team is rewarded by being allowed to continue play.

Example 2

When a player from one team knocks the ball forward, and a scrum is ordered by the referee, the offending team is denied the right to throw the ball into the scrum. This role is given to the non-offending team. This gives the team an advantage in gaining possession when play is re-commenced.

Attack and continuity of play

The team in possession is, by definition, the attacking team. It tries to advance the ball, by carrying or kicking the ball forward, in the direction of the opposing team's goal line. The attacking team's players can use both the lateral space across the field of play, and the linear space down the field to conduct the attack, with the aim of eventually scoring a try.

The aim of the attacking team is to keep possession and to use their skills and physical abilities to move the ball forward. As the opposing team is trying to stop this advance and regain possession of the ball to launch their own counter-attack, the attack may be forced to regroup at a ruck or maul in order to re-establish the space to move the ball forward.

A team maintains continuity of play in attack by keeping the ball and advancing the ball towards the opposition's goal-line.



Defence and regaining possession

The initial task for the team not in possession is to deny the attacking team space and time to advance the ball down the field.

If the defending team achieves this, they may also be able to regain possession of the ball and launch an attack of their own. This action maintains continuity of play.

A game of many aspects and abilities - a multi-faceted game

The cumulative effect of the first three principles is to create a multi-faceted game in which all the players have the opportunity to perform a wide range of individual and team skills: running, passing, catching, kicking, tackling, rucking, mauling, line-out play, scrumming and so on.

In this way, the game offers players of very different abilities and physical characteristics the opportunity to participate in a team together. Individual players will have many skills in common while at the same time they are able to specialise in specific positional skills that best suit them personally.

Rewards and penalties

If a team is able to play within the laws, they will be rewarded, while if they choose to, or are forced to, play outside the laws, they will be punished.

The rewarded team

Being able to gain territory, retain possession and eventually score points rewards a team that is able to penetrate through an opponent's defence.

Even though they may not have the throw in, a team's scrum may be able to push their opponents off the ball and regain possession. For this superior performance of a skill, regaining possession of the ball is the reward.

The penalised team

A team in possession that has to kick the ball off the field of play because other options will be less favourable will be penalised by conceding the throw in at the line-out. Its opponents will be advantaged for forcing this option by being given the throw and the initiative in throwing to their strength to win possession.

The players of a team in defence who are ahead of the off-side line when their opponents play the ball from a scrum, line-out, ruck or maul (and whose actions reduce their opponents' options) will be penalised by the referee. Their opponents will be awarded a penalty kick.



Player functions in a game

In attack

1. The ball-carrier

The ball carrier will aim to:

- look for gaps in the defence and run through them to score
- (if there are no gaps) pass to a team-mate who is in a better position to do this
- create space for the team-mate by running straight at a defender so that this player cannot defend the team-mate as well as the ball carrier
- (if there is not a team-mate in a better position) kick ahead and chase the ball to keep the attack moving forward, or run into contact, trying to retain the ball with the help of team-mates.

2. The support player

The supporting player will aim to:

- run close enough to the ball carrier for the ball to be passed accurately
- be able to support on either side - left or right
- avoid running ahead of the ball carrier, as the ball cannot be passed forward
- communicate his/her positioning to the ball-carrier.

In defence

Defending players will aim to:

- be in a position to move towards the ball whether it is carried or kicked
- run towards the ball carrier to reduce time and space
- run from inside the ball carrier so that the ball carrier is driven out
- run in balance so that a tackle can be made and the ball contested
- avoid moving away from a ball carrier until the player has passed or kicked the ball
- support a team mate by completing the tackle on a partially tackled opponent.

After a tackle

After the tackle, players close to the ball have the following options, as long as they are in a stable body position and do not fall over when contesting the ball:

- Pick up the ball.
- Bind with a team-mate and push past the ball.
- Be ready to defend if opponents gain the ball.



Task one

Use the principles of rugby to analyse the play of a team over about ten minutes in a video of local rugby. For one of the teams, analyse their play by placing a tick in the appropriate column in the table on the following page when they execute the principle successfully, a cross when they do so unsuccessfully, or a comment relating to that principle.

How do you decide if the team has been successful or unsuccessful?

Principle 1 - The contest for possession

Note whether the team wins or loses the ball at:

- kick-offs
- scrums
- line-outs
- play after a tackle
- rucks
- mauls
- when the ball is kicked or is loose on the ground.

Principle 2 - Attack and continuity of play

Having won the ball, is the team further down the field by the next time play stops?

Principle 3 - Defence and regaining possession

Having failed to win the ball, is the team able to prevent their opponents moving further down the field by the next time play stops? Have they been able to regain possession this time?

Principle 4 - A multi-faceted game

Choose one player and watch that specific player, noting the skills performed by that player. Compare the skills exhibited by different players.

Principle 5 - Rewards and penalties

A team may be rewarded for good play or penalised for inferior play. Note the ways in which they are rewarded and the ways in which they are penalised.

Contest for possession	Attack and continuity of play	Defence and regaining possession	A multi-faceted game	Rewards and penalties

Module one - Game knowledge

Chapter two- Skills and safety

As a match official, it is important that you understand the basics of the skills involved in rugby and how to keep the game safe for the participants.

A coach will teach tackling and contact to players according to progressions similar to the model below. These are provided here to give you an overview of the methods used in coaching rugby.

Side tackle progressions

Stage 1

1. Kneel together, head up, eyes open, tackler's shoulder into thigh with head behind, hands around thighs.
2. Pull with arms and drive with the shoulder.
3. Hold on tightly.

Stage 2

1. Players still both on their knees.
2. The player to be tackled moves as fast as possible past the tackler.
3. The tackler then drives into the tackle as in stage 1.
4. Hold on tightly.

Stage 3

1. The tackler kneels.
2. The ball carrier walks past and is tackled from the side.
3. Hold on tight.

Stage 4

1. The tackler now tackles the ball carrier from a crouch.
2. Hold on tight.

Stage 5

1. As stage 4, with the addition that the ball carrier puts his/her hand up in a 'pretend' hand-off. This makes the tackler bend under the hand and drive in at a lower level.
2. Progress, when the players are ready, to jogging and then running tackles.

Tackling

Aim

To stop the ball carrier running, and to create opportunities to regain possession.

Concept

Tackling is the most essential skill of defence. Because it involves contact, players might lack confidence in making a tackle because of the likelihood of injury. Coaches will follow the steps outlined below, to reinforce the skill and develop confidence so that tackles are safe and effective.

Law

Safety is an essential aspect of the tackle. To ensure safety, the following laws apply:

- No tackles may be made above the shoulders.
- The arms must be used to hold the ball carrier in the tackle.
- Only a player carrying the ball may be tackled.
- A tackle is completed once the tackler has held the ball-carrier and both players are on the ground. The tackler must then allow the ball carrier to play the ball immediately.
- At the conclusion of the tackle both the ball carrier and the tackler must get back to their feet before they can enter play once again.

Tackle from behind

Stage 1

1. Both partners on their knees.
2. Shoulder into the waist, arms around thighs, head up, eyes open and head to one side.
3. Drive forward with shoulder and pull with arms.
4. Pull legs to side and hold on tight.

Stage 2

1. Kneel side by side.
2. On "go", the ball carrier moves forward as fast as possible.
3. The tackler dives immediately to tackle the ball carrier.
4. Hold on tight.

Stage 3

Same objective as in stage 2, but the starting position is on all fours.

Stage 4

1. Ball-carrier walking, tackler in a crouch.
2. Progress to both jogging and then running tackles.



Tackle from the front

Stage 1

1. Kneeling tackler and walking ball carrier.
2. Head up, eyes open.
3. Hold on tight and roll over to land on top of the ball carrier.

Stage 2

As stage 1, but with tackler now in the crouch position.

Stage 3

1. From a standing position.
2. Try to move to the side of the ball carrier.



Practice activities

The following are some examples of practice activities which coaches may use to teach players the skills of tackling.

One vs one

Players are divided into two teams of six, and stand in lines ten metres apart, with team-mates five metres apart in each line. One line is the tackling line; the other is the running and ball-carrying line. Players are numbered from one to six and on the call of a number the two players with this number leave, run around the last player in the line and up the tunnel between the two lines. The ball-carrier tries to reach the other end of the line before the tackler can make the tackle.

Using the touch-line

Power in the tackle can be developed with this practice. The ball carrier walks along just inside the touch line. The tackler tries to drive the ball carrier over the touch line. The ball carrier then gradually moves further into the field of play.

Bull rush

One tackler plays against four or six opponents who repeatedly cross a grid. The tackler tackles on alternate shoulders and puts ball carriers to ground.

Pairs tackling

Players work in pairs on close contact tackling. The tackler drives up and into the ball carrier, thoroughly completing the tackle.

Activity variations

1. Two support players are added, one for each team, who try to regain possession for their team once the tackle has been made. Support players contest possession for the ball on the ground.
2. In pairs: the ball is rolled along the ground, and both players chase it and struggle for possession on the ground. Both the player who gets possession and the other player must get to their feet as soon as possible.

The net

Four ball carriers start within a grid, with six or seven opponents outside it. The opponents try to get as many balls out of the grid as possible in sixty seconds. They can use any combination of numbers they choose.

Summary

It is not intended that all of these progressions for tackling should be attempted in any one session. These practices should be gradually introduced over a few sessions, until players have the confidence to tackle with both players running at game speed.

Falling in the tackle

Aim

To retain possession of the ball.

Concept

While a player may wish to be stable when being tackled, inevitably a tackle will be completed and the ball carrier will fall to the ground. It is very important for a player to be able to take the impact and fall to the ground safely and to make sure that the ball is next played by a team-mate.

Key points

- Hold the ball firmly in both hands while running down the field.
- When being tackled, the ball carrier should turn with the impact. If the tackle is from the right, this turn should be to the right and if it is from the left the turn should be to the left.
- A players should not use the arms to cushion contact with the ground. Players will have a tendency to do this, but it can lead to arm and shoulder injuries. Some time will have to be spent practising falling, as it is not the natural thing to do. The technique is similar to a judo roll. Players should do it without the ball initially, then introduce the ball and finally introduce the tackle.
- Lie at right angles to the line of running.
- There are a number of options as to what can be done with the ball but it is best, once the player is in a stable position on the ground, to place the ball, with two hands, at arm's length, towards team-mates.

Law

- *When a tackle on a ball carrier is completed, the ball carrier is able to play the ball immediately to assist team-mates.*
- *Once this option has been completed the ball carrier cannot play the ball again until he/she stands up.*
- *There is also an obligation on the part of the ball carrier to get out of the way and not to affect the options available to players in play on their feet.*

Practice activities

To fall in a tackle, a tackle has to be made. Consequently all the 'live' tackling drills explained above in the tackling section can be used to practise falling.

Mini-unit skills - contact

Key points for the basic pushing position

The basic pushing position should be introduced from the very first session.

- Straight back.
- Hips below shoulders.
- Back straight or slightly concave.
- Head back and up.
- 90 degrees between trunk and thighs.
- 90 degrees between thighs and lower legs.
- Feet shoulder width apart for stability.

Progression and psychological concerns

- For some, confidence is only developed over several carefully graduated practices, culminating in full tackling and 'live' scrummaging.
- It is recognised that some youngsters - even of the smallest stature - have no fear of physical contact. The progressions and practices outlined in this section will be helpful in the development of their potential ability.
- The progressions are an essential aid to developing the confidence of the more timid players.
- Contact should be practised after a thorough warm-up at the beginning of the practice session. Players can then be introduced to simple one-against-one pushing / scrummaging and the first stage of tackling on the knees. It may take a while before they attempt the full tackle, but it is better to progress gradually in order to keep everyone interested and involved.
- The pushing / scrummaging activities will develop from one-against-one to three-against-three.
- All contact activities should be conducted with partners who are of similar size and strength.
- Contact should be non-competitive and the function is to learn the correct body position. After a while it becomes more competitive, but repetition is essential for the skill to be developed.

Practice activities

- Pushing in one-to-one situations, two-to-two or three-to-three
- Arm wrestling
- Leg wrestling
- Front support: knock partner's arms away
- Chinese boxing (try to slap partner's knees)
- Cock fighting (arms folded, try to knock partner over from the crouch)
- Remove partner's socks (no shoes)
- Back-to-back wrestling (seated, locked arms)
- Wrestling (for lifts, not throws, good if no mats are available)

Note: This activity list is also recommended as an option for warm up activities.

Practising

To introduce contact to players in a safe and non-threatening way, it should be done progressively so that players develop confidence. Preparation for all contact work should include non-competitive and competitive strengthening exercises. All activities should follow a clear progression.

Introducing contact

The progression must start in the very first session in order to ensure confidence and enjoyment before progressing into full contact.

Module one - Game knowledge

Chapter three - The game we referee

Learning outcome

A knowledge of the rugby environment within which the referee exists, and in particular the characteristics of way the game is played in a referee's own country or region, is essential for the development and performance of the referee.

At the conclusion of this module, you will have considered the basic aspects of your rugby environment and you will be able to link these aspects to your refereeing and development as a match official. This will allow you to apply your findings to your on-field refereeing.

Your rugby environment

It is true to say that the laws of the game are the same in whatever country and at whatever level a representative rugby game is played, but nevertheless it is necessary to perceive the subtle differences in the ways the game is played throughout the world.

These varying expressions within the game throughout the rugby-playing nations are a key feature of the worldwide face of the game of rugby union.

The law book, on the other hand, is a general standard that has to be applied by referees in all countries and at all levels. The IRB asks its referees to be consistent in the application of these laws, yet in doing so acknowledges that the referee must be familiar with the environment in which he/she operates, in order to apply them in the best way.

In short, match officials must understand not just the theory, but also the practice, of refereeing.

Task one

Describe the main differences between representative rugby in your country / region and that as played in the 'top' rugby-playing countries (6 Nations / Tri-Nations, etc). Identify which aspects you can, and classify them as physical, technical, organisational or ethical.

	Physical	Technical	Organisational	Ethical
1				
2				
3				
4				
5				
6				
7				

Task two

Link these difference to the refereeing in your country / region and identify a focus list for your referees.

	Physical, Technical, Organisational, Ethical	Points of focus for referees
1		
2		
3		
4		
5		
6		
7		

NOTES

INTERNATIONAL RUGBY BOARD
DEVELOPING OFFICIATING SKILLS

MODULE 2 - Management



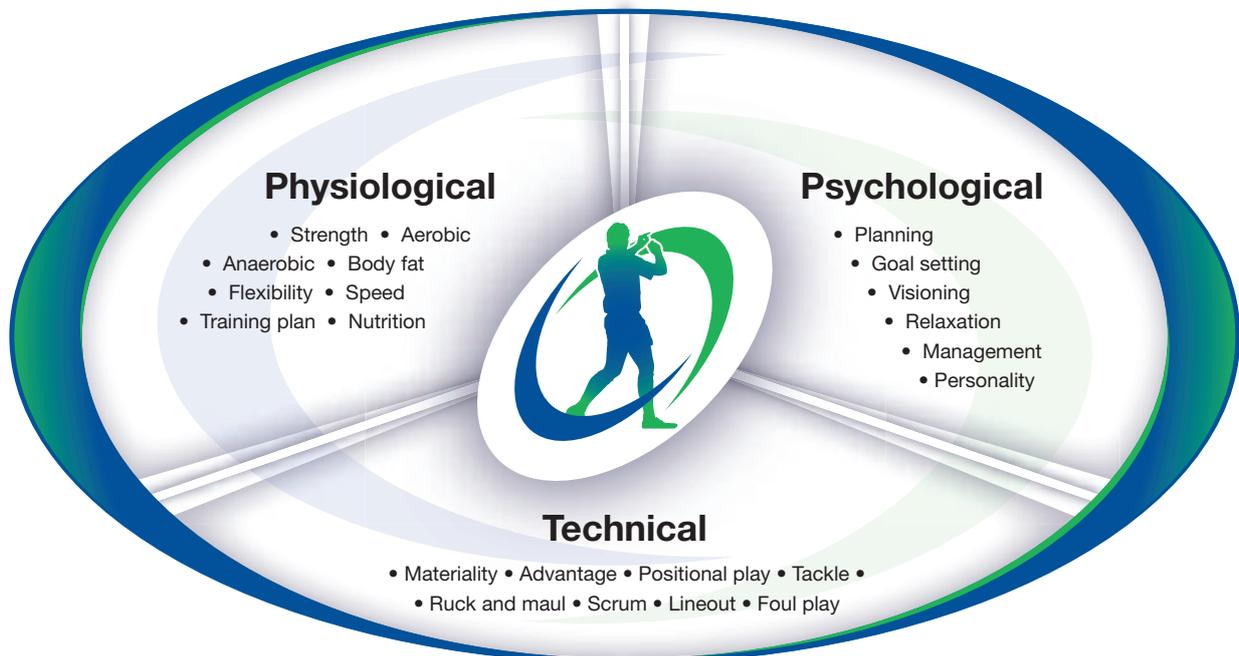
Module two - Management

Chapter one - Refereeing principles

Learning outcome

At the conclusion of this module, you will be able to explain the role of the match official and the underlying principles of refereeing, so that you can use this as a reference resource for officiating in the game of rugby.

THE WHOLE REFEREE



Introduction

The words in the panel on the right constitute an essential part of the IRB Playing Charter, and yet many readers of that publication tend to overlook their importance. For any match official, it is essential to understand the literal meaning of these words from the point of view of the charter, and to make them work for you in practical situations.

The Playing Charter defines the principles of rugby along these lines and most importantly for match officials, it defines the **principles of law application**. In more detail than the outline version on the right, they amount to the following:

1. The object and principles of rugby

The application of the laws must be used to achieve the object of the game and to ensure that the game is played under the principles of rugby as described in this document.

2. Fairness

The application of the laws must take place with a view to ensuring that there are rewards for skillful, positive play that meets the game's object and punishments for play that detracts from the object.

3. Consistency

There must be consistency in the application of the laws.

4. Advantage

Advantage should be played to maintain continuity of play. However, if, in maintaining continuity, options become substantially restricted or the frequency of infringements increases, then the law governing the offending aspect of play should be applied. The use of the advantage law must not lead to the deterioration of play and to players taking unsafe actions.

5. Priorities

The first priority is to ensure player safety. Following this requirement, the laws should be applied to maintain continuity of play. This involves the use of the advantage law.

6. Management of the game by match officials

This is applicable only at the highest level. The law should be applied by the referee to ensure the match officials operate as a team.

7. Application

Adherence to the principles of law application is mandatory. This will result in the game being played according to the object of the game.

In a more condensed form, we could use the following three key words for the referee to make a game of rugby enjoyable for all participants:

Safety - Equity - Laws

The ethos of rugby

From the IRB Playing Charter:

“There is an over-riding obligation on the player to observe the laws and to respect the principles of fair play.

“The laws must be applied in such a way as to ensure that the game is played according to the principles of play. The referee and his/her touch judges can achieve this through fairness, consistency, sensitivity and, at the highest levels, management. In return, it is the responsibility of coaches, captains and players to respect the authority of the match officials.”

Expectations

Based on the above principles, some of the many expectations that players, coaches and spectators place on the referee can be easily predicted. Others can be slightly hidden behind the obvious arguments and yet they are vital to the referee's performance and therefore to the success and development of the game.

Task one

Use the following table to compile a list of your five most important ideas for what a referee should do or should not do to contribute to an enjoyable game of rugby. Your educator will split the candidates into two groups, one of which will complete the "should do" column, and the other of which will complete the "shouldn't do".

	Should do...	Shouldn't do...
1		
2		
3		
4		
5		

The role of the referee

Whereas the above principles apply in a constant fashion throughout the match, and some of them before and after the match, a referee may take on other, different roles during the course of a fixture.

These roles will depend on a variety of factors such as the teams, the nature of the game, the level of play, the playing surface, the weather, the spectators and many more. And last, but not least, the particular referee in the game itself.

When asked to come up with three key-words to describe the roles of the referee in the rugby match environment, many match officials would agree that a good summary of possible answers is provided by looking on the referee as a:

Facilitator • Decision maker • Organiser
= **Manager**

Management is a term with a wide ranging definition, but for the purposes of this course, we want very much to keep its meaning in the rugby officiating context. Only then can we ensure that rugby matches are still 'refereed' according to the true meaning of the word, and not left to the broad principles of 'managing situations'. It is therefore up to the IRB courses at higher levels to look deeper into the finer points of the facilitation / managing role of match officials and the fine balance required to referee at the highest standards.

However, the management role of the referee is so obvious to anybody who has ever tried the whistle in any rugby match that it is worthwhile to consider it a little further here. Whether you are inexperienced or well-established as a referee, many odd situations will happen during a rugby match and sometimes even regular, seemingly standard situations are in danger of turning into a problem for the match official in charge.

Few of the causes can be controlled by the referee him/herself. Therefore, you can't avoid being confronted with these issues and you need to learn to deal with them. The following motto might help to grasp the idea:

It's not what happens to you that matters, it's how you respond that counts.



Task two

From each of the the quadrants, circle at least three words that you think apply to you when you are refereeing a match.

ASSERTIVE	AGGRESSIVE	INFLUENTIAL	SOCIABLE
CHALLENGING	GETS RESULTS	PERSONABLE	FLEXIBLE
IN CONTROL	CONTROLLING	RESPONSIVE	STYLISH
MENTALLY TOUGH	RESILIENT	TALKATIVE	FRIENDLY
FACTUAL	INTO RULES	HELPFUL	MEDIATOR
PROCESS DRIVEN	INVENTIVE	LIKES SECURITY	BALANCED
CALCULATING	STUBBORN	RETROSPECTIVE	REFLECTIVE
RESOURCEFUL	INFLEXIBLE	REACTIVE	FRIENDLY

What kind of referee are you?

1. Decision-making and in control of yourself and your environment (your own self belief)

In this role, the referee acts primarily as a driver. He/she needs to be **assertive**, to **get results**, be **in control**, **mentally tough** and be **resilient**.

2. The ability to manage detail and complex information (your processes and knowing what you do)

In this role, the referee acts primarily as an administrator. He/she needs to be **factual**, **into rules**, **process driven** and **resourceful**.

3. People management (the way you manage situations and different people)

In this role, the referee acts primarily as a promoter. He/she needs to be **influential**, **personable**, **flexible**, **responsive** and **talkative**.

4. The ability to take on feedback and listen effectively (On-field this only applied to listening to what players are saying)

In this role, the referee acts primarily as a supporter and it is more applicable off the field of play. He/she needs to be **balanced** and **reflective**.

In your refereeing role, these words carry a different weight of importance. You might discuss within your group of referees the weight you would attach to each word or phrase and end up with many varied but perfectly legitimate solutions.

At the end of the day, you can stay with the quadrant structure above and explain the different roles and behaviours of a referee in four categories shown here.

Pre and post match

Referee coach

If a referee coach has come to see you referee, introduce yourself prior to the game. Don't expect the coach to come and find you. Be ready to let him/her know any key areas of your refereeing with which you may require assistance. These could be refereeing areas requiring improvement commented upon by a previous coach whose opinion was that they could be improved. If there is another experienced referee available to watch your game, when no coach is available, ask that referee for some feedback instead. Don't forget to find that referee or referee coach after the game to thank them, and to obtain their comments. Alternatively, telephone them later.

Changing

Start getting changed in plenty of time before kick-off. This will give you time to check your gear, to warm up, meet and brief the teams and inspect their boots. Don't keep the players waiting. It is a fact of life as a referee that players can keep you waiting, but not vice versa. This is the time to concentrate on the game ahead and to complete your mental preparation.

Touch judges

Make sure that both sides have touch judges and ascertain if they are qualified. Whether they are qualified or not, remind them that their primary duty is to indicate when the ball is in touch. If they are qualified and the match organiser has approved it, remind them that they can assist you in reporting foul play. Other assistance they can also provide include around the goal line and in marking the offside line at penalties, free kicks and line-outs. Ask one of the touch judges to keep the time as well to check on your timing and as a back up if your watch fails. Act as a team of three.

Time

Make sure you know how long each half should be, and whether additional time is allowed for injuries. Also, if there is a drawn game, check if extra time is to be played, and the scoring procedure. If another game is due to be played after your game on the same ground, and your game starts late, it may be necessary to shorten the halves of your game. Don't forget to restart your stopwatch after a stoppage for injury when injury time is played. For in case you forget (it happens to the best referees!) make a note of the time at the start of each half, as well as asking your touch judges to keep the time.

Briefing teams and inspection of kit

The boot inspection should be done well before the start of the game to avoid interfering with a team's warm up. If you have not already done so, introduce yourself to the coach and captain. Also check for watches, jewellery and fingernails. If you have qualified touch judges take them with you so that from the beginning they know they are part of the team of three and the players see them. Dependent on the experience of the players and the expected level of the game, speak to the players and coach so they know what to expect from you. Don't try and brief the players as they line up in the centre of the field. At that time they are waiting to play rugby and will not wish to listen to a speech by the referee. Brief the teams when kit is inspected. Keep the briefing short and simple. Players will not absorb a lot of information when they are trying to focus on their forthcoming game. Possible briefing points could be:

The element's of a referee's day

The 'working day' of a referee includes not only the match itself, but of course also duties before and after the match. These duties vary from country to country and within some unions they vary depending on the level of play too. Sometimes the referee is obliged to help out with additional functions and replaces the match commissioner owing to the shortage of such personnel. Sometimes he/she will have to ensure that the markings of the pitch are completed in time to get the match kicked off on time.

In the IRB training context, we will not deal with the different ways unions organise their matches, but will focus on the generally accepted practice for the major steps we find the world over.

- Communication through the captains. Emphasise that you (the referee) will communicate through the captain who is responsible for the team.
- Scrum engagement. Remind the teams of the engagement sequence and that the ball won't be allowed into the scrum until the scrum is steady and square, to ensure the safety of the players in the scrum.
- Tackles, rucks and mauls. Remind the teams of the responsibilities of both the tackler and the tackled player.
- Line-out. If it is intended to use the front players in a line-out to maintain the gap, inform the players at the briefing prior to the game and at the first line-out.
- Laws. Clarify any recent changes to the laws or interpretations of them.
- Swearing (U19s). In some junior competitions swearing is an automatic penalty.
- Finally, wish the players an enjoyable game and let them know the kick-off time.

The toss

The toss of the coin (remember the coin is provided by the referee) is usually done prior to the game at a time convenient to the two captains. It is usually done immediately after both teams have been briefed. However, sometimes teams prefer to toss after they run onto the ground and line up opposite each other. Generally the home captain will toss the coin and the captain of the visiting team will call. Remember the winner of the toss can only choose on which side his team will play or take the kick off. Some inexperienced captains sometimes ask to "Receive" which is not an option.

After the game

The referee should try to avoid having other commitments soon after a game - though it is appreciated that sometimes this is not always possible, e.g., refereeing or touch judging in a following game, or a family function.

Don't forget to thank the captains and touch judges. If a referee coach has been watching, make a point of thanking that person as well, and making a time later to meet up or to telephone. Don't be afraid to talk to the referee coach. They are there to assist you with improvements in your refereeing. Make a point of listening to the coach's comments even if you don't necessarily agree with them. A discussion with a referee coach will give you the opportunity to explain why certain decisions were made and allow you the opportunity to consider alternative solutions to certain aspects of play.

If you have made a wrong decision on a point of law then, as soon as possible after a game when back at home, you should check the law and ensure that the law in question is interpreted correctly at the next game. After each game it is good practice for you to do a self analysis of the game to try to overcome any weaknesses or errors prior to the next game.

Try and speak with the coaches, captains and players of both sides after a game, preferably over a drink in the clubhouse. As a referee you can learn a lot from them. However, don't be afraid of criticism. Listen, and consider the comments later.

Don't sneak off after a game. The players and coaches will realise referees are human after all and the referee will make many good friends and continue to enjoy the unique camaraderie of rugby football.

The playing enclosure

It is the referee's responsibility to get the teams onto the field. Blowing the whistle outside the changing rooms may help. Don't stand in the centre of the field waiting for the teams. Always try to run on last, but don't keep the players waiting. Prior to the kick-off:

- check the 10-metre line (a good reminder of the distance needed at off side incidents)
- check the touch judges are in position
- note the actual time
- mark down in your notebook which side is kicking off
- check that the captains are ready
- if there is a timekeeper, raise your arm as you blow your whistle for the start of the game
- **then enjoy the game.**

Safety issues in your country

Beside all other aspects of our great sport, safety remains always the number one issue for the game, and refereeing in a safe manner is the top priority for any match official in any game of rugby union. Depending on the particular match, there will be a range of factors which are important for you to recognise in order to evaluate possible safety matters and address them before or during the game.

The level at which the game takes place, and the presence of any age-specific law variations, will impact all safety issues. But safety issues are governed not only by the age group or the level of the game - they may have a very specific nature, for example deriving from the culture of the game within a particular union, the climate involved or the general technical abilities of the players in a certain nation's league system.

Task three

Try to select up to seven safety issues that rugby in your country is currently facing. Address the selected issues from the point of a referee and propose some refereeing / management solutions for each of them. Within the group situation, compare your answers and come to a consensus for a problem-solving approach.

	Safety issue in your country	Effect on referee	Solutions
1			
2			
3			
4			
5			
6			
7			

Module two - Management

Chapter two - Communication

Learning outcome

At the conclusion of this module, you will have learned that communication is not a one-sided affair involving only the referee and his/her actions; it is a process and different situations during a game ask for different ways of communicating. Secondly, you will be able to demonstrate the official referee signals and understand the importance of good body language.

Introduction

“Communication is the exchange of thoughts, messages, or information, as by speech, signals or behaviour.”

Looking through various definitions for the word *communication* you will find many quotes that carry a similar message to the definition above. Communication is a process and the process is one of sharing information.

In the simplest form of the concept, information is sent from a sender to a receiver. In a more complex form, feedback links a sender to a receiver. Bernard Baruch, an American political adviser to every president from Woodrow Wilson to John F. Kennedy, puts it in a poetic way and we can use his words to get a good understanding of what is required from a rugby match official:

“The ability to express an idea is well nigh as important as the idea itself.”

For the rugby official, seeking to define communication as a static word is not as important as understanding communication as an entity which has a range of definitions depending on the context. Ludwig Wittgenstein, the Austrian philosopher who had a major influence on 20th-century philosophy, addressed this issue in his works and described communication as having three major dimensions:

- Content
- Form
- Destination.

Communication styles and standards

*In a game of rugby and between the referee and the players, communication **content** includes actions which give advice or commands and ask questions.*

*These actions may take different forms, including gestures (non-verbal communication, sign language and body language), the use of the whistle and, of course, speech. The **form** depends on the symbol systems we use in rugby. One symbol system is the formal set of referee signals. Another system we use is the law book and the logic of rewards and punishments within the rugby framework. Together, communication **content** and **form** make messages that are sent towards a destination.*

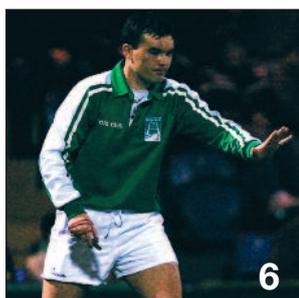
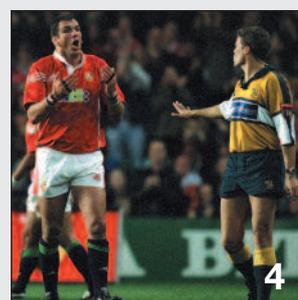
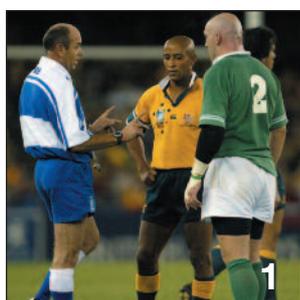
*From the view of the referee, the **destination** target can be oneself, a single player or a group of players (from one or both teams).*

Once you have understood the nature of communication - in the sense of what you need to be able to do in order to communicate as a match official in a game of rugby - you can apply this knowledge to different scenarios on the pitch.

Task one

Study the pictures and makes notes as to the possible content, form and destination of the communication in which the referee is engaging.

	Content	Form	Destination
1			
2			
3			



	Content	Form	Destination
4			
5			
6			
7			

If you observe any number of referees on a rugby pitch, you will find many different expressions of how these referees communicate during a game. Some referees tend to have a very good presence and use their body language to get their message across. Others tend to work primarily with their voice to manage game situations. They might, at the end of the day, achieve the same results.

The key to success is to realise that your own distinct personality will have a big influence on the way you communicate on (and off!) the pitch. As you develop as a referee, your aim should be to discover your natural style of communication, analyse your strong points and your areas for improvement and utilise your unique style. You should then be ready to check your behaviour against the given standards in the refereeing world.

Task two

Add five more items to the list in the first column of the table below, and assess your own personal ability for each item. In the third column, try to link that form of communication with any established standards in rugby. The established principles for vocal communication are given in the panel on the right.

	Form of communication	Personal assessment	Rugby standards
1	Voice		Link to guidelines on the right
2	Body language		
3			
4			
5			
6			
7			

Verbal communication

For your vocal communication, you can use the following guidelines to ensure a consistent approach for international matches:

- *When explaining decisions, referees should be succinct and wherever possible use the language of the law book.*
- *Verbal explanation should be accompanied by the appropriate secondary signal.*
- *Preventative statements should be used sparingly and should not be used all the way through the game. The players should have adapted early in the match.*
- *Preventative statements should not be used repeatedly. By the time a statement has commenced for a second time the offence will have been committed.*
- *The preferred communication method is to use the team's name or colour plus the number of the player. The use of a player's name should not take place.*
- *Referees may say "play on" when the ball can be played after rucks and collapsed mauls. Artificial offside lines should not operate.*
- *Match officials should not engage in conversation with players other than the captain - and then only to address specific issues.*
- *Foul language should never be used by any match official.*

Referee Signals

In rugby, the one communication form that is truly uniform in any game is the set of the 46 referee signals. They are part of the law book, where they are described verbally and also displayed in pictures. You must be aware that there is no logical order of the numbers attached to each of the signals in the law book, and therefore you need to study the concept behind each of these signals in more detail.

Four of these signals are shown by the referee to indicate a stoppage in the game:

- try
- penalty kick
- free kick
- scrum awarded.

These signals, plus the signal for advantage, are called the 'primary' signals. These signals will also be the most important signals and the first signals a beginner referee might learn and the rugby-encountering spectator will understand.

Because the reason behind a decision to award a penalty, free kick or scrum and the indication to play the advantage law are not easily understood by players and spectators, there is a second set of signals. These are called 'secondary' signals and each of these signals is linked to one of the primary signals. These signals are not optional for the referee to use - they are equally as important as the primary signals and if used appropriately by the referee, can make a big difference to the referee's performance.

In addition to the first two, a third set of signals can be found under the heading 'tertiary' signals. These signals include the signal for forming a scrum, for a bleeding wound, the call for a doctor/physiotherapist and the call for the timekeeper to stop/start the watch.

Another reason to group the original 46 signals is the need to apply the signals in a sequence. This becomes more evident with faster games and a better technical standard of the teams involved, but also at grassroots level, there is a need to indicate:

1. What will happen next ? **(Primary Signal)**
2. What was the reason for the stoppage ? **(Secondary Signal)**
3. Is there additional information to be given by the referee ? **(Tertiary Signal)**

To carry out the signals in a precise manner and with adequate timing, you will need a lot of on-field practice and you will have to study other referees and their signalling. Remember that all referees have their own style, yet all are obliged to follow the law book to achieve the uniform application of referee signals all over the world.

Please also note, that there are no signals for the start and the finish of the game in the law book. By observing other referees, you will see a variety of signals to indicate these two events and you can choose your own preferred option!

Primary signals

Try



Penalty



Free kick



Scrum awarded



Advantage



Task three

Your educator will now play a series of seven video clips. For each clip, write down what you think would be the correct set of signals for the situation. You'll be asked to demonstrate at least one set of signals to the rest of the group.

Video	Secondary signal	Tertiary signal
1		
2		
3		
4		
5		
6		
7		

INTERNATIONAL RUGBY BOARD
DEVELOPING OFFICIATING SKILLS

MODULE 3 - Planning



Module three - Planning

Chapter one - Planning a season

Learning outcome

For any referee at any level, the aim should be to become a better referee for the following season. To achieve this, you have to know about the required aspects of referee development, ensure that you have planned comprehensively for the season ahead, and know how to measure these aspects against your personal situation.

At the conclusion of this module, you will have worked out the basic aspects of planning a rugby season. You will see that while there is an established process, the individuality of the referee nevertheless plays an important role.

Your rugby season

Planning should not be thought of as something referees to do on top of other duties; it is an integral part of your everyday life, and it is essential for your development. Basically, everyone prepares for any routine in life. To go to work, we set the alarm, get up and wash, eat, pack the briefcase or toolbox, grab the wallet, get into the car, plan the route, and drive off. It all requires planning; it may have become routine to us by now, but it certainly started as a challenge in the beginning.

"I certainly prepare for every game and I believe I prepare well - as well as I have been taught and as best I can. In fact, I believe that it is in this area that I possibly do more work than any other referee I know. There is no doubt in my mind, and I make no secret of it, that this is my 'secret weapon'."

Andre Watson, RWC final referee 1999 and 2003

Preparing to referee throughout a season is based on these same principles of planning. However, many referees just walk into the next season without any planning, regardless of the level or grade.

The agenda here is to understand the need to structure a referee's year and to apply the process with practical examples. For your individual development, you should be able to link these aspects to your own refereeing and your development as a match official.

Task one

In ten months, you will referee at the South American U18 Championship. Consider and record some aspects with regard to the four phases of the refereeing year.

	Foundation	Pre-season	Competition	Off-season
1				
2				
3				
4				
5				
6				
7				

Task two

Take these aspects of your planning and apply them to your personal situation with regard to this event.

	Physical / mental / rugby / other aspects	Family situation	Job situation	Rugby situation
1				
2				
3				
4				
5				
6				
7				

Module three - Planning

Chapter two - Identifying feedback

Learning outcome

At the conclusion of this module, you will have identified aspects of your development as a referee to take you forward towards further progression, and have identified possible stakeholders who can assist you in that progression.

Your refereeing feedback

Each and every referee has different areas where he/she possesses strengths on which to build, and other areas which need improvement.

Very often, referees know themselves what their strengths are. It may be their fitness or their ability to manage the scrummage. The honesty within most referees will also enable them to identify their own areas for development.

Referees don't necessarily have to set their goals as promotion up the refereeing ladder at every stage of their career; it's perfectly reasonable for your goals to be improvement goals within the level at which you currently operate.

In some of your matches, your union will supply a referee assessor or qualified person to watch your refereeing and to provide you with formal feedback. However, because there is a shortage of official supervision in many unions, in most cases you will have to rely on your own judgement and will need to use other sources for feedback.

Therefore, an action plan can help to identify needs and provide support feedback in almost every situation and stage of your development.

The actions should focus on building on strengths, working on areas for development, maximising opportunities and minimising threats or identifying contingencies.

Action planning can be divided into two stages - elements you can focus on yourself to provide your own feedback, and people whom you can ask for help in providing feedback for you.

Task one

Within the group, compare possible answers to the questions below and identify 'best practice' solutions.

a. What aspects of your performance can you focus on yourself?

Example: Scrum engagement

1

2

3

4

5

6

b. What organisations and individuals can you engage to assist you in achieving your goals?

Example: A retired referee as a mentor

1

2

3

4

5

6

Task two

Select some of the most appropriate items for yourself from the above list of potential helpers, and identify their qualities in detail (mentor is given as an example).

Potential helper	Quality you will look for in asking for that person's help
1 Mentor	<p><i>A mentor is a person with whom the referee can discuss issues and ask for help with problem solving processes. The qualities required for a person to undertake the role of a mentor are: an elder statesman, another referee, a sports coach, a work place coach, a good listener, a confidant, a facilitator.</i></p>
2	
3	
4	
5	
6	
7	

Module three - Planning

Chapter three - Referee support

Learning outcome

At the conclusion of this module, you will have identified possible support structures to assist in your development as a match official. The module helps you to analyse yourself, to get a structured feedback from your peers and to understand the role of a referee coach.

Self analysis

In the excellent 'Refereeing in Practice' (IRB) booklet it states:

"If a referee coach has come to see you referee, introduce yourself prior to the game. Don't expect the coach to come and find you. Be ready to let him know any key areas of your refereeing with which you may wish assistance. These could be refereeing areas requiring improvement commented upon by a previous coach that could be improved.

"If there is another experienced referee available to watch your game, when no coach is available, ask that referee for some feedback in lieu. Don't forget to find that referee or referee coach after the game to thank them and to obtain their comments. Alternatively, telephone them later."

...and...

"If a referee coach has been watching, make a point of thanking that person as well and making a time later to meet up or to telephone. Don't be afraid to talk to the referee coach. They are there to assist the referee with improvements in refereeing. Make a point of listening to the coach's comments even if you don't necessarily agree with them. A discussion with a referee coach will give the referee the opportunity to explain why certain decisions were made and allow the referee the opportunity to consider alternative solutions to certain aspects of play. If the referee has made a wrong decision on a point of law then as soon as possible after a game when back at home the referee should check in the law book and ensure that the law in question is interpreted correctly at the next game.

"After each game it is good practice for a referee to do a self analysis of the game to try to overcome any weaknesses or errors prior to the next game. Try and speak with the coaches, captains and players of both sides after a game, preferably over a drink in the clubhouse. The referee can learn a lot from them. However, don't be afraid of criticism. Listen and check the comments later. If explanations are required they should be given in simple terms."

Referee support

It is vital for the referee to learn and develop without having to rely on a referee coach or other infrastructure to help. Match officials must quickly become self-sufficient, either in isolation or in company with refereeing colleagues.

Many unions have few, if any, qualified referee coaches, and often rely on visiting coaches for their support (often in the form of IRB trainers, for example). The fallout from this scenario is that the union, its referee society or association, and the rugby community have to take every opportunity to utilise the trainer's skills, resources, etc., when one is available. Likewise, the referee coach (or trainer) has to have the skills to guide the 'remote' referee(s) individually and as a group, to this end.

However, self analysis is also just as important when the referee is receiving regular or intermittent coaching - the referee coach is supplying information, advice and encouragement, but it is the referee who is responsible for accumulating, absorbing and analysing that feedback on an on-going and long term basis.

This leads us to two different methods which should be adopted to cover both these situations - self analysis (or evaluation), and peer support.

The two main areas pinpointed above are:

- **Game analysis** - this involves a closer examination of the match, preferably from a DVD or video, and then drawing information from that review. You may carry this out yourself, or ask a colleague - preferably someone whose experience is at least the equal of your own.
- **Seeking feedback** from other personnel - this is simply the process of making contact with team coaches, managers and players. This is probably best achieved by having some sort of formalised mechanism for the coaching and support staff to supply feedback using a common reporting mechanism. If there is no such structure, then the feedback could very easily become counter-productive due to inconsistencies between coaches.

The collecting of match statistics does, however, require certain skills and a significant amount of practice. It is recommended, therefore, that initially you collect limited statistics only, concentrating on the application of the competencies. This would therefore suggest only recording:

- penalties and free-kicks under the various categories
- scrum management, resets, wheels, turnovers etc.

This should be done as regularly as possible, as the accumulated data is invaluable in measuring your progress. Then, armed with these statistics, and a copy of the video, use your resources to check performance according to these criteria:

- **Competency.** It is recommended that only the high incidence competencies be given preference initially until more experience has been gained. Here, tackle/ruck, scrum (and safety in particular), control and advantage are probably the components of most significance.
- **Indicators of non-compliance.** Watch the game with particular emphasis on checking for signs and patterns as described.
- **Possible causes.** This can assist in homing in on the factors which have been responsible for the non-compliance.
- **Coaching hints.** Here, pay particular attention to the 'checklists' - they are taken from 'Rugby Refereeing in Practice' and appear throughout module 4 of this pack, and are invaluable for the referee to apply in 'real time'.

Taking appropriate notes is essential to ensure on-going review each time this exercise is undertaken. You should write yourself a 'coaching report' that highlights:

- positive points
- areas requiring improvement
- matters to consider.

Another very fruitful exercise to undertake is to examine positional execution. This is an area which can, if not performed well, lead to multiple problems. The particular areas to watch for, in the early stages, are:

- at the tackle or ruck
- in-goal or near in-goal
- ball-line running - are you getting ahead of or behind play?

Golden rules of self analysis, evaluation and assessment

Define self evaluation as it relates to refereeing.

Basically, self evaluation is the ability to self reflect. It is thinking about your refereeing, evaluating your performance and identifying what needs to be done to make it better. It is a skill that needs to be overtly practiced and developed in order to enhance performance.

What are the major components of self evaluation?

Firstly, you have to have something to evaluate. This could be your memory of a game, or it could be something more tangible such as a video, a referee coaching report or your assessment report. Analysis and identification (of both strengths and challenges) is the second component. Evaluation of those areas that you consider to be challenges is the third component.

Task one

In the major component areas (noted below), compile a list of seven practical aspects that have the potential to disrupt your self-analysis and any solutions you may find.

Component areas	Disruptions and solutions
1. Evaluation	Example: Potential problem: No data available for basic statistics Solution: Find a person to record a specific aspect of the game
2. Decision making aspects (consistency)	
3. Management aspects (control, safety, continuity)	
4. Communication aspects	
5. How effective was I in the various aspects of the game?	
6. Ensure that you focus on a specific action which you can actually change	
7. Develop a goal to improve each of the challenges	

Peer support

Extremely important to the success of referee development is the support that is obtainable from one's peers. This support can take many forms, ranging from a phone call or email to/from a refereeing colleague to a formal meeting of a structured association/society of referees and coaches. The need for such a body cannot be over-emphasised, as we will see below some of the benefits for both its members and the union to which it provides refereeing services.

A statement of the aims and objectives of a typical society/association would probably look like this:

- To foster the game of rugby within the area controlled by the Union, including any successors to such body, and in particular to control, organise and manage all matters relating to the refereeing of such games of rugby.
- To appoint referees when invited.
- To support the objects of the Union and to work in affiliation with that body.
- To disseminate knowledge of the laws in force from time to time.
- To encourage referees and refereeing generally.
- To coach and examine persons as to their knowledge of the laws and where appropriate certify such persons to be proficient.
- To assist in the administration of rugby generally.
- To join and/or affiliate with other associations having like or similar objects.
- To sponsor associations having like or similar objects and to encourage them to affiliate with the Association.
- To promote, encourage and foster the interchange of rugby referees between associations having like or similar objects.
- To engage such person or persons as may from time to time be necessary to further the objects of the Association.
- To prepare, print, distribute and otherwise deal in publications of all kinds relating to rugby union.
- To promote the care, welfare and advancement in life of members or their families.

Referee coaching

It is intrinsic to the coach's role, at the junior level of refereeing, that the referee is 'guided' in terms of his/her decision-making and role as a referee, and literally instructed at times. The coach must get the referee to 'self-discover' issues and solutions through strong questioning techniques.

Knowing the principles of feedback by coaches will help you to prepare for discussions with your referee coach:

1. The referee coach has to be selective in the feedback provided. Inevitably a new referee will make many errors and it would be only too easy to overload the referees with too much feedback.

2. In being selective, the referee coach will need to find things to praise based upon the strengths listed on the coaching form.

3. The referee coach will select areas for development which are going to make the greatest difference to the referee's performance the next time he/she officiates.

Referee coaches will know the differences in approaching different types of referees, relating to the level of refereeing, game experience and competition standard. The process differs from beginner to elite referees. In the later case the referee decides what to do - empowerment is transitioning from the coach to the referee him/herself.

Module three - Planning

Chapter four - Mental preparation

Learning outcome

At the conclusion of this module, you will have worked out the components of mental toughness and have identified common problems in that area so that you can avoid them on your own pathway.

The module will help you to establish some key behaviours which will help alleviate some of the typical underlying mental challenges to best performance.

Introduction

Athletes in every sport have always prepared themselves both physically and mentally for their tasks. Yet, the concept of mental preparation has filtered down fairly slowly from top level sport to the grassroots level.

The practical aspects of mental preparation in relation to the needs of referees and touch judges sometimes create questions for these officials which this workbook will help to answer.

Mental components in refereeing

Shakespeare: "There is nothing either good or bad, but thinking makes it so!"

Anonymous: "If all else is equal, why do your performances fluctuate?"

Within the context of this IRB Officiating course, we will look at the following 'key points' definition:

**Goal setting leads to correct motivation
that leads to good attitude
and resultant commitment
and confidence in the goal.**

and identify the four components of mental toughness that we will examine in more detail:



Commitment

Possessing the desire to achieve is a trait that characterises elite athletes, who understand what they are trying to develop and do so without constant supervision or persuasion. There are three phases in establishing absolute commitment:

1. Determine your aims and ambitions – know where you are heading!

- Identify conflicting interests - set goals for other commitments in your life so that they do not impact your main goals.
- Convert aims into goals - consider what it will take to achieve your 'dream' and set goals accordingly.

Discussing aims and ambitions with friends and coaches, and writing them down is, in itself, a form of commitment. Consider all elements linked to your rugby playing or coaching performance and highlight strengths and areas in need of improvement.

2. Identify conflict

To have realistic aims and ambitions you need to consider other issues in your life such as work, school, family and other sports and hobbies. Competing for time and energy is not ideal, so manage your interests carefully and decide what is important in the short-term.

3. Goals

Transferring aims and ambitions into goals is a systematic method proven to facilitate commitment.

Control

1. Know yourself and your key strong behaviours

- Make a profile of yourself and strengthen your control of your behaviours.

2. Deal in facts, not feelings

- Top athletes talk about the ability to differentiate between real facts and emotional thinking. They work on the ability to concentrate on the facts and work on their responses to events, rather than the emotions involved.

3. Keep in the moment

- Work on the 'here and now', rather than the past and the future. This is helpful as early as the pre-match conversation in the dressing rooms, and in the heat of the battle on the field. It includes avoiding 'defeatist thinking,' e.g., "that mistake will cost me future appointments!"

4. Circle of excellence theory

- Visualise a moment that you have been in or aspire to, when you were at the top of your game (e.g., a game last season) - by closing your eyes and clenching your fist, you can practice 'bringing up this memory' into your conscious state, reminding yourself how you felt and act as though you are in this performance state. When you are under pressure on the field, you can 'recall' this state by taking just a moment to get into it.

Confidence

Confidence is a critical ingredient for success - the desire to win or achieve is one thing, the confidence to make it happen is another thing altogether.

Like many things, confidence is also a fine balance between a strength and a threat - your athlete needs to believe in him or herself and needs to believe in being able to be 'number one', or at least to act in such a way. However, it is also easy, without the right action planning to become over-confident, or to suffer from a lack of confidence. One of the factors that these states can affect is the athlete's 'arousal levels' for performance.

Refereeing is not playing the game - we understand that. Refereeing is however a performance and to perform well you need to be in the right state of mind for you - and this can vary among different people. Some key guidelines are true for all:

1. Key triggers for your performance

- Every top performer has key triggers which dictate the priorities of action on any given day or performance. This rationalises your thoughts and keeps you focussed on what you believe is most important.

2. Clear the clutter

- Keep your mind clear of clutter: keep your thoughts focussed on the task and remove all unnecessary thoughts and actions from your day and at the ground.

3. A relaxed state

- It is well proven that athletes who are relaxed and in control of their thoughts will make the best decisions in the heat of the battle. The more tense you become, and the more uptight you believe you should act, the worse your decision-making will become.

Concentration

Concentration is very similar to some of the other key messages: some people suffer from jumping in and out of good concentration and focus. Others seem to hold concentration easily.

The three points above under confidence also apply to concentration. In addition:

4. Have a switch on and switch off button

- Learn to have a trigger which reminds you to switch in and out, when the action is starting or finished. Many athletes benefit from being able to control when to switch off and have a laugh or a breather from the intensity of the action. Referees can distinguish between times they need to be switched in and when they can let the concentration go.

5. Know when you are not right

- Both before and during the game, you can learn to realise when you are not 'in the groove' and work on a technique to counter that state. e.g., a couple of unplayable decisions in close succession might be a trigger to suggest you have switched off at the tackle phase.

Scenarios

The following four 'mistakes' provide some scenarios for discussion. These scenarios have been written as a result of discussions with many elite athletes - they are common 'errors' these athletes believe they made on the way through to success.

Mistake #1. "I listened to too many people."

Too many athletes fail to recognise the disease of listening and seeking out the views of many people. A simple activity to complete is to nominate the key people in your team or network. Identify your key list of people, clarify your role or area of expertise. This becomes a critical written confirmation of your advisors and the role they play. You can then share this information with your team, so that they are officially recognised and each person has clarity around their role to the referee. When you fall into the syndrome of 'hunting out' people for advice, go back to your network and realign to the key people - have they sought extra information in tandem with their network, or are they working in isolation to their network?

Mistake #2. "I didn't know that behaviour follows belief."

What do you believe? Beliefs are the cause and behaviour is the effect. If you upgrade what you believe you will upgrade your behaviour, and when you upgrade your behaviour you upgrade your results.

"When I believed I was a champion, I trained like a champion. When I believed I was washed up, I trained like a loser."

Tap into your thoughts as an athlete - do they believe in your ability and what you want to achieve? Have you focussed on a goal which stimulates and is obtainable? Have they got a firm picture of what success looks like? All of these things help stimulate positive behaviours and habitual behaviours which help success. Strong **clarity** precedes strong **capability**. A lack of clarity of action is the direct way to limiting capability in an athlete.

Mistake #3. "I thought I was committed but I wasn't!"

Are you truly committed to your career? Have you taken the time to isolate what it will take and set timelines for the key tasks required to make it? Have you considered who the best performers are in your industry and studied what makes them the best? Where are your gaps and what are your priorities to ensure you start behaving as like them? Do you avoid compromises that impact your performance? Do you know the key routines which, leading to match day, enhance your performance state? Have you considered the best diet for the last 48 hours? Do you prefer a drink the night before or do you stay away from it? What time to do you get up and have breakfast on match day? Where do you have it? What do you do for a 2.30pm game versus a 7.30pm game?

All these things should be set and followed with a relaxed routine to it, putting you in the best possible mindset for the job ahead.

Mistake # 4.

"I thought I knew myself and my role, and I thought I was in control, but I was working more off natural instinct!"

Do you really know yourself, as a person and as an athlete? Do you understand the role of the referee and what your natural style is on the field? We often live in a somewhat 'perceptive state' in terms of how we think we act - doing a behavioural profile is a very good way to expose your preferred behaviours and how this affects your style as a referee. It can then become a key tool for you to identify your key behaviours and what you should identify as your work-ons.

Often we like to exude the ability to be in control of ourselves and the environment, when the reality is we are not. The typical things that erode this control are: mistakes, external pressures, unexpected events.

Task one

As a group, brainstorm what you think you see in terms of behaviours, for the four topics. How would you spot over-confident behaviour, or someone struggling with pressure, etc?

Topic	Brainstorm results
1. Dealing with over-confidence	
2. Dealing with under-confidence	
3. Dealing with pressure	
4. Dealing with mistakes	

NOTES

INTERNATIONAL RUGBY BOARD
DEVELOPING OFFICIATING SKILLS

MODULE 4 - Technical



MODULE 4 TECHNICAL



Module four - Technical

Chapter one - General aspects of law knowledge

Learning outcome

At the conclusion of this chapter, you will have studied the interaction between the basic principles of the game and the law book. You should be able to consider the issues involved in the concept of consistency, and their impact on your refereeing. Application of the laws always starts with the understanding of the game and the referee should never start to analyse situation on the pitch from the law book.

Introduction

Jeremy G. Turner describes in his book 'The Complete Referee' (1996 by USA Rugby) three stages for every referee that develops and makes steady progress in his/her abilities to become a better match official. In a shortened version it reads as follows:

Where Ignorance is Bliss

The first stage is pure enjoyment, usually based on ignorance of the finer points of the refereeing trade. The referee, revelling in his new found authority and exhilarating in his immunity from bruising contest, cheerfully tooting his whistle to no particular purpose.

His attention is frequently focused on the ball, thus he tends to miss much of the action around him. If he were fully aware of the potential difficulties and danger that surrounded him, he would probably opt for a less challenging hobby. Novice referees tend to leave the offside law to the individual consciences of the participants; play is often ragged, pile-ups continue too long, fringers fringe and thugs thug.

Because such matches frequently involve teams having lesser levels of skill, the players may have a grand time and at the post-match dinner, comments such as, "He's a good ref, he lets the boys play the game" help swell the novice referees ego. Unfortunately, these comments also give him a false sense of security.

The Valley of Death

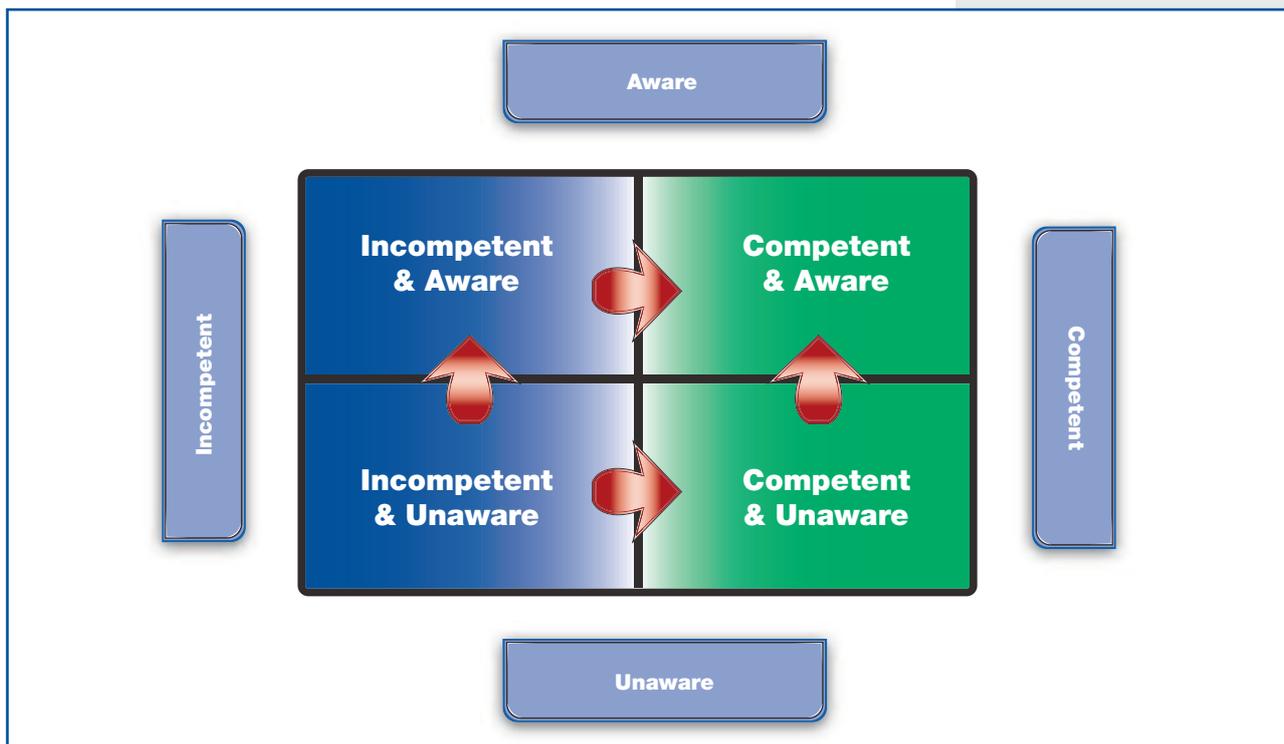
Now he avidly reads the law book, probably the first time. He fits the words to situations he has experienced. With detailed knowledge comes a little unconscious pedantry. Whatever he might read from or into the law book, he applies rigidly. His dictum is, "the law is the law"!

On the pitch, he sets an inflexible standard, which he demands not only of himself but also of the players. To more experienced referees, the symptoms are obvious. The disease is apparent. The atmosphere in the bar after the match can become a great deal less cordial. Players and spectators are less impressed. The referee on the other hand is perplexed. He is proud of his knowledge and skills are improving, yet the very people who loved him earlier, are now less kind.

The Dawn of Redemption

This valley may be deep and dark, and it can be long; but after every night a first finger of sunlight reaches the valley floor, announcing the coming of the dawn. In this case, it is the realization by the individual referee, that his primary task is not to enforce the letter of the laws, but to help the players to enjoy a wonderful sport.

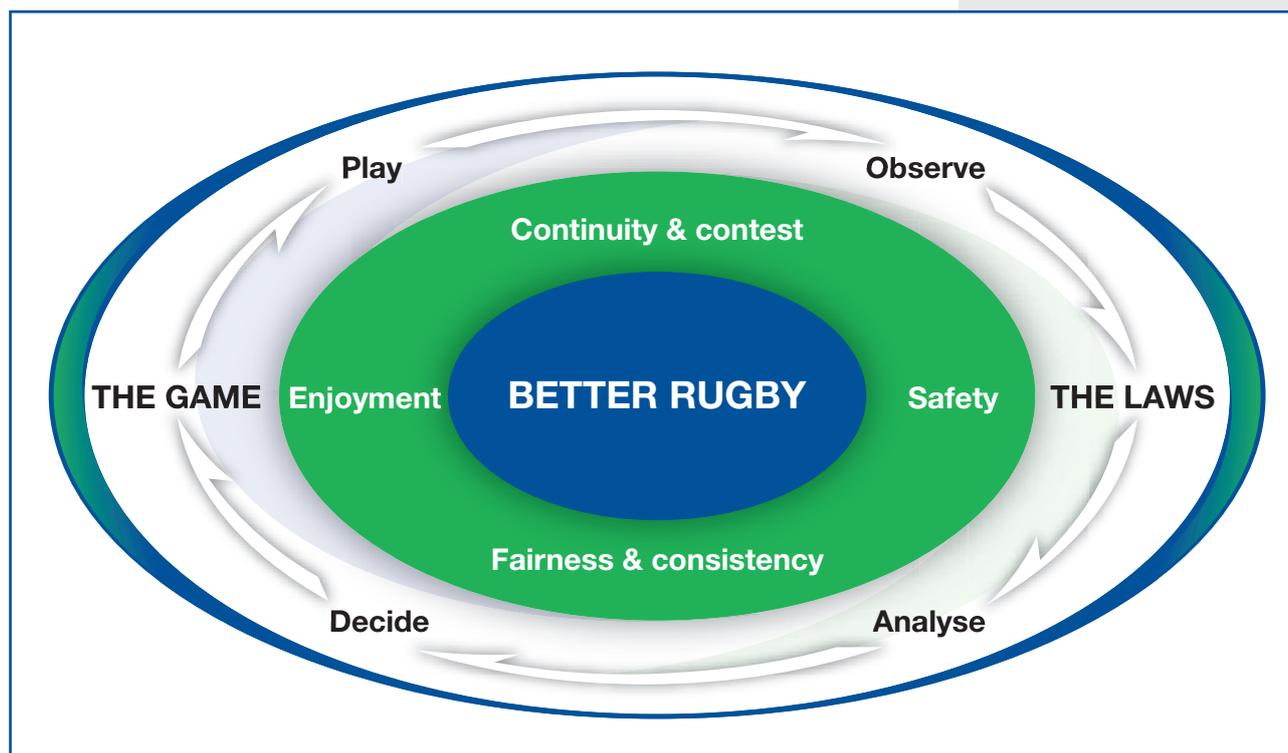
To achieve this, the referee must not only know the Law thoroughly, but he must also understand the reasons behind them. He must know how and when each law should be applied, not merely demonstrate his knowledge, but to promote competition and skill of which those players are capable within the constraints of fairness and safety. He must become a student of the game, he must observe how players in different positions develop different styles and how each phase of play interacts. The referee's true reward is the satisfaction of having done the job well.



Continuity, safety, fairness

Enjoyment in rugby is linked to three other great principles of the game:

- continuity and contest
- safety
- fairness and consistency.



- It is the aim of the team in possession to maintain continuity by denying the opposition the ball and, by skillful means to advance (carrying, passing, kicking) and score points.
- Rugby is a sport which involves running and physical contact. It is very important that players play the game in accordance with the laws of the game and be mindful of the safety of themselves and others.
- As one team attempts to maintain continuity of possession, the opposing team strives to contest for possession. Contest and continuity are achieved through fairness and equity.

In applying the law, the good referee will observe play and analyse the players' actions against the word of the laws. You might then decide to interfere with your whistle and to stop the game at any stage.

To stop the continuity of play, you need to consider the principles of the game and to consider what laws will help you to make the best possible decision.

Task one

There are 22 laws in 'The Laws of the Game of Rugby Union'. Tick off the laws that you think help the referee to apply the principle of continuity and if so, give your reason. Find at least one example for each of your arguments.

	Continuity?	Why? In what way?	Example
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

	Continuity?	Why? In what way?	Example
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			

Consistency

On a given weekend, spectators, coaches and players will want to see a consistent application of the law by the referee in a particular match. It seems a fair request, yet there are circumstances in an 80-minute game of rugby that will not allow the referee to maintain the same standard throughout the entire match. Players and teams might change their playing styles and attitudes, and therefore the referee needs to observe the play and adapt his/her refereeing accordingly.

The following weekend, another referee is expected to be consistent - not only in that match, but also in relation to the weekend before. Furthermore, the referee him/herself might expect consistency of performance with what he/she did last week.

However, some people say that the concept of consistency is a myth. You should examine the desire for consistency in the application of law and question whether consistency is as important as refereeing the game that's in front of you.

The five quotes which follow will help you to understand the range of discussion involved with the concept of consistency.

A.

It is probably not reasonable to expect total consistency from referees, given the pace at which the game is played and the confusion which surrounds so many aspects of the game.

B.

There is great concern over the consistency of the officials and we demand quick action to improve the consistency of officiating. This includes dismissal of officials, education of officials in the differences the way the game is played and to make sure that officials conduct themselves in a consistent manner.

C.

There are dramatic differences in interpretations by referees. Teams have had to adjust their game plans in numerous areas to counter the impact of a new breed of unpredictable whistleblowers. The major problem facing world rugby is inconsistent refereeing. Rugby as a world-quality sport depends on having the same refereeing interpretations around the world.

D.

There is no doubt that differences in refereeing can be attributed to the fact that all the referees and touch judges come from different countries. Of course I would like to see a greater degree of consistency in decision-making, but I think it is a great challenge for players to try and adjust to different styles every week. Of course the main thing is to win the game, but that's not going to happen if the players keep giving the referee no alternative but to penalise them. If this continues throughout a game it is hardly the officials' fault. They are doing their jobs.

E.

Consistency is all you can ask for. They'll make mistakes and maybe we as players are wrong some of the time and the referee has got it right but consistency is the word. If all the referees are refereeing the same way you know what to expect.

Task two

Develop a one sentence summary giving your opinion of these 'perceptions' of consistency.

	Summary
A.	
B.	
C.	
D.	
E.	

Task three

Identify those facets of specific phases of the game which could be included in discussions about consistency. Prioritise your choices with technical and/or practical arguments (use 0. as an example).

	Phase	Facet	Argument
0.	Tackle	Arriving players as number 1 priority	You get most infringements here
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Module four - Technical

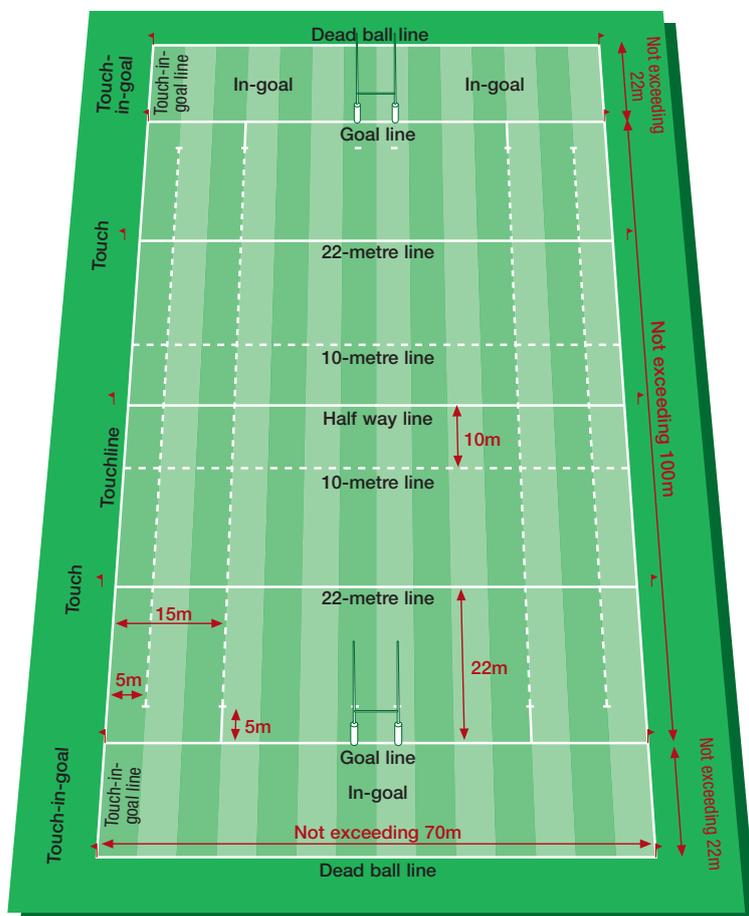
Chapter two - Touch judging

Learning outcome

At the conclusion of this chapter, you will have understood the basic duties of a touch judge and you will be able to perform that role in game situations. You will be able to understand the need for teamwork and you will have identified minimum standards for communication in a team of three.

Introduction

The 'team of officials' concept has developed in a way which means that the touch judge has become a vital part of the game, at or near the 'engine room', and where his/her input has a significant bearing on the outcome of a game. The touch judge is part of a team which, among the individuals, makes a contribution to the enjoyment of rugby - for the benefit of players, officials, spectators - and everybody involved in the game. When assisted by capable touch judges, a referee is better placed to perform his/her duties on the field of play.



Terminology

Throughout this resource, the terms 'match official' and 'referee' are used interchangeably. There are many instances where a reference to a 'referee' can also be taken to mean a touch judge or an assistant referee.

Understanding ground layout and markings

Make sure you are familiar with:

- which are the touch lines
- which are the 22-metre lines
- which are the goal lines
- which are the dead ball and touch-in-goal lines.

The following section on the laws is intended to provide a quick overview for you. The Laws of the Game of Rugby Union (also known as the law book) is still the ultimate reference.

Laws applicable to touch judging

Definitions

'Kicked directly into touch' means that the ball was kicked into touch without landing on the playing area, and without touching a player or the referee.

'The 22' is the area between the goal line and the 22-metre line, including the 22-metre line but excluding the goal line.

The line of touch is an imaginary line in the field of play at right angles to the touchline through the place where the ball is thrown in.

The ball is in touch when it is not being carried by a player and it touches the touchline or anything or anyone on or beyond the touchline.

The ball is in touch when a player is carrying it and the ball carrier (or the ball) touches the touchline or the ground beyond the touchline. The place where the ball carrier (or the ball) touched or crossed the touchline is where it went into touch.

The ball is in touch if a player catches the ball and that player has a foot on the touchline or the ground beyond the touchline. If a player has one foot in the field of play and one foot in touch and holds the ball, the ball is in touch.

If the ball crosses the touchline or touch-in-goal line, and is caught by a player who has both feet in the playing area, the ball is not in touch or touch-in-goal. Such a player may knock the ball into the playing area.

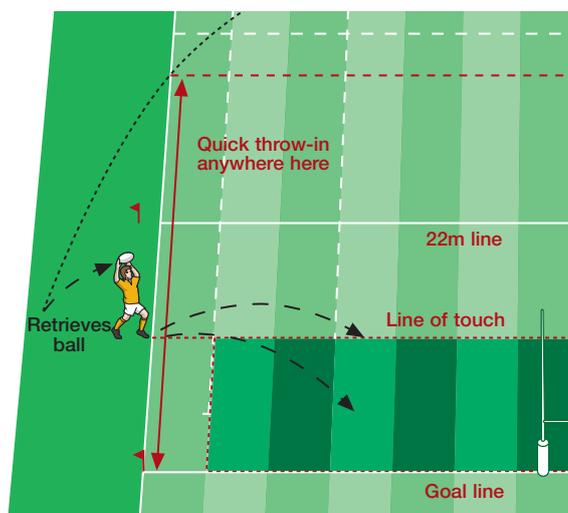
If a player jumps and catches the ball, both feet must land in the playing area otherwise the ball is in touch or touch-in-goal.

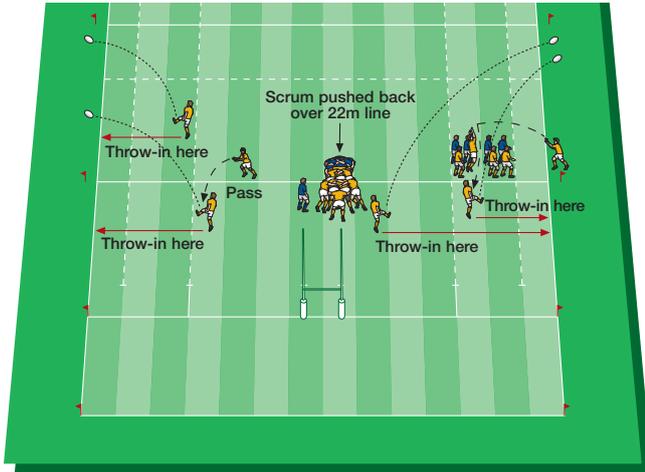
A player in touch may kick or knock the ball, but not hold it, provided it has not crossed the plane of the touchline. The plane of the touchline is the vertical space rising immediately above the touchline.

The throw-in

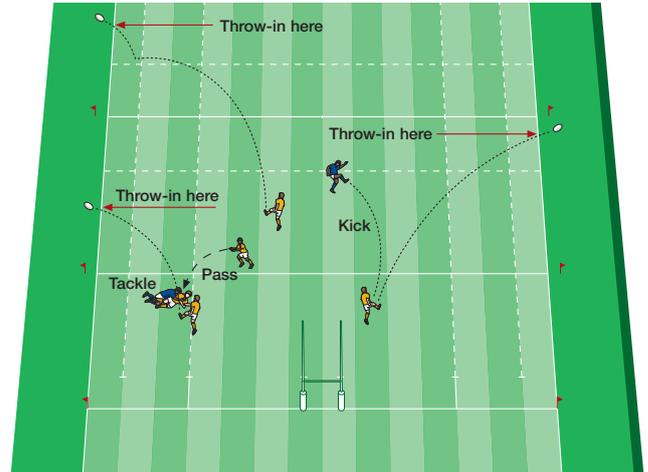
Quick throw-in

- A player may take a quick throw-in without waiting for a line-out to form.
- For a quick throw-in the player may be anywhere outside the field of play between the place where the ball went into touch and the player's goal-line.
- At a quick throw-in, the ball that went into touch must not be replaced by another ball, and after it went into touch it must not have been touched by anyone except the player who takes the throw-in.

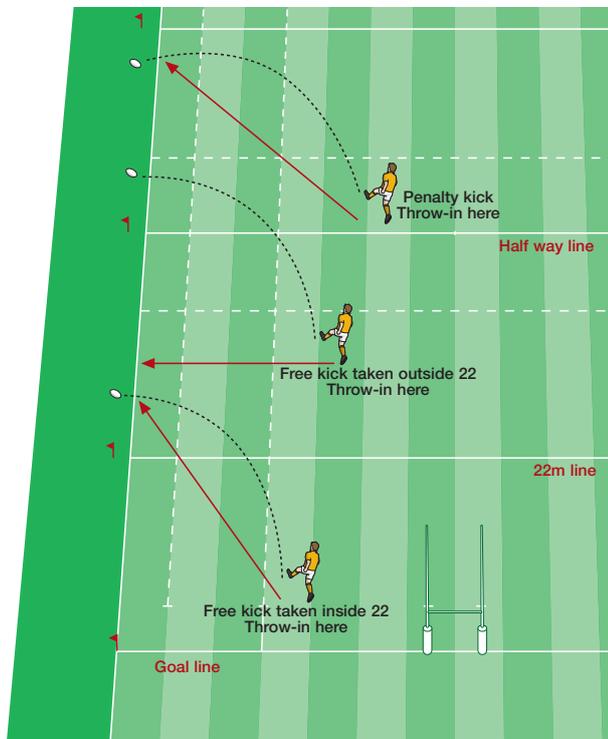




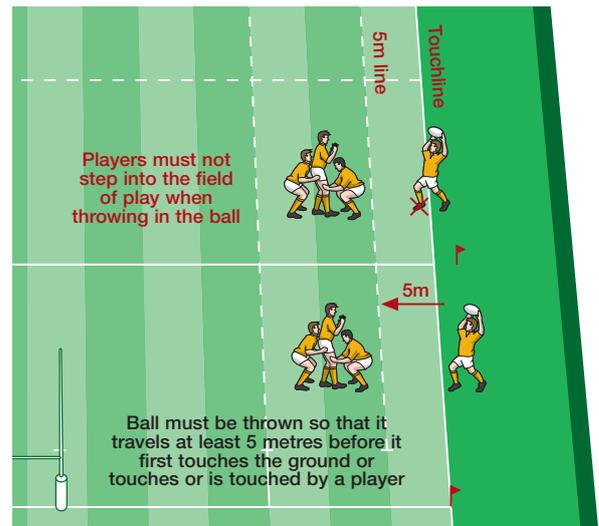
No gain in ground



Gain in ground



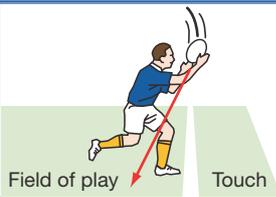
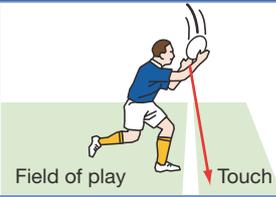
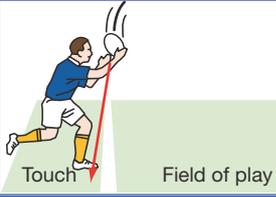
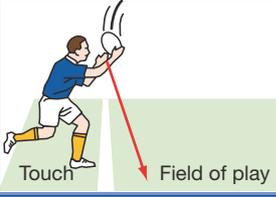
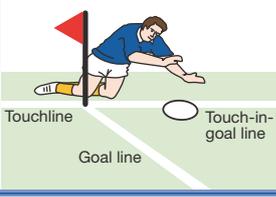
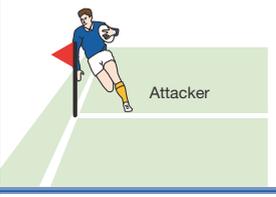
Touch & throw-in



How the throw-in takes place

Task one

Look at the seven scenarios below. For each, give your decision and explanation as to if and why the player is in touch or not and if so, which team gets the throw-in.

	Scenario	Decision / explanation	Touch	Not in touch
1.	 <p>Field of play Touch</p>			
2.	 <p>Field of play Touch</p>			
3.	 <p>Touch Field of play</p>			
4.	 <p>Touch Field of play</p>			
5.	 <p>Touchline Goal line Touch-in-goal line</p>			
6.	 <p>Attacker</p>			
7.	 <p>Defender</p>			

Kicks at goal

What is a goal?

A goal is scored by kicking the ball over the opponents' cross bar and between the goal posts, from the field of play, by either a place kick or a drop-kick.

- If the ball touches the ground, or a team-mate of the kicker, it is **not** a goal.
- If the ball crosses the cross bar, and the wind blows it back, it **is** still a goal.
- A conversion attempt may be charged by the opposition players. If they touch the ball, but it continues over the cross-bar, it is still a goal. A penalty kick may **not** be charged.

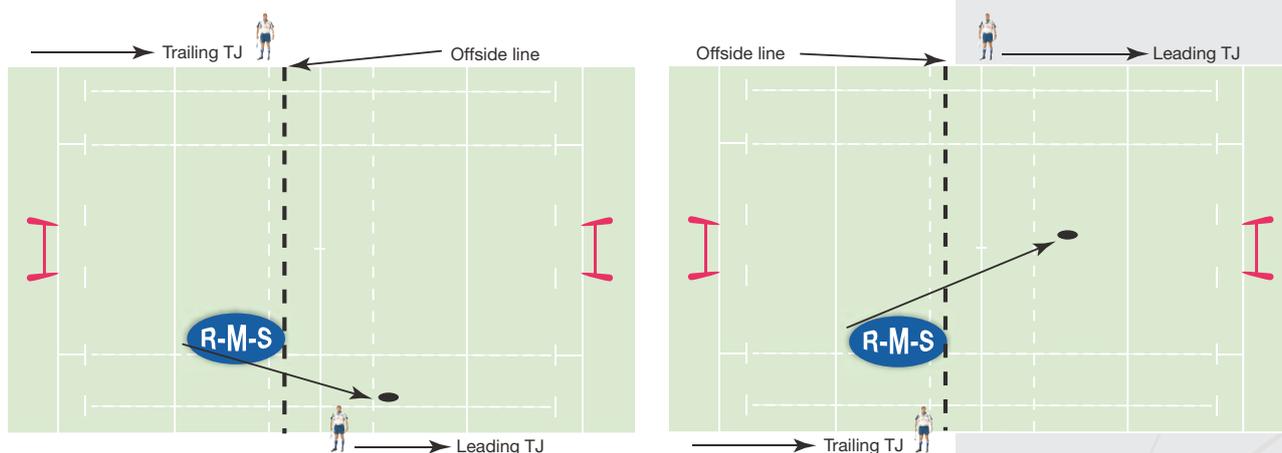
Basic positional play and signals

Where do I stand, where do I move to, and when?

General play

The touch judge who is on the touch line **to which** the ball is travelling is the leading touch judge. The touch judge who is on the touch line **from which** the ball is travelling is the trailing touch judge. Both touch judges should remain either slightly ahead of or slightly behind play to avoid being taken out by a tackle.

Leading and trailing touch judges



As soon as you are sure that the ball is in touch, raise your flag, even if the mark for the touch is some distance away. This tells the referee that the ball is in touch, and allows him/her to ready him/herself for the next phase of play. For example, there could be a quick throw-in, or a quick line-out. You and the referee have also to be alert for whose throw-in it is - and also whether or not the ball has been touched only by the player who is about to throw it in.

Task two

For each of the seven game situations shown here, the position of the referee (R) and the first touch judge (TJ1) are marked. Identify the best possible position for TJ2, indicate the position on the diagram and develop some arguments to support your solution. (The blue team is in possession of the ball in all scenarios.)

Arguments for chosen position

1.

2.

3.

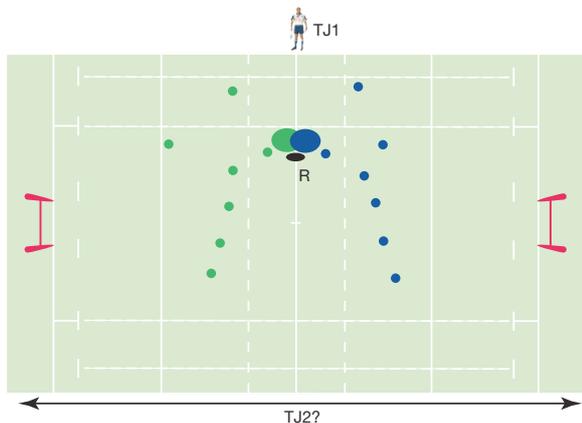
4.

5.

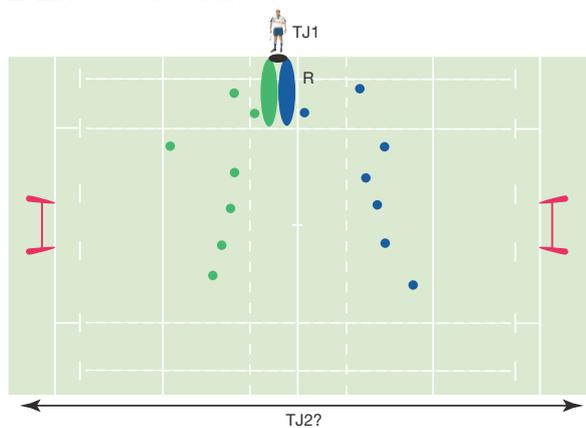
6.

7.

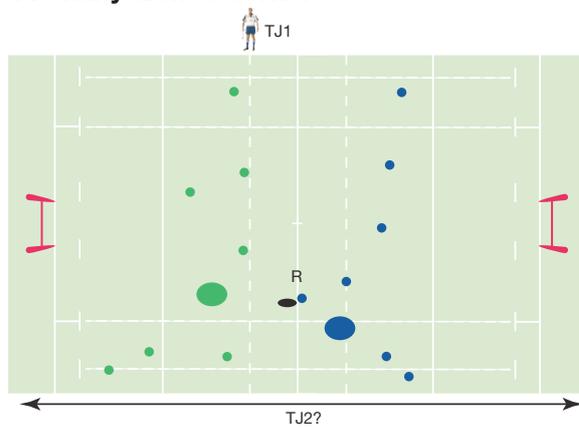
1. Scrum in midfield



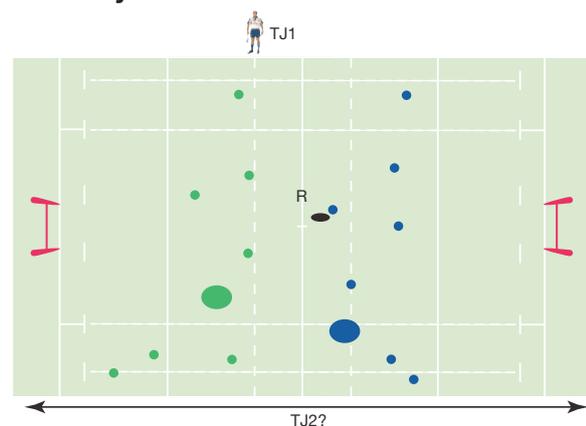
2. Line-out in midfield



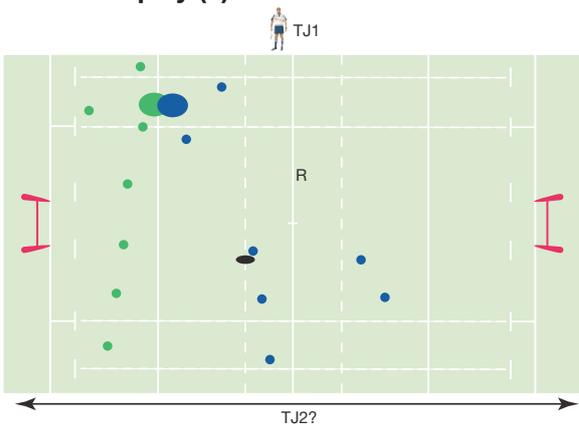
3. Penalty kick to corner



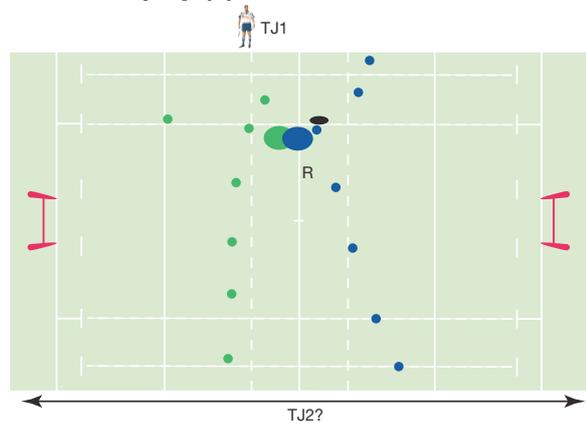
4. Penalty kick in midfield



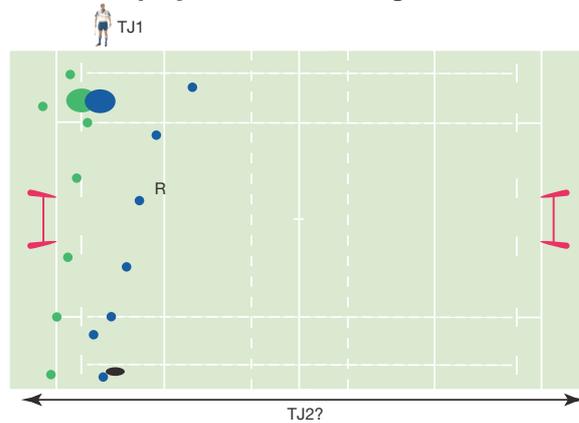
5. General play (a)



6. General play (b)



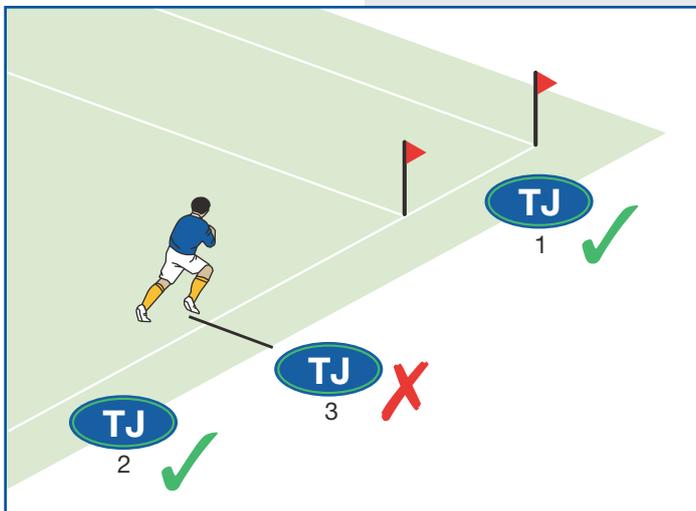
7. General play moves near in-goal



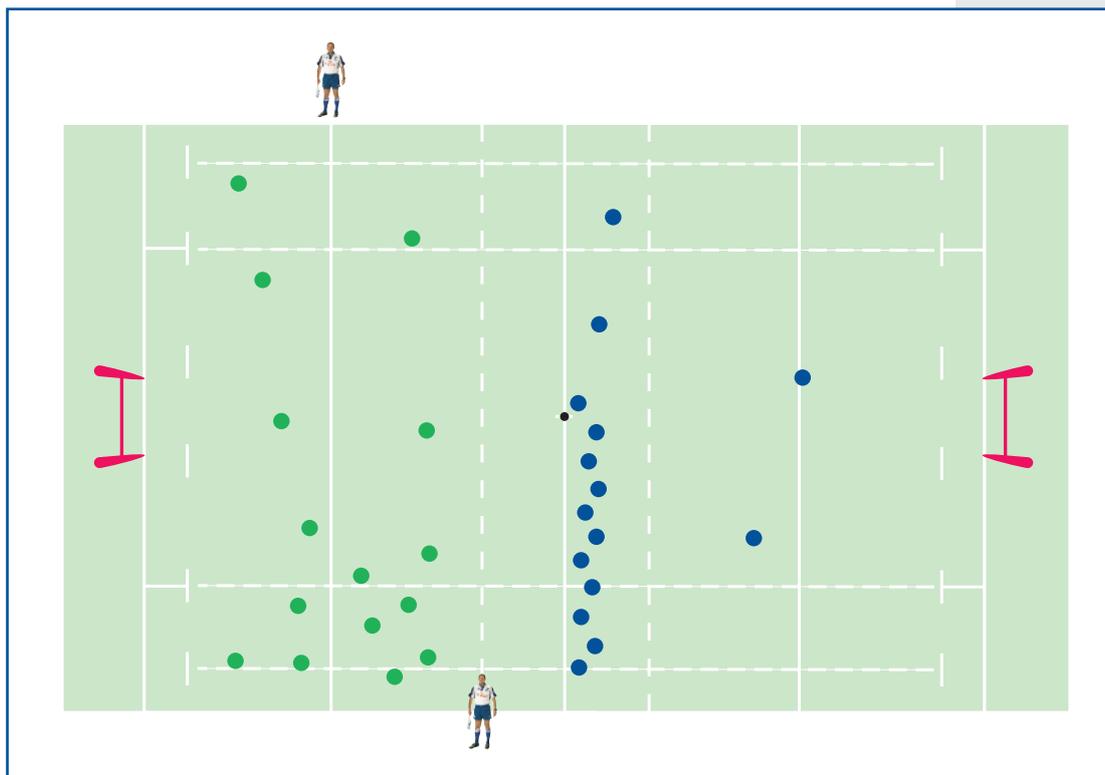
Corner flag situations

Calls from the touch judge when play is close to the corner flag are particularly important situations in a game. The touch judge must be in the best possible position to make an accurate call.

The touch judge should be either slightly ahead of play or slightly behind it. Positions 1 and 2 are both good positions for the touch judge because being at an angle, it is possible to view both the player and the line. In position 3 however, the touch judge is not able to observe both the touch line and the goal line with regard to the corner flag while running close and parallel to the player.



Kick-offs



The **near side** touch judge (i.e. the touch judge on the side **towards which** the kick is heading) should stand on the 10m line to provide the referee with a perspective to gauge the legality of the kick.

The **far side** touch judge (i.e. the touch judge on the side **away from which** the kick is heading) should start on the receiving team's 22m line, ready to move either downfield towards the goal line if the kick is deep, or to the area near which the ball is played.

Drop-outs

The near side touch judge should be somewhere in close proximity to the 22m line, ready to move upfield.

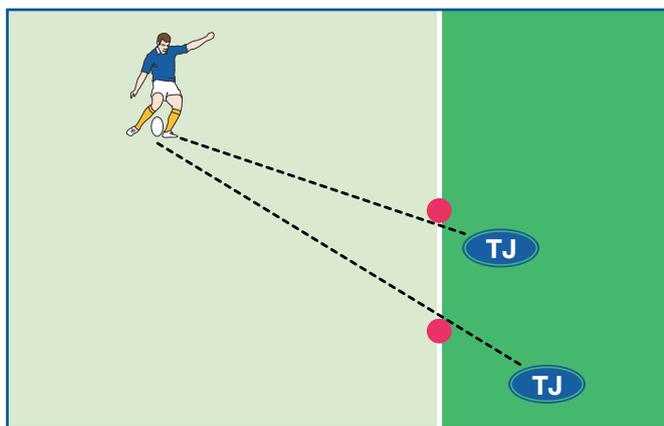
The far side touch judge should be near to the half-way line, or maybe further upfield, in case of a longer drop-out, and ready to move back downfield if kick is shorter.

Penalties and free kicks

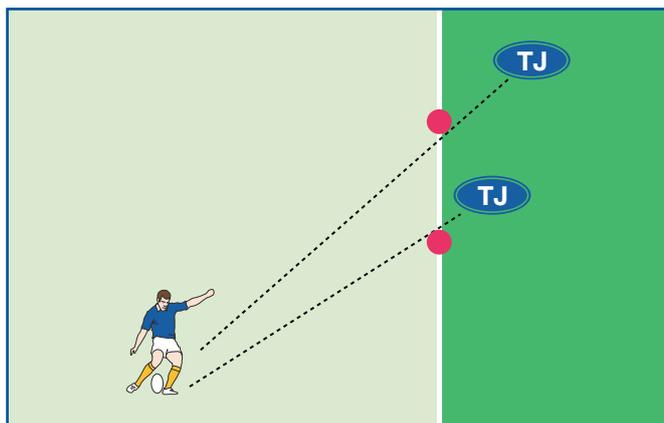
Both near side and far side touch judges should watch exactly where the referee goes to mark the spot - it could be at the location of the infringement / fair catch, or it could be at some distance from original call, e.g., 15m infield and 10m downfield (i.e., a line-out penalty), or after an extra 10m has been awarded for not retiring, misconduct etc.

Both touch judges should go to a position 10m from the mark to signal for players to position themselves.

The near side touch judge should move downfield in anticipation of the kick. The far side touch judge should stay near the mark, and then once the kick has been taken, should move towards the next play.



Always be on the lookout for kicks which are towards the corner flag / in-goal area. If the kick has gone downfield after late tackle, the referee may need your help in determining exactly where the ball lands. Look out for the referee's signal for a kick at goal being indicated. And at free kicks, be aware as to whether or not the kicker is inside the 22.



The two diagrams here show how the touch judges should take up position at a kick at goal.

Checklist for touch judge positional play

- Where are you?
- Is the ball in touch?
- Where did it go into touch?
- Have you used your flag with the appropriate signal?
- Have you ascertained the location of the throw-in?
- Have you ascertained whose throw-in it is?
- Where is the ball now?
- Who has handled it since it went into touch?
- Is there an attempt for a quick throw-in?
- Has the throw-in been executed correctly (by the correct team, and with thrower having both feet behind the touch line)?

Touch judge signals

As for refereeing, so also for touch judging there exists a set of pre-defined signals which communicates to the referee, players and spectators alike what has occurred.

Touch and line-out

- Signal when the ball is in touch.
- Signal when a quick throw in can no longer take place.
- Stand on the line of touch.
- As the player who is going to take the throw in approaches, mark the intersection of the line of touch and the touch line with your boot.
- Move back one metre from the mark.

Your flag should remain raised if:

- the thrower puts a foot into the field of play (it remains raised after instruction from the referee)
- the team not entitled to throw in does so
- a player takes a quick throw-in, but a replacement ball has been used or the ball has been touched by someone other than the player throwing in.



Touch-in-goal and drop-out

The signal to indicate touch-in-goal and drop out are shown here.



Successful kick at goal

The signal for a successful kick at goal is shown here.

Touch and thrown-in



The signal to indicate that the ball is in touch



*The signal to indicate that the ball is in touch **and** which team will have the throw-in*

Working as a team of three

Before the game

The referee will want to know if there are touch judges available, and to what level they are qualified or experienced. There are different routines for different game situations. He/she will probably let you know what he/she prefers / expects from you. Requirements may include:

- warm up with referee unless he/she prefers to do so alone
- attend referee / captain talk
- that your primary role is to run touch, and adjudge kicks at goal
- if qualified, to report foul play
- to mark the offside lines for set plays, penalties and free kicks
- to act as a backup timekeeper for the referee
- to assist the referee at boot inspection
- instruction as to who will brief ball boys
- the corner decision protocol that the referee requires
- positional requirements regarding leading and trailing
- tertiary duties.

The referee may require your assistance in getting the teams onto the field, e.g., going to the changing rooms, advising team officials, etc.

Run onto the field with the referee and the other touch judge, moving to your (pre-arranged) touch line. The protocol is usually that the more 'senior' touch judge takes the side further away from the crowd / grandstand in the first half, and then you swap at half-time.

The referee will probably check with you and your colleague that you are ready (by signal), before blowing to start the game. Start your watch, and remember to keep time throughout if you have been asked to do so. This means making yourself aware of the match conditions, i.e., length of halves, stoppages for injuries, and any other special (local) variations. The referee will advise you of these.

Foul play

In certain game situations, this (secondary) task can be the most taxing and stressful element of your role as a touch judge, and the referee needs every bit of assistance you can rationally and constructively provide.

By its nature, foul play will increase in frequency and intensity if it is not managed early and effectively. Get to know what constitutes foul play (see Law 10). In calling foul play, the touch judge may be required to:

- discriminate between late, early, reckless and legal tackles, including when a player is in the air
- detect a high tackle or collar tackle
- detect a dangerous tackle (as opposed to 'reckless'), including the 'spear tackle'

Definitions

Every match is under the control of Match Officials who consist of the referee and two touch judges or assistant referees. Additional persons, as authorised by the match organisers may include the reserve referee and/or reserve assistant referee, an official to assist the referee in making decisions by using technological devices, the time keeper, the match doctor, the team doctors, the non-playing members of the teams and the ball persons.

A touch judge may be appointed by a match organiser or a team involved in a match and is responsible for signalling, touch, touch in-goal and the success or otherwise of kicks at goal.

An assistant referee may be appointed by a match organiser and is responsible for signalling, touch, touch in-goal, the success or otherwise of kicks at goal and indicating foul play. An assistant referee will also provide assistance to the referee in the performance of any of the referee's duties as directed by the referee.)



Signal for foul play

- detect a shoulder charge, or stiff-arm tackle
- recognise when the opponent is in a 'defenceless' position
- distinguish between stomping, trampling, kicking, and (legal) rucking
- detect obstruction in its various forms
- detect punching, third man in, retaliation
- recognise (genuine) misconduct as opposed to gamesmanship.

Watch out for foul play particularly after kicks, pile-ups, rucks, in-goal after try scored (cheap shots), when the ball is out of play, and during stoppages - collectively known as 'back play'.

Listen to what the players are saying to team-mates and opponents, and if verbal or physical intimidation is taking place. This is a sure indication of 'heat' coming into the game.

Identifying foul play while running up and down the touch line can be difficult enough, but having identified an incident, how skilled are you at providing the referee with the information required? It is very easy, for example, for a touch judge to see an incident, but to fail to identify the player who committed the offence. This can be for several reasons, but foremost could be the fact that the touch judge is not the active manager of the play. Therefore he/she struggles to switch on sufficiently to respond when the incident occurs.

If you see it, report it. If you are not sure of the severity, report it and let the referee decide. Don't get down-hearted if the referee over-rules you; talk it over after the match.

General assistance

There are many opportunities in a game for the touch judges to help and assist the referee. The possible input from a touch judge depends on his/her competence and the demands of the referee - as agreed on during the pre-match talk. It may also depend on the type of game or the type of competition. Remember, there is no general standard defined.

However, the touch judge is obliged to observe the game over and above his/her own specific duties and offer guidance whenever asked from the referee. Especially if you observe 'patterns' in the decision making of the referee or in the behaviour of a certain player or team, you might be ready to communicate these issues at the next stoppage or when the ball becomes dead.

Examples could be:

- "Players from the red team are constantly joining ruck situations from the side - you might want to check for this next time."
- "Green 6 has unbound early in the last three scrums - keep an eye on the player."
- "There is something going between the front rows every time the ball is played from the scrum, I will observe it for you."

Reporting foul play

When you report foul play to the referee, be sure to provide the following information:

- *who committed the offence - the number(s) of the player(s) and the team(s) for whom they play*
- *what the offence(s) was or were*
- *where the offence(s) occurred.*

The referee may ask you for a recommended sanction which could be:

- *admonishment*
- *caution*
- *ordering off.*

The referee may, of course, decide on a different course of action from that which you recommend.

Task three

From the seven video clips your educator will now play for you, write down your observations from the touch judge's perspective, the exact wording of your report for the referee and your recommendation for a possible sanction, in case the referee asks you for one. Don't use slow motion to help you decide - you only get to see it once in a real game!

	Observation	Report	Recommendation
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Module four - Technical

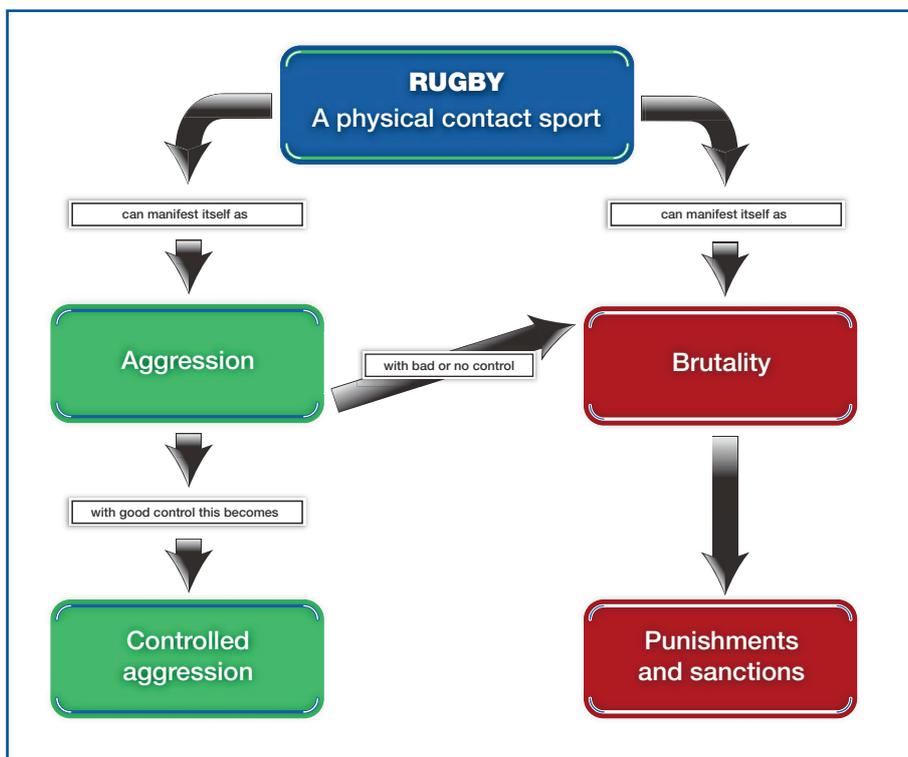
Chapter three - Foul play

Learning outcome

At the conclusion of this chapter, you will be able to manage incidents of foul play according to the law and spirit of the game and be aware of possible difficulties in the practical application of these laws. You will have understood that there is an important difference between dangerous actions of players and unfair play.

Introduction

Rugby is a physical game and contact between players is an integral part of most phases of play. This is the reason that safety is of paramount importance in any game of rugby and is the key principle of law making and law application. Foul play not only destroys this principle of safety, but also damages the values of rugby such as enjoyment, fairness and the equal opportunity to participate in a multi-faceted game.



In some matches, foul play might be very difficult to control in certain situations. It is important to understand that the task to suppress foul play is **not** entirely the domain of the referee. Responsibility for discipline on the pitch also lies with players, captains, coaches and team management, as well as with the team of match officials.

Principles of managing foul play

Despite the very distinct nature and circumstances of any acts of foul play, referees are asked not to forget four basic principles, that can be applied in any situation:

1. Any form of foul play must be dealt with quickly and firmly.
2. Any information to which the referee has access should be considered before selecting from the range of available punishments for the offending player(s).
3. The referee must decide if a specific offence merits immediate dismissal.
4. When a caution is issued, it must be very clear to the cautioned player that the next offence could result in an ordering off.

The laws of the game give the referee a wide range of measures to punish players who have committed acts of foul play. Foul play, however can have many faces in a game of rugby, and as a referee you must learn to see acts of foul play in their proper context. This module cannot cover every act of foul play - each act of foul play has its own distinct attributes. Therefore this module is not to be used as a definitive statement of what should occur for each and every act of foul play.

Foul play can include obstruction, misconduct, repeated infringements, dangerous play and unfair play. The sanction for foul play is a penalty kick, which can be in combination with an admonishment, a caution (indicated by showing a yellow card and accompanied by a 10 minute suspension for the guilty player) or a sending off (indicated by showing a red card).

We will now look into dangerous play and unfair play in detail.

Dangerous play

In the frame of the law book, dangerous play is always intentional. It occurs when the physical integrity of one or more players is in danger. Dangerous play can occur at any stage of the game.

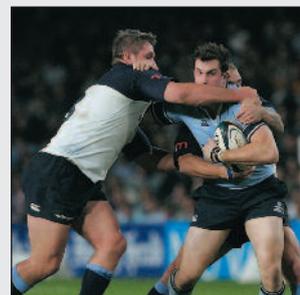
The situation that should receive close attention from the referee when it comes to judgement about dangerous play is the tackle. In particular, late tackles and high tackles are often dangerous and can lead to severe injuries. Referees must learn what constitutes a dangerous tackle, understand safety issues designed to act as preventative measures, and be aware of repeated infringements.

The following tackles must be strictly punished:

- high tackles
- tackles without using the arms (so-called 'ramrod style')
- tackles with one arm under shoulder height (these can cause severe injuries to the chest (sternum)).

Be on the lookout for late tackles after a kick or pass (and instruct your touch judges before the game to look out for these).

Observe all actions against players in the air (playing the ball in the line-out or after a kick-off or high kick in open play). If considered dangerous, the offence must be sanctioned by more than just a penalty kick.



Task one

Watch the seven video clips your educator will now play and decide whether, in your opinion, the situation shows dangerous play - if so, describe it and recommend the appropriate sanction.

	Dangerous play?	Description	Sanction
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Unfair play

No player is allowed to intentionally infringe any law of the game, waste time or throw the ball into touch. If he/she does so, the equity of the game is in danger. Unfair play can occur at any stage of the game.

The situation that should receive particular attention from the referee when it comes to judgement about unfair play is repeated or cynical infringements. Sometimes, these offences are labelled as 'professional fouls', meaning that they are of deliberate nature and intended to disrupt the opponent's actions. Often, these actions happen close to the goal line of the defending team or in the last few minutes of a game.

Task two

Describe in your own words possible game situations where **unfair**, rather than dangerous, play might be employed by the defending team.

	Game situation	Acts of unfair play
1.		
2.		
3.		
4.		
5.		

Temporary suspension of players

If a player must be cautioned and temporarily suspended for ten minutes, indicate the sanction by showing the player a yellow card. That player then has to leave the playing area and must not return for ten minutes.

If that player has already been shown a yellow card individually or due to a repeated infringement by the team, show a yellow card followed by a red card and send the player off. That player must leave the playing enclosure and may not return.

A series of identical infringements committed by different players of the same team constitute repeated infringements. After having warned the captain following the last infringement penalised, you should suspend for ten minutes the next player infringing. Indicate the sanction by showing a yellow card and the player will have to leave the playing area for ten minutes. If another player repeats the same infringement, show a yellow card again to suspend this player for ten minutes as well. If either of these players has already been shown a yellow card, show a yellow card followed by a red card and send the player off. This player must leave the playing enclosure and may not return.

If players show a lack of regard for these laws, this should trigger a severity in your manner of refereeing. Strictness of refereeing and a disciplined style of playing are needed. In applying the law, you should show coherence and perseverance throughout the game with unfaltering vigilance from the first to the last minute. This is the only way to benefit the team with discipline as opposed to the team without.

It is not necessary to apply a 'grading' of sanctions, and even if you consider that a player has committed an offence 'on impulse' or an accidental act of foul play, you must, without previous warning, suspend the player temporarily. And after having shown two or three yellow cards in a match of intense contest, do not hesitate to use the red card if need be.

A team can receive several yellow cards. Only after having been shown a second yellow card (including a yellow card which was the result of a collective repeated infringement) should a player receive a red card.

Dangerous foul play

- Referees must be very strict about voluntary acts of dangerous foul play.
- Players committing acts to physically intimidate or harm the opponent must in all cases be shown a red card and sent from the field.
- Consistency is important. A deliberate punch merits a sending-off.



Module four - Technical

Chapter four - Advantage

Learning outcome

At the conclusion of this chapter, you will be able to referee the advantage law according to the spirit of the game and be aware of possible difficulties in its practical application. You will have understood that there is a material difference between certain actions by the players and that it is not desirable for the referee to stop the game for every offence.

Introduction

If continuity of play is the holy grail of the game of rugby union, the creative and fair implementation of the advantage law is the key the referee gives to the teams to provide this freedom to play. The advantage law in rugby allows the referee the latitude to let the game flow, even if one or more infringements have occurred. You are free to let play continue provided that the non-offending team gains an advantage from the situation. The advantage law is a key element of the appeal of rugby and it distinguishes our game from other team sports.

In any match with a number of physical and technical contests, there will be offences that the referee will regard as having a non-material effect. You should register these offences but not be punish them as long as the team suffering the infringement can gain advantage from play being allowed to continue.

Task one

Watch seven video clips, and make decisions for each.

Clip	What was the infringement?	Territorial or tactical?	Outcome?
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Advantage

The definition of advantage in the law book is a very broad one and it is your individual discretion to analyse and apply the advantage according to the particular circumstances in front of you.

Referees with yet little experience can be unsettled by this responsibility, and tend to ask for more specific advice and guidance. The truth is that the perception and analysis of game situations and the consequential application of the advantage law is a skill that needs experience and game understanding, and a referee can't gain these overnight.

Advantage can be territorial or tactical, but ultimately the point is this: the benefit from the advantage must always be real and not just an opportunity to benefit which may or may not become real.

Having said this, as referee you are the sole judge of this fact and you may be assisted in your decision making if you ask yourself the following questions in each situation:

- 1) What is the infringement?
(A matter of perception)**
- 2) Can I play advantage?
(A matter of analysis)**
- 3) Is the advantage territorial or tactical? Or both?
(A matter of analysis)**
- 4) Has the advantage been gained? If not, go back.
(A decision)**

As you gain more practical experience and develop your skills further, you will get to fine tune the application of the advantage law and will learn to take into consideration more details. The basis for this development is the need to understand the game in front of you.

A good way to conduct some self-analysis on this, and a system which works at any level of rugby, is to work out the advantage to conversion rate. This is given by the number of occasions where play continued after the advantage call was given relative to the number of occasions advantage was played at all. (Example: 5 times play continued after advantage was called, of 20 times advantage was called in the game = 25% conversion rate). Top referees would try to bring that rate to over 33% in every game.

Task two

List 15 possible factors an experienced referee could bring into consideration when applying the advantage law, in addition to the points already mentioned.

	Game related	General
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

Advantage: a summary of guidelines

- Advantage ensures the continuity of play
- If advantage is possible, do not stop the game, don't use the whistle
- Advantage means possession of the ball plus territorial or tactical advantage
- You decide whether to play advantage or not
- You decide also if the advantage has been gained or not

Don't play advantage if:

- the ball or player carrying it touches you
- the ball comes out of the tunnel at a scrum without being played
- a scrum collapses or, in a scrum, a player is lifted in the air
- there is a dangerous situation.

Take also into consideration:

- Avoid putting the team playing the advantage under pressure
- Avoid waiting too long for an advantage to materialise - the longer it goes on, the less likely it is to happen
- Avoid not giving an advantage long enough to materialise - give it a moment to develop
- Apply the advantage law according to the game context
- Communicate the advantage play (both beginning and end) with signal and voice

Materiality

Let's consider two statements:

- In a complex game situation, not all player infringements will be penalised.
- Not all of these offences will lead to the application of the advantage law.

To the surprise of many, indeed there are lots of instances when infringements by a player are seen by the referee and not penalised in a game of rugby. So, the above two statements are the reality of any game of rugby. Still, these statements sometimes are confusing not only to the average spectator, but also to referees.

The reason for this apparent contradiction is the concept of materiality. This concept is a vital addition to the advantage law and must be fully understood by all match officials. It is vital for your game management that you don't confuse materiality with ignorance of infringements.

The difficulty with non-materiality / materiality is that the referee has to take into consideration if a particular offence is non-material in the context of:

- the incident itself
- the match as a whole (creating a permissive environment)
- the game of rugby across all matches.

Bearing this in mind, it is very important that when you consider an offence to be non-material, you observe the following:

- acknowledge that an offence has occurred
- make the offending player aware of the infringement and the potential consequences of further infringements.

Task three

Describe in your own words possible game situations within the framework of the given law, where the concept of materiality comes into effect.

Advantage checklist

- After a foul or dangerous play near the goal line, don't play advantage, especially for U19 games. Consider a penalty try in lieu of a penalty, especially if a try would have been scored.
- If dangerous play occurs in general play, **don't** play advantage.
- Establish guidelines to decide whether the advantage has been obtained. Should the play return to the original infringement or continue, e.g., if an advantage is being played and a further knock-on occurs. This will come with experience. A good practice is to ask, "What advantage did the non-infringing team gain?"
- As well as playing advantage, you should call "playing advantage" and "advantage over".

Law	Situation
Scrum	
Line-out	
Foul play	
Offside after breakdown	
Offside in general play	
Tackle	
Kick-off	

Module four - Technical

Chapter five - Open play

Learning outcome

At the conclusion of this chapter, you will have been introduced to a range of game situations in open play. These involve the start of the game, re-starts during the game and the in-goal area.

You will also be able to describe potential variations in your positional play in these situations, and during other phases of open play. You'll have seen how to apply these in your on-field refereeing.

About this chapter

Whereby the other chapters in the technical module of this IRB workbook cover more or less a single discrete law of the game, this chapter will summarise four important aspects of the game that can be summarised under the title of 'open play'.

Kick-offs and restarts

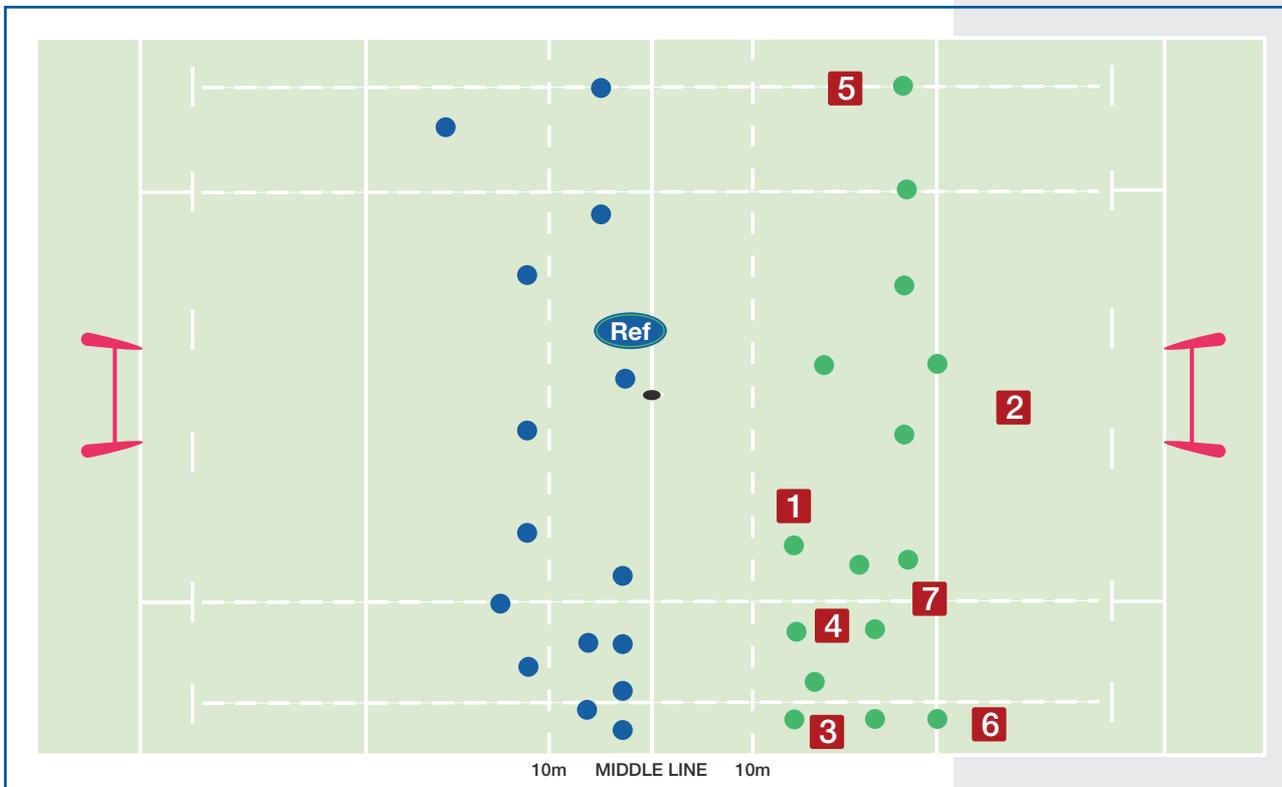
The kick-off is described by many experienced referees as one of the most enjoyable events in a game. It is a procedure in itself and contains many different roles - the kicker who is ready to take the drop-kick from the middle of the half-way line; the referee who performs a last confirmation with the two captains; the touch judges who take their positions; the other 29 players on the pitch who are eager to get going. Note that the beginning of each half is the only time you blow your whistle to start, rather than to stop, play.

Restart kicks occur after a score or a touch down. They place the same obligations on the players as the kick-off does.

A drop-out is also a method of restarting the game and it is always a kick taken by the team who were defending prior to the kick being awarded. The drop-out takes place on or behind the 22m line.

Task one

Consider the possible referee running lines starting from the standard position for the referee at kick-offs and restarts. Develop a list of arguments and priorities for what the referee has to check on in each situation. Numbers 1 to 7 indicate where the ball lands in each situation.



	Running line	Arguments	Priorities
1.			
2.			
3.			
4.			
5.			
6.			
7.			

In-goal

The in-goal area requires special attention from the referee, firstly because of the intensity play can take on when close to the goal line and secondly because of the need to understand the laws of the game that apply in that area.

Again, it is your presence and your ability to make the correct decision that can contribute to a good game of rugby. You must be aware of the definitions of the in-goal area (and its boundaries) and the implications of the ball being grounded by either the attacking or defending team.

Match officials need also to be aware that tackles, rucks, mauls and scrums cannot take place in the in-goal area because it is not a part of the field of play. Nevertheless, forward passes and knock-ons can happen there as well as general offside for players of both teams.

Task two

Watch the following seven video clips. In each one a try is scored from a starting position close to the goal line. Check the actions of the players involved according to the letter of the law and possible advantage played, and check the actions of the match officials involved.

	Players' actions	Match officials' actions
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Variations in positional play

When referees are preparing for the first match of their career, one line of questioning often crops up with prominence over all the other unsettling questions a beginner has to cope with:

- **What is the ‘best’ position for the referee in each situation?**

A natural question for sure, but the answer is even more natural: there is no one ‘best’ position for the referee, but within the natural variations of your positional play, you will find aspects of the game to support your choice of position. You should always look for a position where you can:

- have a clear view of as many players as possible to get the overall picture
- have a clear view of the ball and/or the ball carrier to determine knock-ons and forward passes
- be close to play to make instant decisions in contact situations
- interact with specific players either to ensure the continuity of the game or to manage preventive measures
- ensure that players are not irritated, and certainly not obstructed by your movements.

Task three

Work in pairs. Imagine seven unlikely game situations. Pose these situations to your partner, who must find a solution for your positioning in each situation and who must find arguments to support this solution. Then reverse your roles.

	Game situation	Positioning solution	Supporting arguments
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Module four - Technical

Chapter six - The scrum

Learning outcome

At the conclusion of this chapter, you will be able to referee the scrum in a safe way and identify and solve possible problems during a game. You will have developed a checklist for managing the scrum.

Introduction

The laws of the game define the scrum and describe the areas of the scrum. Scrum is a restart phase in the game, ordered and controlled by the referee. The referee applies the law and must guarantee safety and fair play. As the referee you must understand the objective of a scrum, the formation and engagement sequence, and how to identify offside players at a scrum.

Objective of the scrum

The purpose of a scrum

1. Contest.
2. Domination.
3. Possession.

The role of the referee at a scrum

1. Restart play.
2. Ensure safety.
3. Manage the contest.

Formation and engagement

Safety, responsibility and concentration are three key words which are very important for good management of the scrum. Going a step further, the referee has to understand phases of the scrum and the nature of the attention which needs to be applied to each of these phases.

Task one

For each item in the table on the following page, tick the phase of the scrum to which it is most relevant: formation, engagement or post-engagement.

Scrum pre-engagement

Check that:

- the scrum is put down at the correct place, e.g., 5 metres in from the touch line
- eight players from each team form the scrum (if both teams have 15 players)
- numbers in the scrum are the same for both teams (for U19s)
- all players are fully bound on
- front rows with the hooker are bound correctly
- distance between front rows is correct
- heads and shoulders are above hip level
- no crutch binding by U19s.

Scrum post-engagement

Check that:

- the ball is thrown in straight down the centre line
- the ball is not twisted towards the attacking side
- the ball lands beyond the width of the nearest prop's shoulders
- the scrum half stands one metre back to put the ball in
- the attacking side's breakaway does not move out to obstruct the opposing scrum before it has ended
- all forwards remain bound correctly until the scrum has ended
- the defending backs do not creep up offside
- excessive wheeling does not take place (90° seniors, 45° U19s)
- no more than 1.5m push (U19s).

	Formation	Engagement	Post-engagement
Put-in not straight			
Lifting up players			
Offside non-participants in the scrum			
Movements of players			
Control the impact of the engagement			
Set the mark			
Scrum wheels through more than 90°			
Ball out of the tunnel			
Check binding of front row players			
Players lifted in the air			
Delaying the putting in of the ball			
Check body positions			
Putting the ball in straight			
Charging early			
Collapsing			
Bindings and position of players 4 to 8			
Hooking early			
Wait for the ball to arrive			
Engagement sequence: crouch, touch, pause, engage			
Confirm body positions			
Offside participants in the scrum			
Set the distance of the two front rows			

Positive and negative scrums

Positive scrums

A positive scrum will be **square** to the touch line. Players will have **flat backs** and will be pushing on a **horizontal** plane with no downward or upward pressure. All the participants will be **tightly bound**. When the front row players engage, they will **lead in together**. When engaged they will be looking for **high arch grips** on their opposition players. The effect of one scrum being so positive can have a disruptive effect on a less dominant scrum. There is nothing illegal in the actions described.

Another technique used when scrummaging positively is **dip and pick**, where one pack of forwards 'dip' from their knees and thighs, as in a squat and then move to push onto the horizontal plane, pushing their opponents backwards.

Negative scrums

In negative scrums, players in the front row tend to take the scrum downwards out of the horizontal plane which often causes the drive from either pack to take the scrum to the ground. The front row causing the problem will usually be bent with their backs pointing downwards and their shoulders will go below the level of their hips.

Front rows can also take the scrum out of the horizontal plane by deflecting pressure upwards, often ending up with negating the drive of the dominant pack. In some cases this occurs near the try line. Standing up can have the same effect as collapsing a scrum which is moving towards the try line. This asks the question of referees - should this warrant the award of a penalty try?

There are a number of actions which players can take to disrupt a scrum. They are not negative scrums as defined above, and some of these actions are perfectly legal, such as **wheeling**, providing the wheel is not instigated by a player pulling an opponent round. Some moves are not only used to disrupt the opposition scrum, and the quality of ball from it, but as an attacking move to take the ball away from the defending back row.

If a wheel occurs so that the middle line of the scrum goes through 90°, you must blow the whistle and set the scrum again with the side not in possession throwing in the ball.

The issue for the referee is how the scrum is wheeled. If the wheel is initiated by players stepping round with all front row players bound correctly and in a pushing position, there is no problem. This activity is entirely legal and if this occurs the wheel will be quite slow.

The 'whip wheel' or pull round can be dangerous, causing players to lose their footing. Also, it is then possible that pressure could be exerted on the player who is on the ground. This must be stopped immediately and penalised.

The scrum in U19 games

Referees are asked to pay extra attention to their management of the scrum at U19 level. The game at this level demands special safety measures which are part of the laws of the game.

Referees are asked to communicate these U19 changes clearly and adopt an educational role depending on the level of the teams. The special regulations applying to U19 rugby are:

- no push beyond 1.5 metres
- no deliberate wheel
- wheel beyond 45° reset - same side throw in
- number 8 must pack between the two locks (numbers 4 and 5).

Props often **change the angle** of their body such that they are not pushing parallel to the touch line. It is often seen that the tight head prop on the team not putting in the ball disrupts the opposition in this way, though the tight head prop of the team putting in the ball can be just as guilty. The clue for the referee is the angle of the prop's back. A loose head prop driving across the opposite number can cause the scrummage to 'crab' across, providing poor scrummage ball.

Front row players can also reduce the **head space** that is available for the opposition front row players which compromises the position of those players.

Front row players who either **change the height** at which they are going to engage or where the players of the same front row engage at difference heights can cause disruption.

The way props change their **binding** to pull their opposite numbers down or out of a parallel position are well known. In situations where a tight head prop is angled on the opposition hooker, the opponents' loose head prop may bind on the tight head prop's shorts to pull him/her out.

Players in the front row may attempt to get their opposite numbers to **change their foot positions** by not lining up parallel with them. This can be highly disruptive.

Many of the problems experienced are reduced if the phases of the scrum are managed effectively.

Task two

You will now watch a series of 10 video clips showing scrums that are positive and negative, and some which are disruptive. Identify the possible problems in each scrum and link the clips to the scrum phases by ticking the most appropriate box in the table below. Make any notes about each scrum in the first column.

	Pre-engagement	Engagement	Post-engagement
1.			
2.			
3.			
4.			
5.			

	Pre-engagement	Engagement	Post-engagement
6.			
7.			
8.			
9.			
10.			

Referee engagement checklist

- The two front rows should form at an arm's distance away from each other.
- The referee should not get between the front rows during the engagement process.
- The front five players on each side of the scrum should be tightly bound.
- No early charging.
- There are four phases in the engagement sequence in **all games**:
 - **CROUCH**
 - **TOUCH**
 - **PAUSE**
 - **ENGAGE**
- The front row should crouch which means:
 - They crouch from the knees
 - Props parallel to the touch line - in a pushing position
 - Their upper bodies are inclined slightly upwards
 - Their shoulders are equal height and no lower than their hips.
- The referee should ensure that the props with their outside arms touch their opponents outside shoulders and then withdraw their arms.
- The referee should ensure there is a pause which is vital to ensure the front row players have sight of the position into which they are going.
- The referee should then invite the front rows to engage and ensure that they do not charge at each other and that they are not pulling up or pushing down.

Module four - Technical

Chapter seven - The line-out

Learning outcome

At the conclusion of this module, you will be able to referee the line-out in a safe way and identify and solve possible problems during a game. You will have compared your knowledge against real game situations on video.

Introduction

The line-out is another of the essential phases of the game.

With the teams lining up one metre apart at the line-out, space is created between the two lines, giving the players room and time to perform their roles.

There are variations in the positioning of players at the line-out. The tall catchers are positioned at positions 2, 4 and 6, with the other players at positions 1,3 and 5, from which they can offer support. The support is usually provided by the forwards binding to each other, to produce a protective screen. Or, the supporting players on each side can support the catcher, enabling the player to take the ball up high, and stabilising the player in the air giving time for the ball to be caught and brought down under control.

These supporting players must not assist the catcher to leave the ground. However they can support the catcher by hoisting and holding the player in the air. Pre-gripping is allowed prior to the catcher jumping for the ball. This allows the supporting players to move with the jumper. The grip should be made no lower than the waist at the back and the knees at the front. The catcher can be stabilised by the support players locking their elbows. The support must remain bound to the catcher until the player is safely returned to the ground.

The player throwing the ball in is usually the hooker, although any player can perform this skill.

The laws of the game define the line-out and describe the areas of the line-out. Line-outs are restart phases in the game, and with the one metre gap and the ability to support jumping players in the modern game, there appear to be relatively few problems for the referee to deal with at the line-out.

As the referee you must understand the objective of a line-out, its formation and the contest after the throw-in has taken place. You must also know how to manage the participants and non-participants in a line-out.

Objective of a line-out

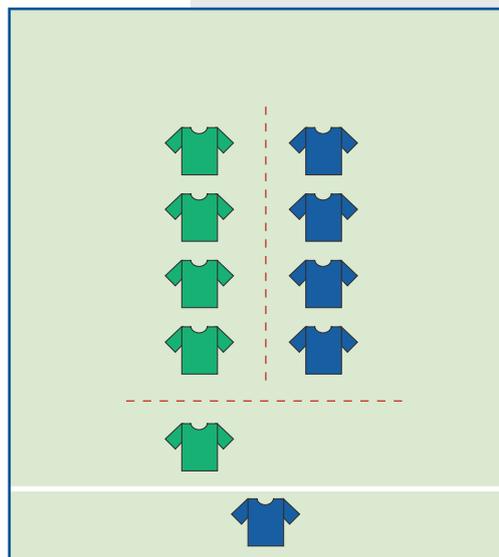
The line-out restarts the game after the ball or the ball carrier has gone into touch. The team of the opponents of the player who last held or touched the ball before it went into touch throws the ball into the line-out and the referee ensures the fair contest for the ball by managing the players through the different phases of a line-out.

Players will contest for the ball. For the referee, it is essential to ensure a safe environment during a line-out. The line-out, with its 10m offside line, gives the attacking team various options and serves as an important platform from which to play the ball.

Set and maintain the gap

In the management of the line-out, a primary duty of the referee is to set and maintain the one metre gap. To do this, you will have to check every line-out for the following five focus points:

- The players in each team participating in the line-out must line up half a metre from the line of touch on their side of the line of touch so that there is a one metre gap between them.
- If the gap is set and maintained at the correct distance, the referee has better vision and the players are less likely to offend. It is easy to forget this aspect as the game proceeds and allow players to get closer together. You must concentrate at each line-out to ensure the gap is maintained.
- The referee will normally referee at least the first few line-outs in a match from the front, taking up positioning to the side of the line-out on the side of the team which is throwing the ball.
- There is an exception to this guideline - when a line-out takes place close to the goal line, where the referee will normally take up position in in-goal to ensure that tries and touch downs resulting from line-outs can be clearly observed.
- There are four recommended positions for new referees who are learning - at the front on either side and at the back on either side.



Task one

Looking at this simplified line-out diagram, indicate your four favourite positions for referee positioning (mark them x1 to x4). For each of the four positions, write down positive and negative arguments in relation to various the game situations.

	Positive arguments	Negative arguments
Position x1		
Position x2		
Position x3		
Position x4		

Throw and contest

When the ball is thrown to certain players in the line-out, there are certain corresponding actions and activities which are likely to take place. Understanding these can help you to prepare for the next phase of play, to read the game and to get into a good position for your next running line.

To analyse managing the line-out, you may find it easier if the possible offences are broken down into three categories. For each of the categories, here are some hints for identifying and solving some possible problems.

Offences concerning participants of only one team

1. Closing the gap between the two teams in the line-out. The closing of the gap usually leads to other offences.
2. Players stepping over the line of touch and in doing so becoming offside. This reduces the space available for the ball winning side by putting pressure on the ball receivers. The players put under pressure from such actions are usually 9 and/or 10. The 9 is put under pressure by the offside opposition 2 coming round the front of the line-out or 6 coming through at him/her before the line-out has ended.
3. Players who do not challenge for the ball but charge across. Monitoring of this offences requires you not to follow the ball in the air, but to concentrate on the players. (Don't be tempted to follow the ball to check if the throw is straight - it will be obvious if it is not as the ball will be caught by a jumper on one side of the line-out. Therefore there is no need to follow the path of the ball.)
4. Opposition players at the back of the line-out may not take any active part, preferring to stand out for any subsequent phase of play. These players must remain behind their offside line. Players in that position may anticipate the next phase of play and 'take a flyer' from offside positions (10 will be put under pressure by the opposition 7), particularly if they know the ball is going to move quickly into midfield. In this situation it is useful for you to think about what is likely to happen next, especially in terms of your post line-out positioning.

2. Possible offences concerning participants of both teams

Checking for these offences should be your top priority, as they are the offences which cause flash points and can lead to retaliatory foul play by those offended against. You will normally be concentrating on the area where the ball is exiting the line-out, providing protection for the jumpers.

It is very easy for the referee to watch the ball in the air and miss offences happening below the ball. It is important for you to concentrate on the area between the jumpers' shoulders and hips. Even when concentrating on these areas it is possible to adjudge that the throw was not straight.

Another concern is tipping. Players supported high in the air can be easily tipped to the ground by the opposition or by poor support from their own team mates. When you see a player tipping out of the line-out, it is easy to assume that the opposition

Start and end of the line-out

The line-out starts when the ball leaves the hand of the player throwing in.

The line-out ends when any of these occurs:

- *the ball is tapped, passed or knocked from the line-out*
- *a player carrying the ball leaves the line-out*
- *the ball is thrown beyond a position of fifteen metres from the touch line*
- *the ball becomes unplayable*
- *a ruck or maul is taking place and all the feet of players in the ruck or maul have moved beyond the line of touch.*

has caused this. In order to ensure that you don't make any incorrect assumptions, focus on the area from hips to shoulders of the jumpers to see the contact areas. This will help you to make the correct decision.

3. Possible offences concerning non-participants of both teams

It won't be easy for you to watch the participants in the line-out and to keep an eye on the non-participants and their offside line at the same time. You need to learn to prioritise your observations, and, if possible, invite the assistance of your touch judges in this area.

Task two

In the following table, mark each offence as to the category in which the offence is most likely to fall. Also, say whether you would award a penalty kick (PK) or a free kick (FK) for the offence.

	PK or FK	Throwing team	Non-throwing team	Non-participants of both teams
Throw-in not straight				
Barging				
Not 10 metres back from the line of touch until the line-out has ended				
Delaying the throw-in of the ball				
Supporting the jumper below shorts from behind				
Jumping too early				
Players crossing the line of touch before the line-out has finished				
Pushing				
Using the outside arm to play the ball				
Non jumping players taking jumpers out				
Lifting players from the ground				
Using inside arm on opposition shoulders				

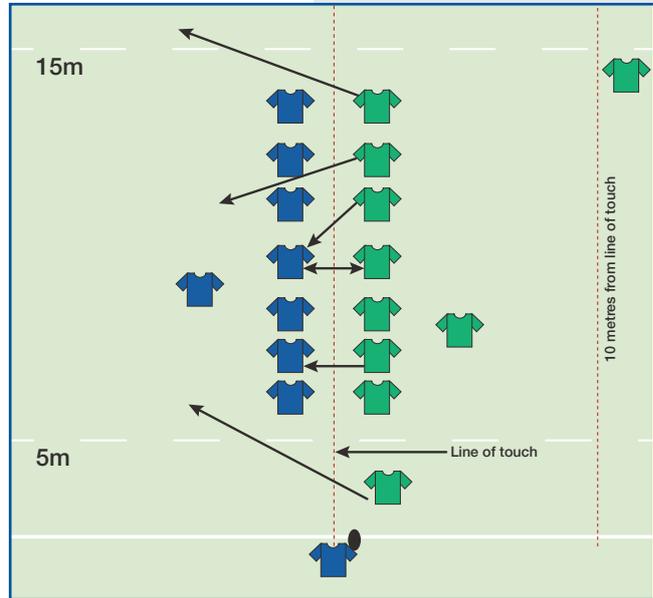
Potential line-out infringements

Defenders who take part in the line-out might contest illegally by the following actions:

- across line-out actions
- along line-out actions
- through line-out actions
- 'fringe' line-out actions.

Task three

The 15 video clips your educator will now play show some lineouts that are positive examples of play and refereeing, but some of them show clear incidents which needed to be managed by the referee. Identify if there is a problem visible and what the possible cause might be. You can use the columns below to specify and categorise your opinion.



	Field position	Throwing team win line-out?	No. in line-out: 2-4 or 5-7	Won by number:	Quick delivery	Problem?	Hold & drive	Off the top	Position of ref
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									

Line-out checklists

Ensure that:

- the correct team throws in the ball
- the gap between the teams is correct (use the player at the front of each line to assist you with this)
- all players not in the line-out are back on the 10 metre line
- the player throwing in is on the line-of-touch - no deviation to one side to advantage that player's team
- the defending hooker does not interfere with the player throwing the ball in
- the ball is not thrown until you are satisfied with the formation of the line-out.
- the two receivers have the correct distance of two metres from their team-mates.

Watch for:

- correct support in the line-out - players not being abandoned in mid-air
- players jumping early across the line-of-touch - offside
- ball is thrown in five metres
- last feet of a ruck or maul crossing the line-of-touch before the backs advance across the ten metre line
- forwards in the line-out joining an ensuing ruck or maul from the back
- forwards from the line-out not joining the ruck or maul not becoming offside.

Know when a line-out ends and when players not in the line-out can advance.



Quick throw-in

Be prepared for the quick throw-in.

Ensure that:

- the same ball is used
- the player throwing in the ball collects it
- a spectator does not handle the ball
- the ball is thrown in straight
- the ball is thrown in five metres
- if a line-out is formed where the ball went into touch - two players from each team - then a quick throw is no longer allowed.

Module four - Technical

Chapter eight - The tackle

Learning outcome

At the conclusion of this module, you will be able to referee tackle and post tackle situations in a safe way and identify and solve possible problems during a game. You will have developed arguments for positioning yourself at the tackle and for a clear management process at the tackle.

Introduction

The tackle and post tackle situations are the areas where the IRB elite referees score the lowest points on the IRB assessment scheme. The tackle has been an area where top referees have not not always set a good example for young and upcoming referees.

Also, tackle situations happen frequently in a rugby match - in top games there can be more than 200 tackles. But even at lower playing levels, the tackle is the most frequent situation in any game of rugby and it remains, by its nature, a safety issue.

Clearly, the problems for the referee are created by the dynamism of this particular aspect of the game and from the difficulty in identifying those players who are transgressing the law and stopping the continuity of the game.

Player obligations and the refereeing process

Obligations for players in the tackle situation rest with three different roles:

- The tackler
- The tackled player (the ball carrier)
- The arriving players.

Task one on the next page encourages you to analyse these three roles with regard to the tackle.

Objective of a tackle

For the defending team, the objective of a tackle is to break the continuity of possession of the attacking team.

For the referee, the objective is to ensure the continuity of the game and allow 'quick ball' for either team. Together with the ruck situation, this area is a key phase of the modern game of rugby with the majority of penalties arising from players not conforming to the law.

The tackle requires a minimum of two players - one from each team and one of them must be the ball carrier. The ball carrier is held and brought to the ground (at least with one knee). All players involved must then conform to the requirements stated in the laws of the game.

Squeeze ball

Definition

A 'squeeze ball' occurs when the ball carrier goes to ground (with or without a tackle taking place) and then covers the ball with his/her body and feeds the ball through his/her legs. Primarily there is a safety issue with this body position, and the secondary problem of this action slowing the game down.

IRB guideline

Unions are reminded that there is a strong recommendation to adopt a domestic variation to render the action known as squeeze ball **illegal for all age levels from under 18 downwards.**

Task one

Create a list of around five player obligations at the tackle and mark each one according to whose responsibility you consider it to be.

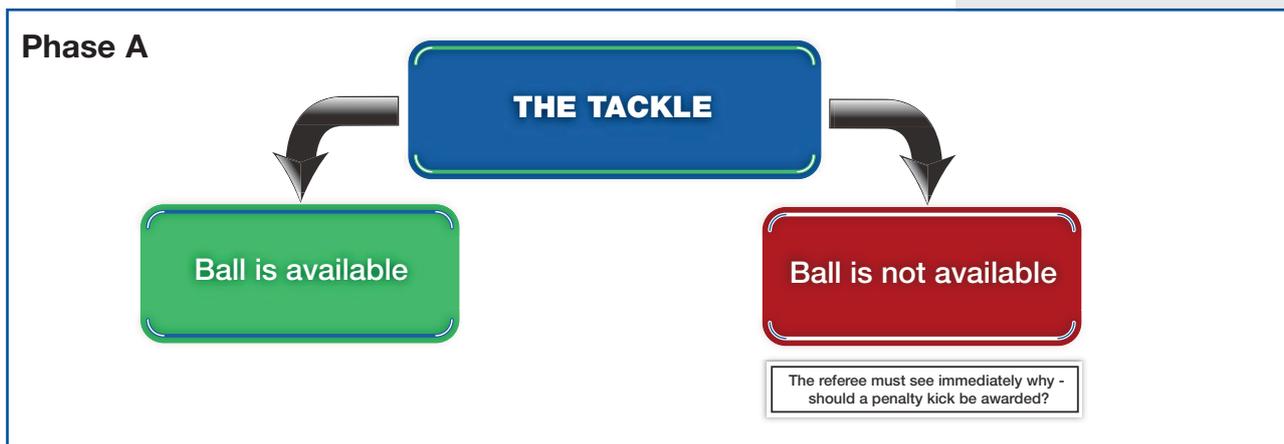
	Tackled player	Tackler	Arriving players
1.			
2.			
3.			
4.			
5.			

Tackles, as well as rucks and mauls, are dynamic contact phases of the game and require management from the referee which is in keeping with the speed of the game. You must arrive early at the scene and you must be close to the action. You will have to apply the law to protect the three aims of the game and to maintain rugby's distinctive features:

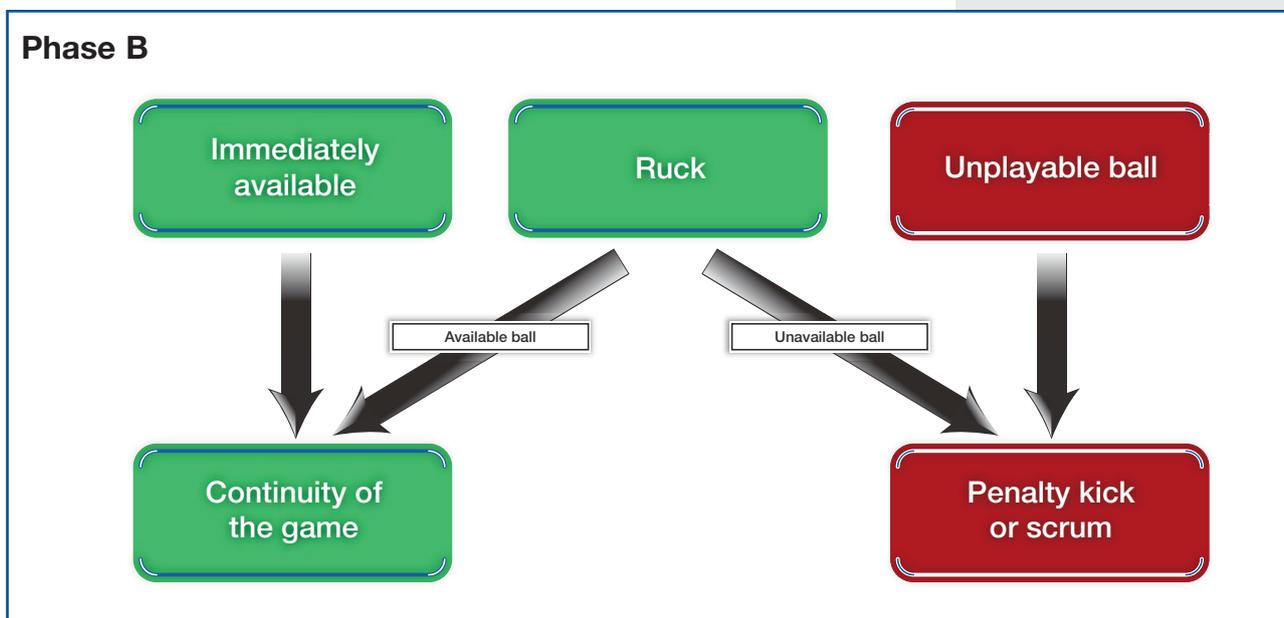
- safety • fairness of contest • continuity.

You must do this in full knowledge of the underlying process in front of you. Only then can you guarantee a safe environment for the players and ensure the best possible management for the continuity of the game.

For the purpose of referee training, we can break down the actions of players into two essential phases. These phases are shown in the following diagrams.



The referee must carefully analyse both teams during phase A. This is necessary to referee phase B (post-tackle), as it will tell you which players to focus on first: tackler(s), tackled players, arriving 'support' players - this will depend upon your analysis.



Task two

Look at 15 video clips (3x A-E for each of tackled player, tackler and arriving players) and make a decision about the players' compliance to the tackle law. Review the clips a second time and arrive at a group decision. Discuss the situations in detail, compare your decision with the group decision, and if necessary decide on an agreed outcome. Use the tables on the following page.

Tackled player

Video clip	Your decision	Group decision	Agreed outcome
A.			
B.			
C.			
D.			
E.			

Tackler

Video clip	Your decision	Group decision	Agreed outcome
A.			
B.			
C.			
D.			
E.			

Arriving players

Video clip	Your decision	Group decision	Agreed outcome
A.			
B.			
C.			
D.			
E.			

Managing the tackle

Encourage the tackler to move away

The tackler is obliged in law to move away having made the tackle, as doing so allows the tackled player to move the ball away. You can use your voice to encourage this movement, but if that does not work the tackler will have to be penalised with a penalty kick. Players in this position often slow the game down by not moving away quickly enough. If a tackling player gets trapped through no fault of his/her own, you should blow your whistle and order a scrummage with the side moving forward throwing in, or the attacking side if neither team was moving forward.

Encourage the tackled player to get the ball away

If this is done it makes the situation on the ground so much easier to manage, as the ball is back in play and fewer players can interfere around the tackle area. If the player is tackled without any team mates in support and tries to slow things down by holding on to the ball, the contest for possession is being stopped and this should be penalised. Use your voice to encourage players to comply with law.

Be prepared to blow early if arriving bodies go to ground and kill the ball

Players arriving after a tackle must stay on their feet. If they go to ground, they must be penalised with a penalty kick. The effect of this point of law is:

- (a) to stop the tackled player and his/her team from retaining the ball
- (b) to prevent the tackling team from contesting the ball.

When players fall over, you have to judge what effect their actions or inability to stay on their feet has had in relation to (a) and (b) above.

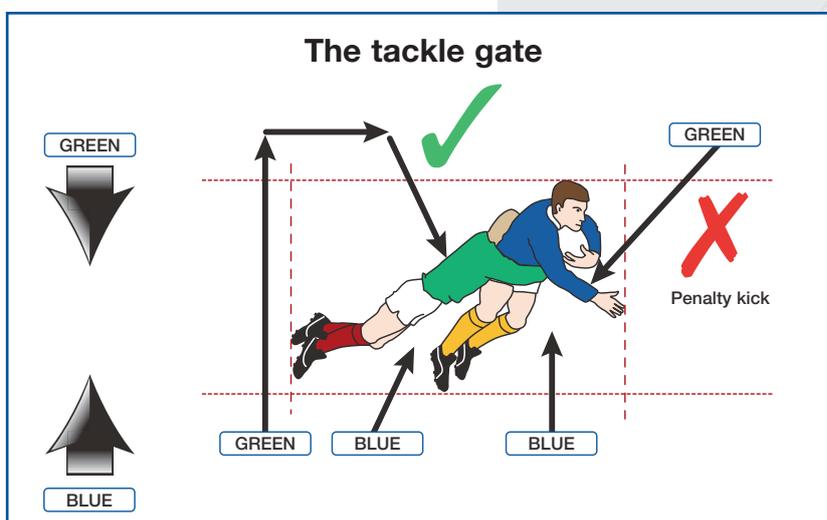
If you end up with bodies all over the ground, the ball will not emerge and this can lead to the use of boots on players, which must be prevented. It is far better to blow quickly in this situation, especially if the ball is not going to emerge. It is sometimes difficult to adjudge who is at fault when there is a pile of bodies on the ground, and you can award a scrum with the throw in to the team going forward at the time of the stoppage or the team who are in their opponent's half if neither team was going forward. However, it is your obligation to identify offenders in the first place.

Arriving players must play the ball by coming from their own goal line and from behind the player in the tackle closest to the players goal line. They must enter the tackle 'through the gate'. You can use your voice to encourage this.

Video analysis of tackle management

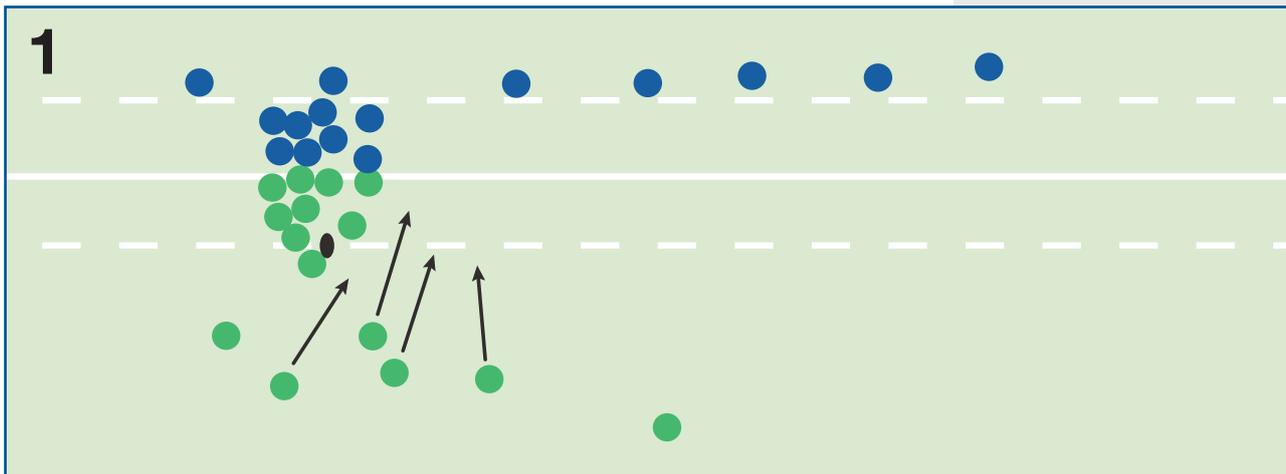
As a referee you must learn the definitions of the tackle from the law book, and it is a good idea to practise tackle management by watching videos of your own games or other games of the same standard you regularly referee. It is good practice to call out the phases and preventive calls as in a regular game:

- **What the tackler does**
 - Position of tackler
 - What side of tackle?
 - Meeting the requirements?
- **What the tackled player does**
 - Is the tackled player isolated?
 - Body position
 - Number of tacklers
 - Meeting the requirements?
- **What the arriving player does**
 - Entry 'through the gate'
 - Body positions in the contact area
 - On their feet.



Task three

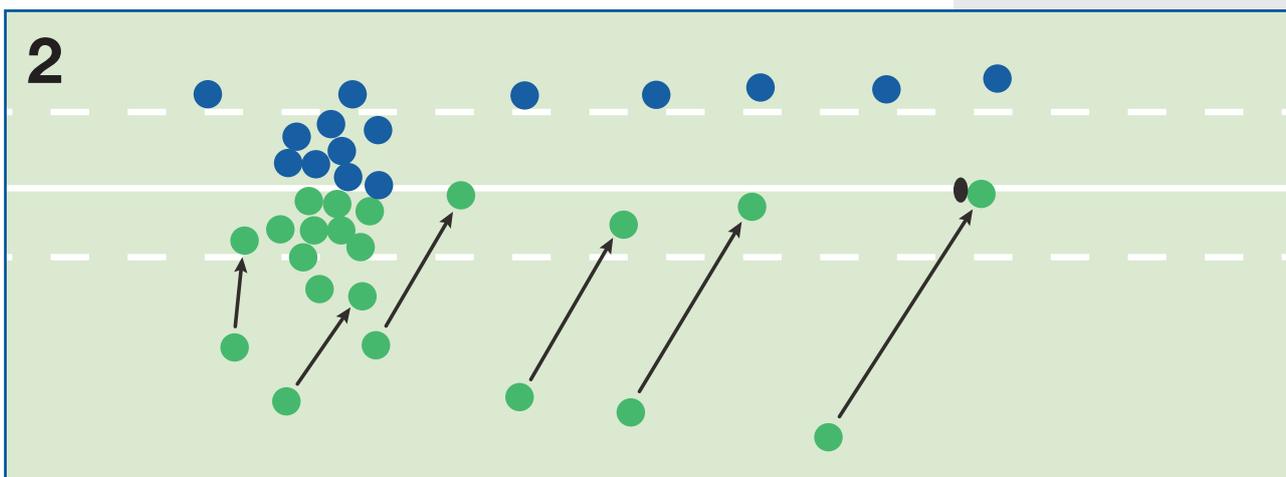
The following four diagrams show tackle situations within a game situation. Indicate the most favourable referee position and give some arguments for your decision.



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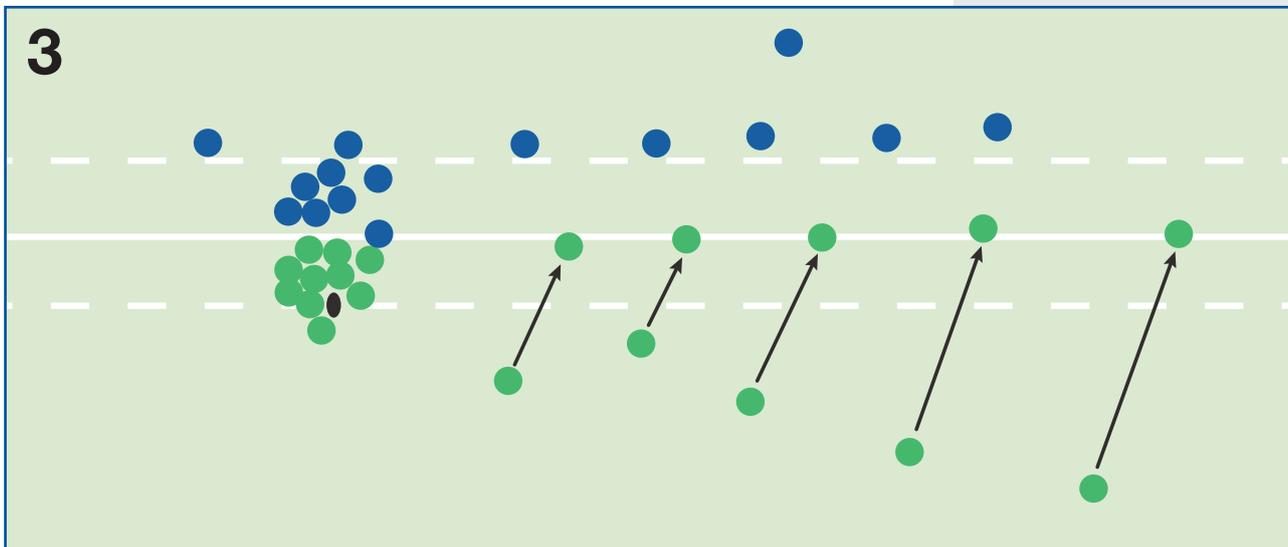
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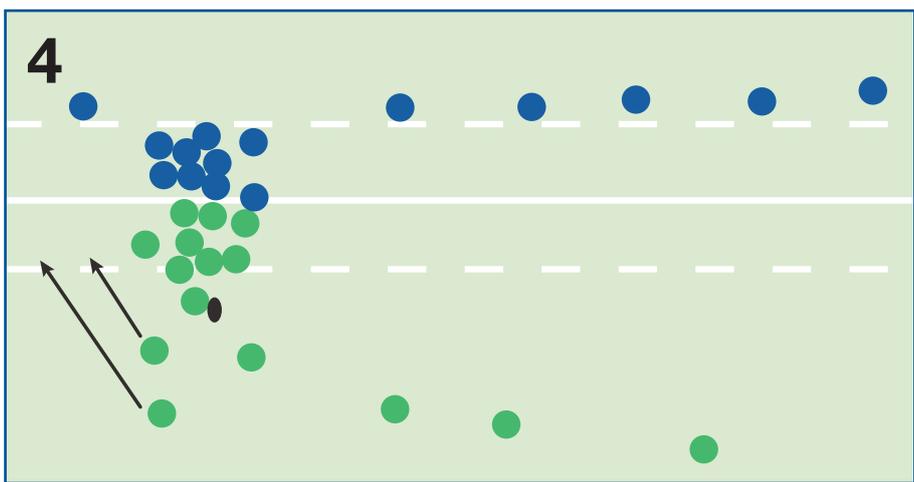


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Tackle checklist

Watch for:

- player brought to ground / ball touches ground
- player held by opponent when brought to ground
- tackler releases tackled player immediately
- tackled player passes, places or released the ball immediately
- both players move away and endeavour to get to their feet before playing the ball again
- neither tackler nor tackled player interferes with the ball on the ground
- players joining or the next players handling the ball are on their feet
- players joining the tackle come from behind that part of the body of a player from their own team, which is closest to their own goal line.

Module four - Technical

Chapter nine - Ruck and maul

Learning outcome

At the conclusion of this module, you will be able to referee the ruck/maul in a safe way and identify and solve possible problems during a game. You will have developed arguments for positioning yourself at the ruck/maul and an ordered process for managing the ruck/maul.

Introduction

As referee you will have to **understand the difference between rucks and mauls** and will have to be familiar with the objectives of rucks and mauls, their formation and the offside laws relating to them. You must also know how to position yourself in that particular phase of the game.

Objectives of the ruck

The purpose of a ruck is to recycle the ball after the ball carrier has come into contact with opposition players in open play and around set pieces. Together with the tackle situation, this area is a key phase of the modern game of rugby with the majority of penalties arising from players not conforming with this and the tackle law.

The ruck requires only two players - one from each team. They must be on their feet and in physical contact over the ball.

Note that there are very few clear rucks with a number of participants from each team in the modern game. There are many more situations where we find either of the two following scenarios.

'High-speed' rucks

This is a ruck with only two players taking part and the ball on the ground between them. Often, a defending player going for the ball will be bound by an attacking player and they both will drive over the ball and then go to ground. In this case, they have had a ruck and it could well be over in a split second. These situations are technically rucks according to law and therefore have to be refereed as rucks.

Often, too, attacking players arrive over the ball after a tackle and no defending players are there. No ruck has been formed therefore, and the players are liable to lose their footing as there is no opposition to drive onto and to hold them. In these two cases, where the action of the players in going to ground is not deliberate and is not stopping the continuity of play, you should play on.

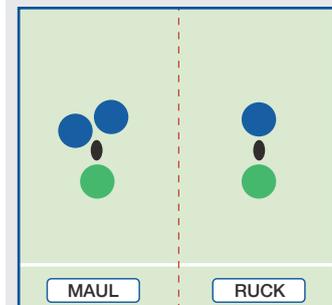
Falling as the ruck is set up

Players often try to set up a ruck and fall over in the attempt to do so. These situations look like pile-ups and often the referee will apply the ruck law in order to

The difference between rucks and mauls

A ruck is formed when the ball is on the ground and one or more players from each team are on their feet and in physical contact, closing around the ball between them.

A ruck can be formed by two players, one from each side.



A maul is formed by one or more players from each team on their feet and in physical contact closing around a player who is in possession of the ball. A maul requires two players from the ball carrying side (blue in the above diagram) and one member of the opposition.

Players involved in either a ruck or a maul must be bound to a member of their own side.

maintain certain standards of safety and continuity, but, technically by law, these situations are not rucks.

Objectives of the maul

The purpose of a maul is also to recycle the ball after ball carriers come into contact with opposition players in open play and around set pieces. However, a maul cannot be set up by a single player from one team, but occurs when the ball carrier is bound to at least one team mate and is held by an opponent, on their feet in the field of play.

Mauls very often form after line-outs, behind scrums and after kick-offs or 22m kicks. It is essential for the referee to observe the ball-carrier in order to make correct decisions about the end of the maul. There are also special safety issues involved with the maul, namely the possible collapsing.

Formation and refereeing process

Rucks and mauls are dynamic contact phases of the game and require the referee to manage these situations according to the speed of the game. You must be close to the action and in full knowledge of the underlying process in front of you. Only then can you guarantee a safe environment for the players and ensure the best possible management of the continuity of the game.

Task one

In the following table, place the items in sequential order by numbering each item from 1 to 10 in the order they should occur.

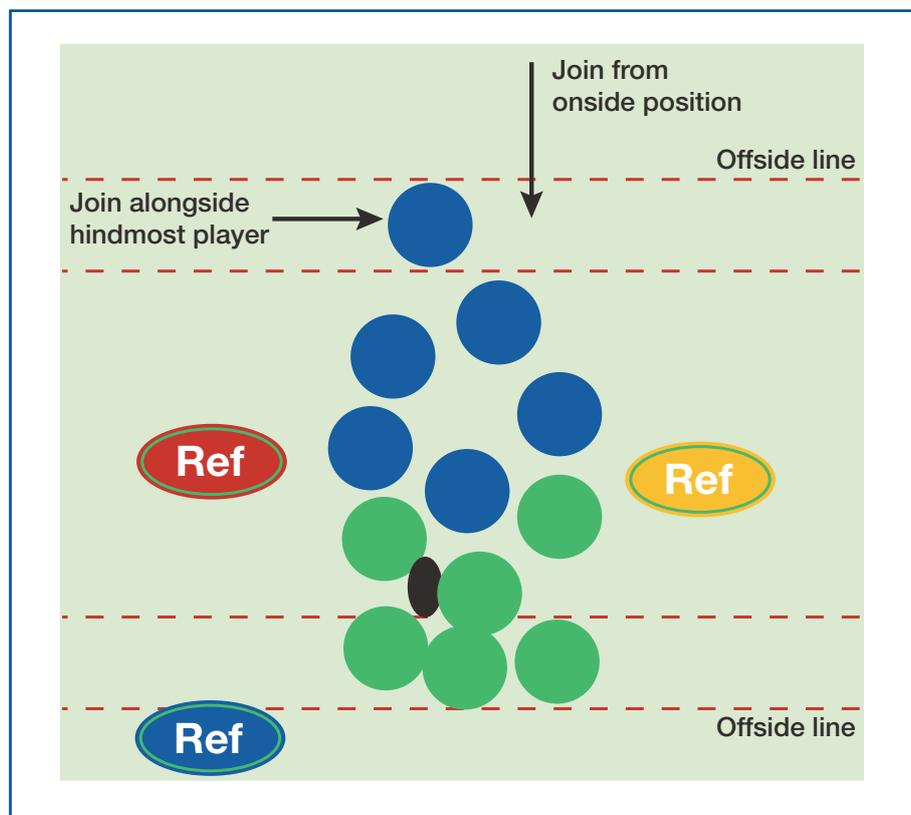
	Order
<p>The referee must ensure players are on their feet, which helps the ball to be played out. It is essential that players stay on their feet and players who go to ground in this situation are spoiling good quality ball. They prevent the ball coming away in rucks and stop the maul from moving.</p>	
<p>The referee must position him/herself by going back from the ruck or maul after formation to check the players involved and also the off-side-lines. You will get the benefit of being close to the formation of the ruck or maul, but could get in the way if you remain there. Therefore, you should move away one metre towards the team which you consider is more likely to win the ball.</p>	
<p>The referee must ensure players meet their obligations to join from behind at the correct angle and in the correct way. It is essential that players join from behind the hindmost foot of the players in the ruck/maul and that they do so in order to bind and not to take players out. You must watch for correct body positions of the players joining any ruck or maul and be sure to identify any issues that may arise.</p>	

	Order
<p>The referee must know the law when the ball becomes unplayable. The contest for the ball ends when the ball becomes unplayable. This is a matter of safety and you must apply the law and order a scrum if no team is responsible for the unplayable ball, or penalise one team if such a decision is necessary.</p>	
<p>The referee must keep participants and non-participants on-side. Positioning is paramount, but also verbal communication like “No. 7 blue - you are off-side!” or “No. 2 green - stay back” can help. You will be able to see the defending three quarters and will be able to keep them on-side by gestures or through use of the voice. It is also important that players join the ruck or maul from behind the offside line (the back foot) and level with the hindmost player in the ruck or maul. Players can be encouraged to join in onside positions by use of the voice, e.g., “Join at the back” and to stay onside, e.g., “Get back”.</p>	
<p>(Ruck only) The referee must look for the use of the feet by the players when they clear the ball. You should closely observe any action of players’ feet in relation to the position of the ball. Make sure that players don’t use their feet close to another player’s head and that players on the ground don’t get injured. You have to be a good judge of the type of foot movement players use.</p>	
<p>The referee must prevent the ball from being ‘killed’. Players on the ground can kill the ball in rucks, as can players who are on the wrong side, i.e., offside in mauls (a player who forms a maul often looks offside but is not).</p>	
<p>The referee must be present at the formation in order to see which team is setting it up and where the ball is. If you are there, you will see the formation of the ruck and the maul and be able to establish which it is.</p>	
<p>The referee must perceive whether mauls are collapsed deliberately or drop accidentally. If you can identify players who deliberately collapse a maul, they should be penalised. If the maul collapses without any infringement and the ball is immediately available, the game should continue. If the ball is not immediately available, award a scrum with the throw in given to the side not in possession of the ball at the commencement of the maul. If the ball becomes unplayable in a ruck, award a scrum with the throw in going to the team going forward at the time of the stoppage or the team in their opponent’s half if neither team was moving forward.</p>	
<p>(Maul only) The referee must call “Use it or lose it!” if the maul becomes static. If a maul becomes static, you should use words such as “Use it or lose it” and expect the ball to emerge immediately (count to three - unless the ball is clearly visible and is on the way out). Do not let a maul which becomes static move again. A maul can start in a static position and start moving but once it stops moving the ball must emerge.</p>	

Basic positional play at the ruck and maul

Task two

The diagram and accompanying checklists show the offside lines at ruck and maul and the three basic positions for the referee in a ruck or maul situation. Identify which box matches with each of the check lists.



Ruck checklist

Watch for:

- ball on the ground
- players on their feet
- players joining the ruck from behind the rear feet
- players coming in over the top
- correct binding on players, especially when holding the ball in back row of ruck
- rucking of the player and not the ball
- hands in the ruck.

Maul checklist

Watch for:

- ball being in the possession of a player
- the correct formation (ball carrier and one player from each team)
- the person or team responsible for taking the ball into the maul
- the maul becoming stationary and not moving forward again within five seconds
- the ball being grounded and the maul becoming a ruck
- players joining the maul from behind the rear feet.

Position 1

- Ideal for the next phase if the ball moves right.
- Can signal to players to stay onside.
- Can communicate with players.
- Can be in the way if the ball winners take the ball right or put a ball flat to the right.

Which colour is position 1?

.....

Position 2

- Ideal for the next phase if the ball moves left.
- Can signal to players to stay onside.
- Can communicate with players.
- Can be in the way of a crash ball to the left or a flat ball to the left.

Which colour is position 2?

.....

Position 3

- Can help to get the 'bigger picture'.
- Blindside may be obscured.
- Delivery players may be behind the referee's back.
- Not in the way of passes or crash balls.
- Can have a false impression of the offside line.

Which colour is position 3?

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MODULE 5 - Risk management and ethics



MODULE 5 RISK MANAGEMENT & ETHICS

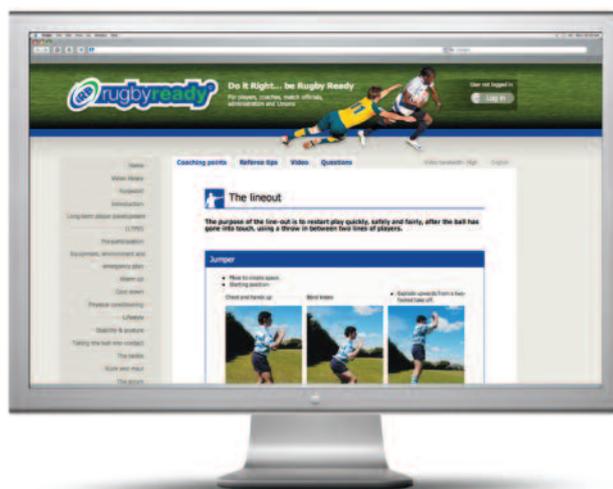


**Fly
Emirates**

Module five: Risk management and ethics

IRB Rugby Ready

For this module, you are referred to the IRB's Rugby Ready family of resources.



NOTES

INTERNATIONAL RUGBY BOARD
DEVELOPING OFFICIATING SKILLS

MODULE 6 - Fitness



MODULE 6 FITNESS



Module six - Fitness

Components of a warm-up

Aerobic exercise

- Do some jogging for 10-15 minutes to raise the body temperature so that the body is sweating lightly.

Stretching

- Stretch all the major muscle groups.
- Choose dynamic stretches pre-match and static stretches post-match.
- Dynamic stretches - stretching movements performed at gradually increasing speed.
- Static stretches - placing the muscle in its most lengthened position and holding it for 30 seconds. Tension should be applied to the muscle without it becoming painful. Don't bounce up and down while stretching.

Follow these with some rugby specific exercises, e.g., shuttle runs.

Hydrate throughout the warm-up.

Cool-down and stretch

Cooling down and stretching after activity reduces the risk of injury and promotes flexibility. It helps dispose of lactic acid which hinders recovery and reduces strength. Adrenaline is removed from the system so that the heart is not placed under stress and blood is prevented from pooling.

This low intensity exercise should last for 5-15 minutes and should include slow jogging and stretching. For greater flexibility static stretch each muscle group for 60 seconds during the cool down. Do not use ballistic stretches during the cool down as the bouncing action can cause muscle stiffness and resistance to stretching.

Make sure that you re-hydrate. The length of the cool down will vary with the duration and intensity of the game.

Physical conditioning

Your training should start before the season commences so that you are prepared for the intensity of the matches in which you are to officiate. The incidence of injury is greater at the start of the season and it is thought that the major factor is lack of preparation.

To plan your training and prepare yourself for the four phases of the rugby year, you have to think about your domestic rugby season first. The table on the following page shows you how the rugby season is structured in Germany. It also identifies priorities in your training schedule. You can work out your own season structure from this platform.

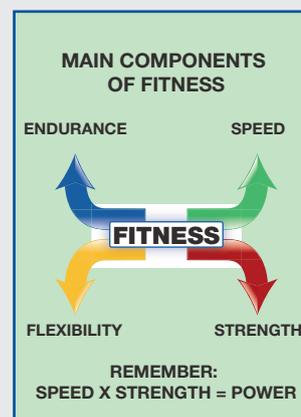
Warm up

Warming up prepares the mind, heart, muscles and joints for the game. It prevents a rapid increase in blood pressure, improves the flow of blood to the heart, increases muscle temperature and makes muscles more pliable. By increasing muscle temperature the speed and efficiency of the nerve messages and the biochemical reactions that cause movement will speed up. By warming up, you will improve your physical and mental performance and reduce the risk of injury.

Warm-up primes the energy systems allowing for an efficient use of fuel and lower lactate levels. It also allows you to assess the light, wind and temperature, the playing surface and surrounding hazards. It improves your ability to concentrate.

Off-season (Mid-July to end-July / mid-December to mid-January)	Foundation (Beginning to mid-August / mid-January to mid-February)	Pre-season (Mid to end-August / mid to end-February)	Competition (September – December / March – July)
Recovery and active Rest	Strength development	Speed development, endurance development	Maintenance of strength, speed, power and specific endurance

Components of fitness



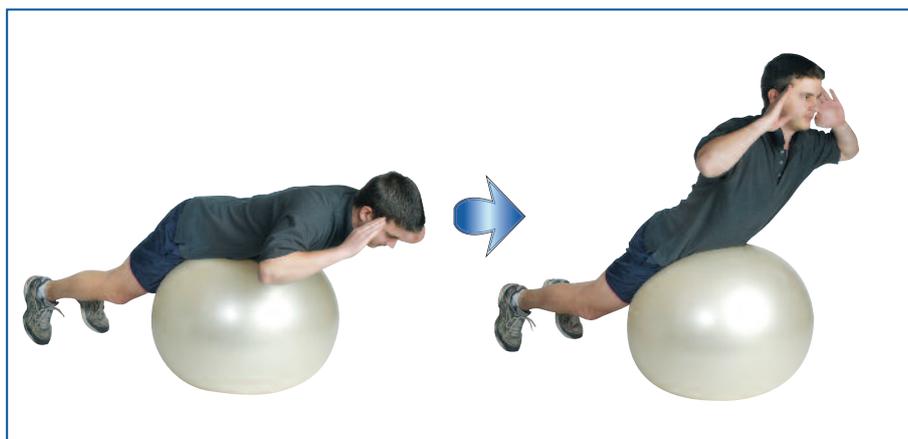
A basic training plan example for the level 2 referee

Unit A, anaerobic endurance	2 x 3000m	16 mins		
Unit B, strength endurance	Ergometer	30 mins		
Unit C, speed endurance / power	Warm-up: bike or run	10 mins		
	5 x 12 legs push	45 kg		
	5 x 12 legs curl front	30 kg		
	5 x 12 legs curl back	20 kg		
	5 x 12 legs jump	60 kg		
	3 x 12 arms butterfly	30 kg		
	3 x 12 arms push	25 kg		
	3 x 12 back pull	35 kg		
	12 mins stepper	2 km		
Unit D, sprint	1	2	3	
	Warm-up / cool down 2000m			
	1 x 400m	1 x 400m	1 x 400m	90 secs
	2 x 200m	2 x 200m	2 x 200m	30 secs
	2 x 100m	2 x 100m	4 x 100m	75%
	4 x 50m	6 x 50m	6 x 50m	75%
	12 x 20m	2 x 12 x 20m	3 x 12 x 20m	100%
Unit E, relax endurance	5000m or bike / skate / row etc	not timed		
Unit F, core stability programme	See example exercises on the next two pages			
Unit G, fitness drill	See example drills on pages 129-131			
Unit H, GAME				

Unit F, Core stability programme - example exercises 1-3



2 x 20 reps



2 x 20 reps



x 20 each side

Unit F, Core stability programme - example exercises 4-5



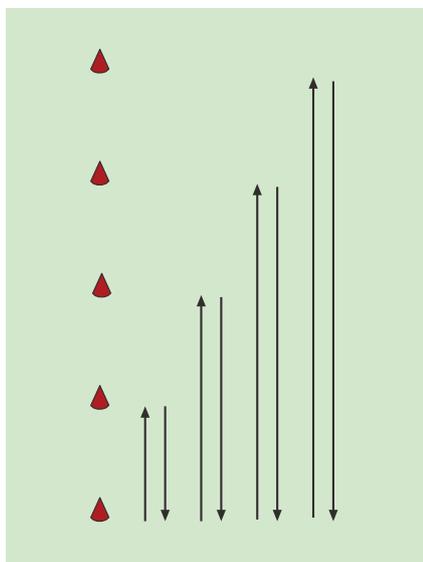
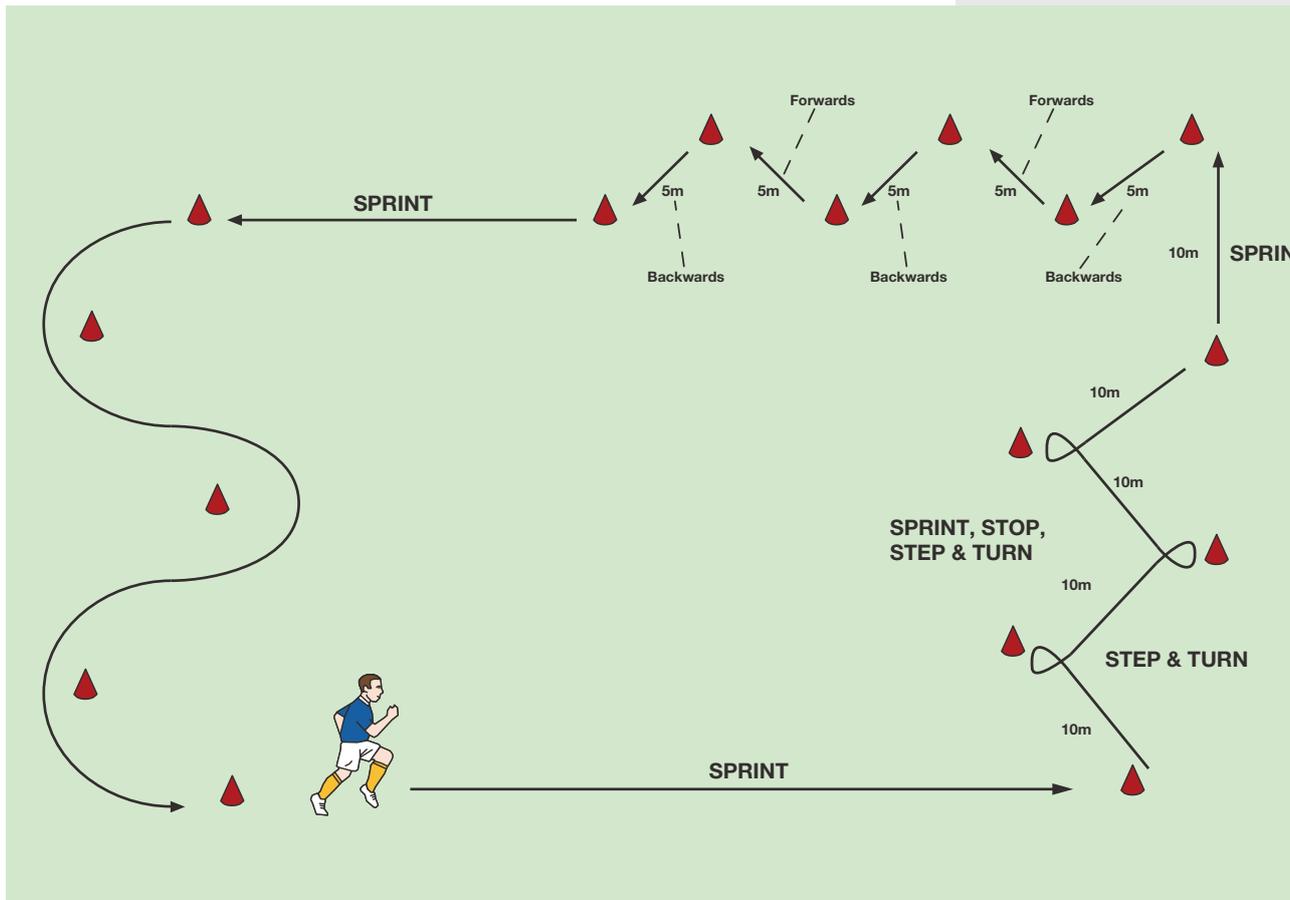
x 8 reps



2 x 10 reps

Unit G, Fitness drills

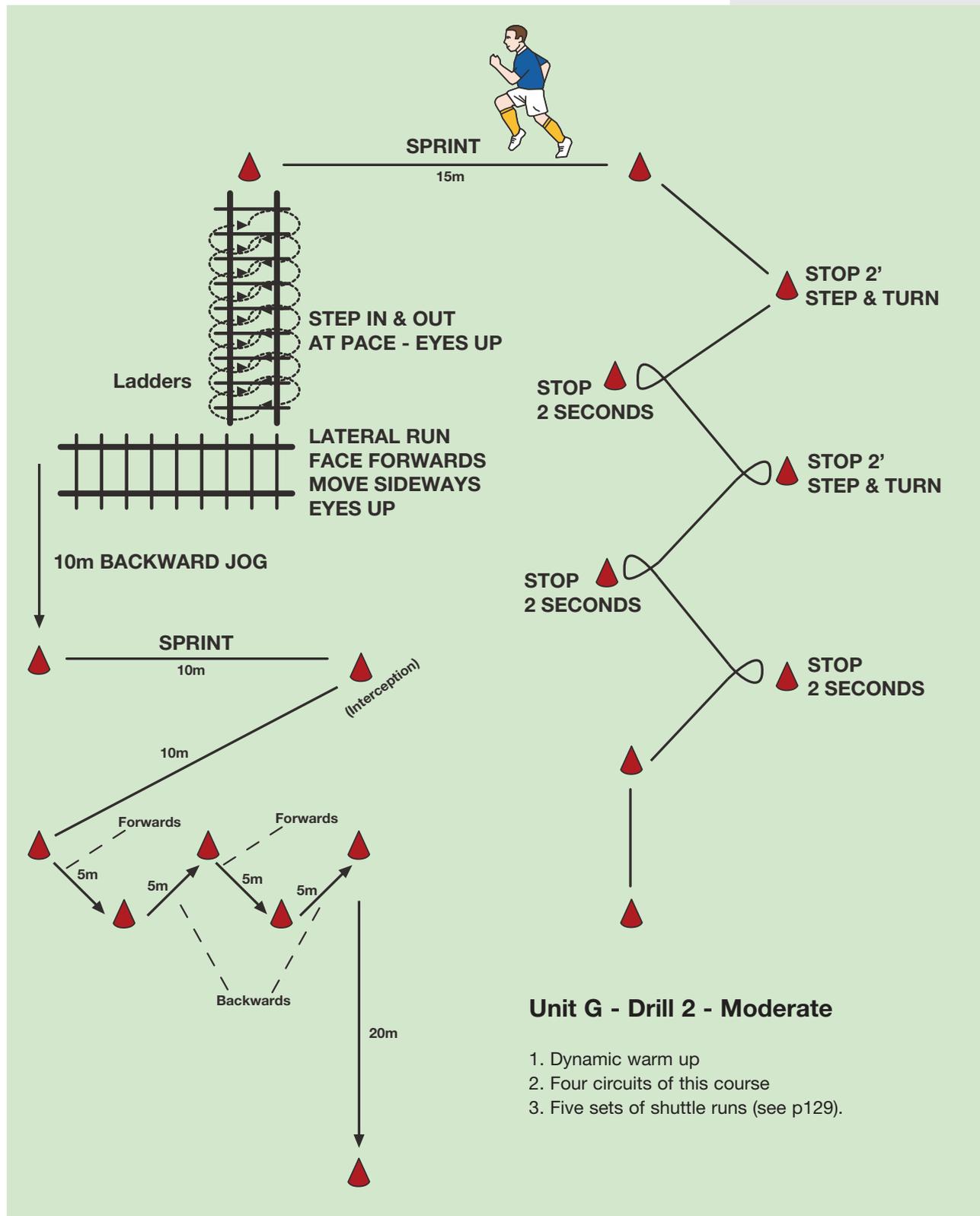
On the following pages are some examples of fitness drills you can use to improve and maintain your fitness.



Unit G - Drill 1 - Easy

1. Dynamic warm up
2. Four circuits of the above course
3. Five sets of shuttle runs (see left).
30 seconds on, 30 seconds rest,
repeated five times. Which cone do you
finish at each time and each week?

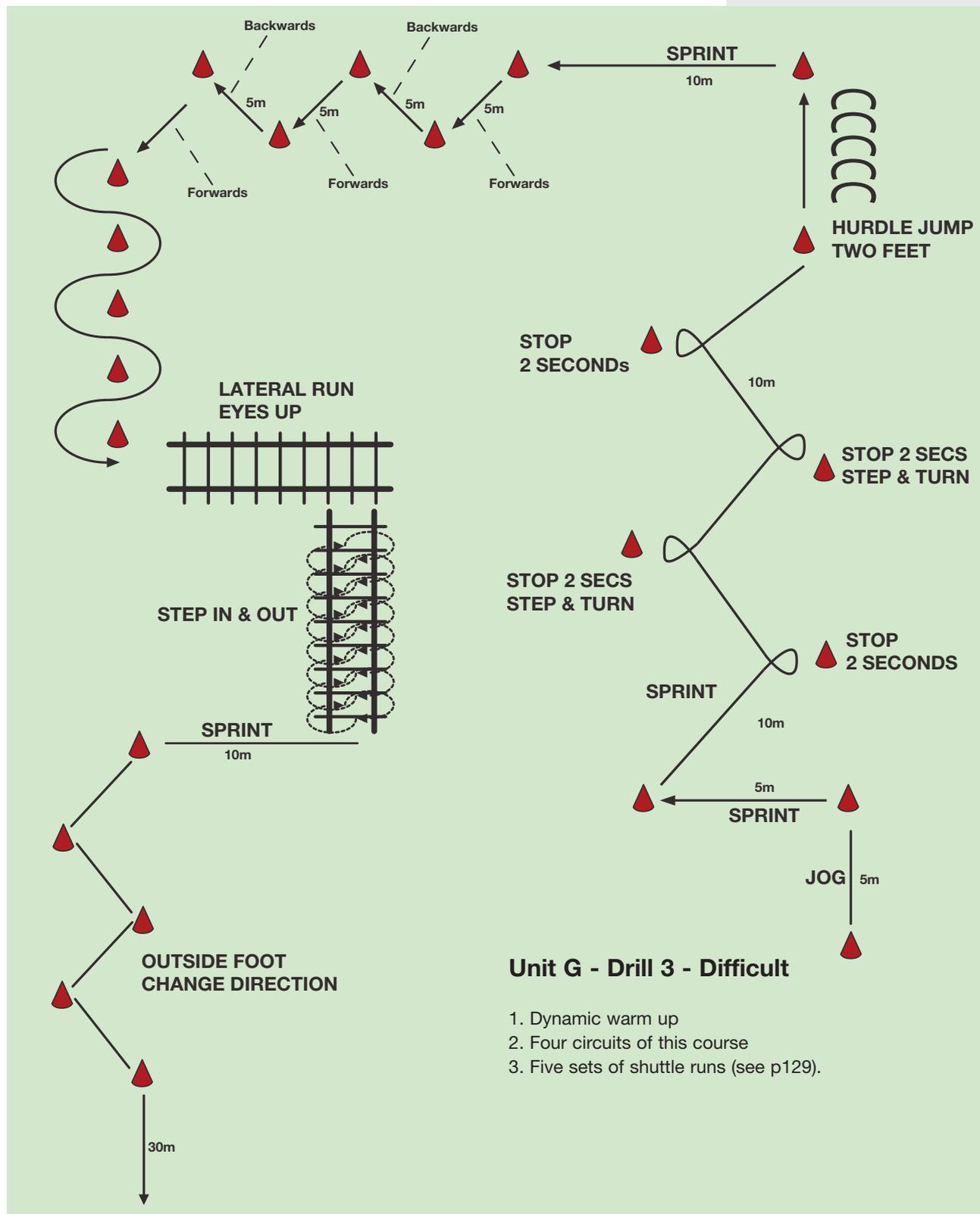
Unit G - Drill 2



Unit G - Drill 2 - Moderate

1. Dynamic warm up
2. Four circuits of this course
3. Five sets of shuttle runs (see p129).

Unit G - Drill 3



Unit G - Drill 3 - Difficult

1. Dynamic warm up
2. Four circuits of this course
3. Five sets of shuttle runs (see p129).

Task one

Try to find an **individual** and **realistic** solution for your training program for the next 12 weeks starting from today. Use the units on the table on page 126.

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

Hydration and nutrition

Hydration and nutrition are critical aspects of a rugby fitness programme. Hydration replaces fluid lost during sweating and maintains sports performance. Nutrition provides an essential fuel supply for exercise, promotes a nutritional environment that allows players to recover more efficiently between training sessions and satisfies the basic nutrient requirements of good health and growth and prevention of lifestyle diseases.

Fluids and dehydration

The detrimental effects of dehydration are:

- Decreases concentration levels leading to increased clumsiness.
- Decreases endurance capacity.
- Decreases performance levels through increased fatigue and headaches.
- Decreases the ability to judge distance accurately.
- Delays recovery.

Nutrition for exercise

Good nutrition:

- increases energy levels, leading to more active participation
- helps develop strong bones reducing fractures
- helps repair muscle damage
- allows the body to recover between physical activity sessions
- provides for growth.

Poor nutrition:

- decreases concentration through decreased energy levels
- causes poorly developed muscles and bones, and may lead to iron deficiency
- decreases endurance capacity.

High-carbohydrate foods

These are used for energy during moderate to high intensity exercise. Examples include bananas, fruit, pasta, bread, rice, potato and breakfast cereals. Specialised sports bars and drinks are a convenient and easy to transport to training, games and for use in recovery.

Food containing protein

Protein is essential to build, maintain and repair the body's tissue. Examples include eggs, chicken, fish, red meat, legumes (such as beans) and dairy products - the low fat versions. Dairy products contain calcium. Red meat contains zinc and iron.

Best practice for the good hydration and nutrition process

Before exercise

- Consume a high carbohydrate diet for a few days before a game.
- Pre-hydrate.

During exercise

- Balance fluid intake with sweat losses.
- Include carbohydrates in exercises that last more than one hour.

After exercise

Consuming fluids and food immediately after a game replenishes glycogen stores and reduces the effects of fatigue.

Guidelines for stretching

- *Stretch slowly until a comfortable tightening within the muscle is felt.*
- *Hold each muscle in a state of near maximal stretch for a minimum of 30 seconds.*
- *Relax and breathe out as you move into the stretch. Avoid holding the breath.*
- *Avoid bouncing.*
- *The correct posture and stretch position should always be maintained and kept within the limits of comfort.*
- *Stretch both sides of the body.*
- *Concentrate on the major muscles that will have a large demand placed on them during the game and those which have demonstrated a lack of flexibility.*
- *There may be a need to individualise some stretches for specific players.*
- *Take into account the temperature. If it is cold the warm-up will need to be longer. But if it is hot, there is still the need to warm up!*

NOTES

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DEVELOPING OFFICIATING SKILLS

**MODULE 7 - The laws of the game
of rugby union**

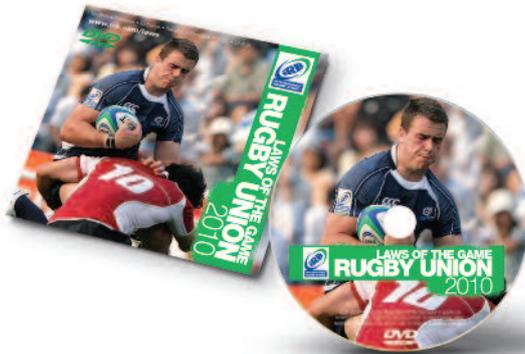
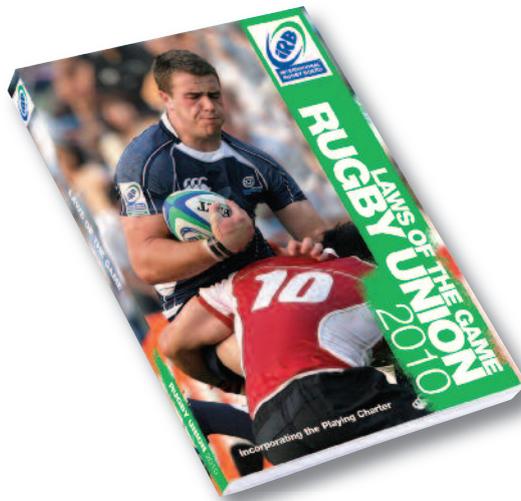


MODULE 7 THE LAWS OF THE GAME



Module seven - The Laws of the Game of Rugby Union

For this module, you are referred to the IRB publications, “The Laws of the Game of Rugby Union” and “The IRB Charter”.



The IRB Charter

A game which started out as a simple pastime has been transformed into a global network around which vast stadia have been built, an intricate administrative structure created and complex strategies devised. Rugby Union, in common with any activity which attracts the interest and enthusiasm of all kinds of people, has many sides and faces.

Apart from the playing of the game and its ancillary support, rugby embraces a number of social and emotional concepts such as courage, loyalty, sportsmanship, discipline and teamwork. What this Charter does is to give the game a checklist against which the mode of play and behaviour can be assessed. The objective is to ensure that rugby maintains its unique character both on and off the field.

The Charter covers the basic principles of rugby as they relate to playing and coaching, and to the creation and application of the laws. It is hoped that the Charter, which is an important complement to the laws of the game, will set the standards for all those who are involved in rugby, at whatever level.

Principles of the game

Conduct

The legend of William Webb Ellis, who is credited with first picking up the football and running with it, has doggedly survived the countless revisionist theories since that day at Rugby School in 1823. That the game should have its origins in an act of spirited defiance is somehow appropriate.

At first glance it is difficult to find the guiding principles behind a game which, to the casual observer, appears to be a mass of contradictions. It is perfectly acceptable, for example, to be seen to be exerting extreme physical pressure on an opponent in an attempt to gain possession of the ball, but not wilfully or maliciously to inflict injury.

These are the boundaries within which players and referees must operate and it is the capacity to make this fine distinction, combined with control and discipline, both individual and collective, upon which the code of conduct depends.

Spirit

Rugby owes much of its appeal to the fact that it is played both to the letter and within the spirit of the laws. The responsibility for ensuring that this happens lies not with one individual – it involves coaches, captains, players and referees.

It is through discipline, control and mutual respect that the spirit of the game flourishes and, in the context of a game as physically challenging as rugby, these are the qualities which forge the fellowship and sense of fair play so essential to the game's ongoing success and survival.

Old fashioned traditions and virtues they may be, but they have stood the test of time and, at all levels at which the game is played, they remain as important to rugby's future as they have been throughout its long and distinguished past. The principles of rugby are the fundamental elements upon which the game is based and they enable participants to immediately identify the game's character and what makes it distinctive as a sport.

Principles of the laws

The principles upon which the laws of the game are based are:

A sport for all

The laws provide players of different physiques, skills, genders and ages with the opportunity to participate at their levels of ability in a controlled, competitive and enjoyable environment. It is incumbent upon all who play rugby to have a thorough knowledge and understanding of the Laws of the game.

Maintaining the identity

The laws ensure that rugby's distinctive features are maintained through scrums, line outs, mauls, rucks, kick-offs and re-starts. Also the key features relating to contest and continuity – the backward pass, the offensive tackle.

Enjoyment and entertainment

The laws provide the framework for a game that is both enjoyable to play and entertaining to watch. If, on occasions, these objectives appear to be incompatible, enjoyment and entertainment are enhanced by enabling the players to give full rein to their skills. To achieve the correct balance, the laws are constantly under review

Other IRB officiating resources

- Interactive law DVD
- Scrum and tackle DVD
- IRB Officiating Level 2 clips
 - Communication (7)
 - Touch judging (7)
 - Foul play (7)
 - Advantage (7)
 - Open play (7)
 - Scrum (15)
 - Line-out (15)
 - Tackle (15)
- IRB motivation clip

To access these resources email training.education@irb.com.

Conclusion

The IRB trusts you have enjoyed the IRB Level 2 course. Please do take time to complete the feedback form as this will help inform future courses. The IRB strives to provide leading edge training solutions to support unions and individuals around the world.

If you have any general education and training queries please go to www.irb.com and follow link to education and training.

If you have a specific enquiry please contact us on:

E mail: training.education@irb.com

Telephone: +353-1-240-9294

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International Rugby Board
Level 2 Officiating
Developing Officiating Skills
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