

Community Rugby Referee Development Framework



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Referee Ecosystem

High Performance Referees Performance Referees Development Referees Community Referees	Referee Reviewers Referee Coaches	Educators of Referee Reviewers/Coaches
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Roles & Responsibilities

Educators of Referee Reviewers/Coaches

- World Rugby Educator accredited.
- Quality Assurance and upskill of referee coaches.

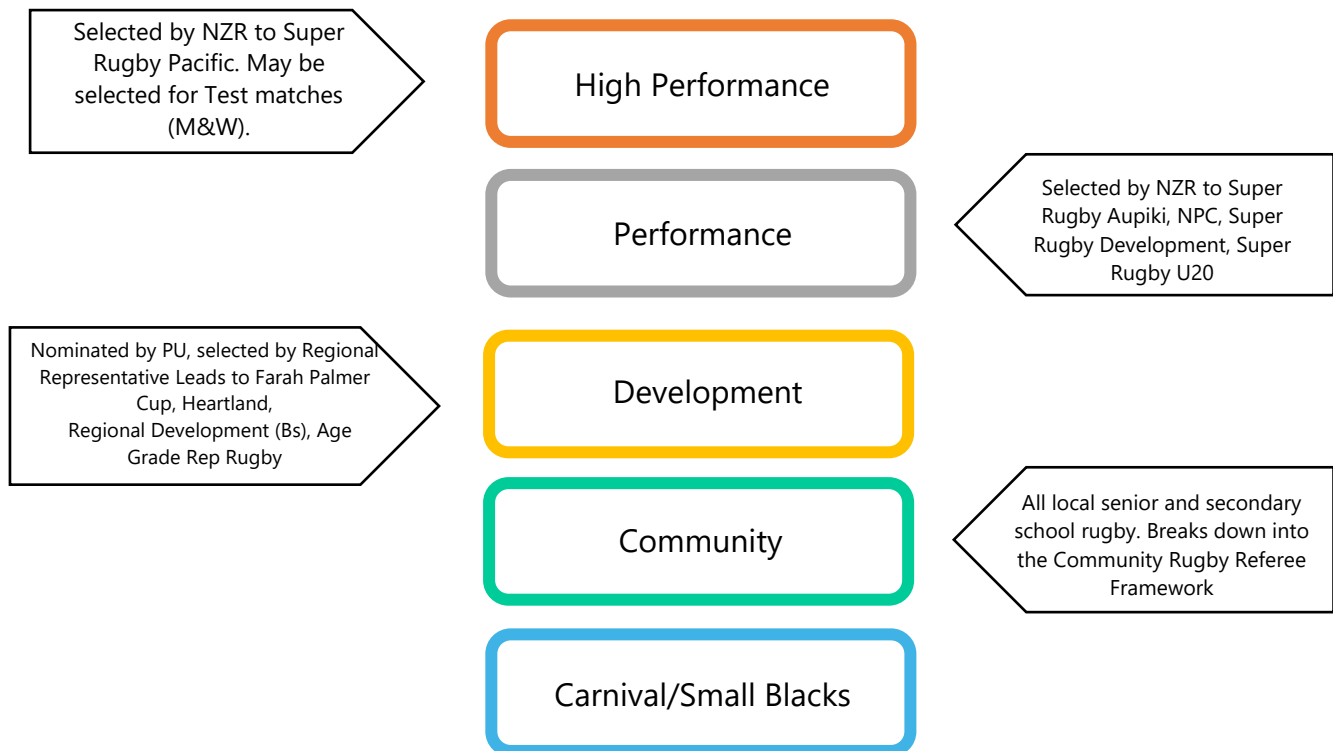
Referee Reviewers/Coaches

- Review and Coach referees
- Referee Reviewer
 - NZR Referee Reviewer Course (Online and/or Face to Face)
 - Capacity to review all levels of community referee
- Introductory Referee Coach
 - NZR Introduction Coach Course (Online and/or Face to Face)
 - Capacity to coach L1 and L2 referees
- Intermediate Referee Coach
 - NZR Intermediate Coach Course Accredited.
 - Capacity to coach L1, L2, L3, L4 and L5 referees.
- Advanced Referee Coach
 - NZR Advanced Coach Course Accredited.
 - Capacity to review/coach L1, L2, L3, L4, L5, Development, Performance and High-Performance referees.

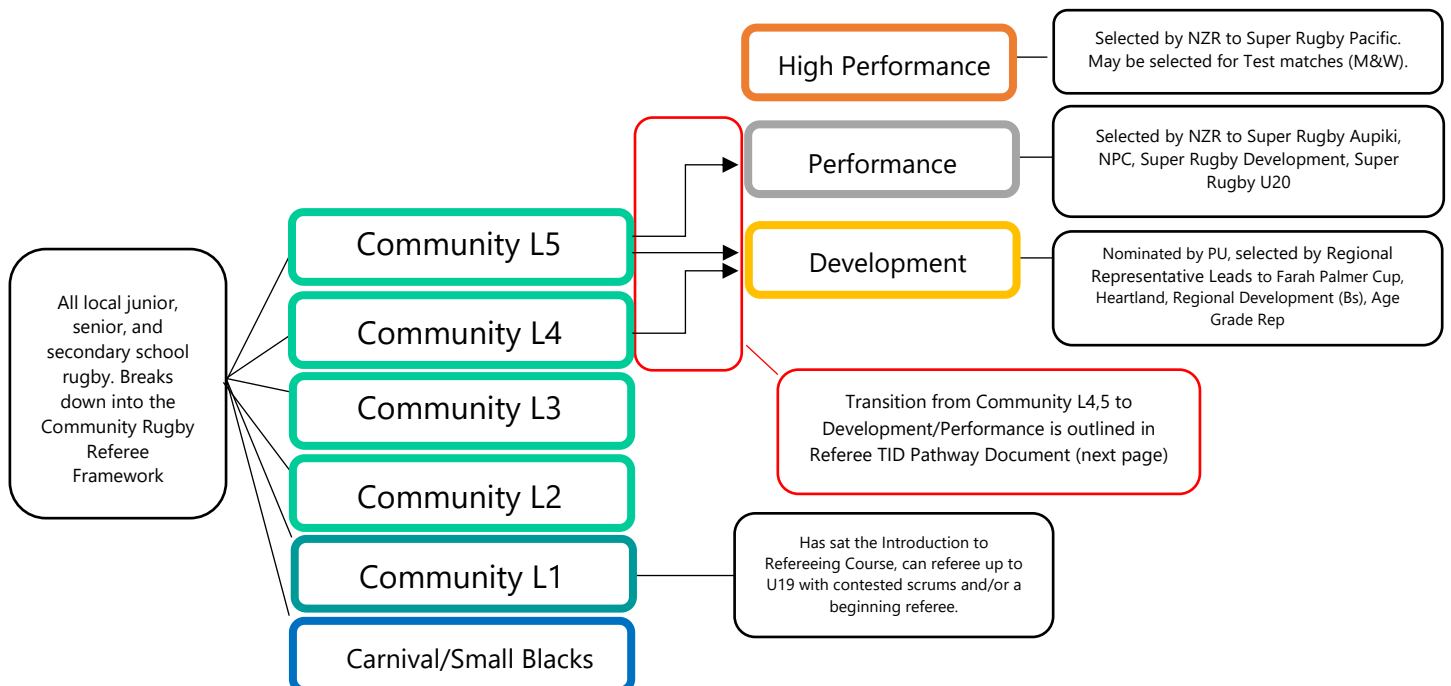
Referees

- Referee performance is reviewed across six pillars: technical, tactical, management, physical, mental, law.
 - Clarity on each pillar is listed in the table shown on page 7.
 - More detail around the criteria is specified in the performance indicators, which can be found in the relevant support documents.
- Referees meet the standards outlined in the "Community Rugby Referee Development Framework" to progress to the next level.

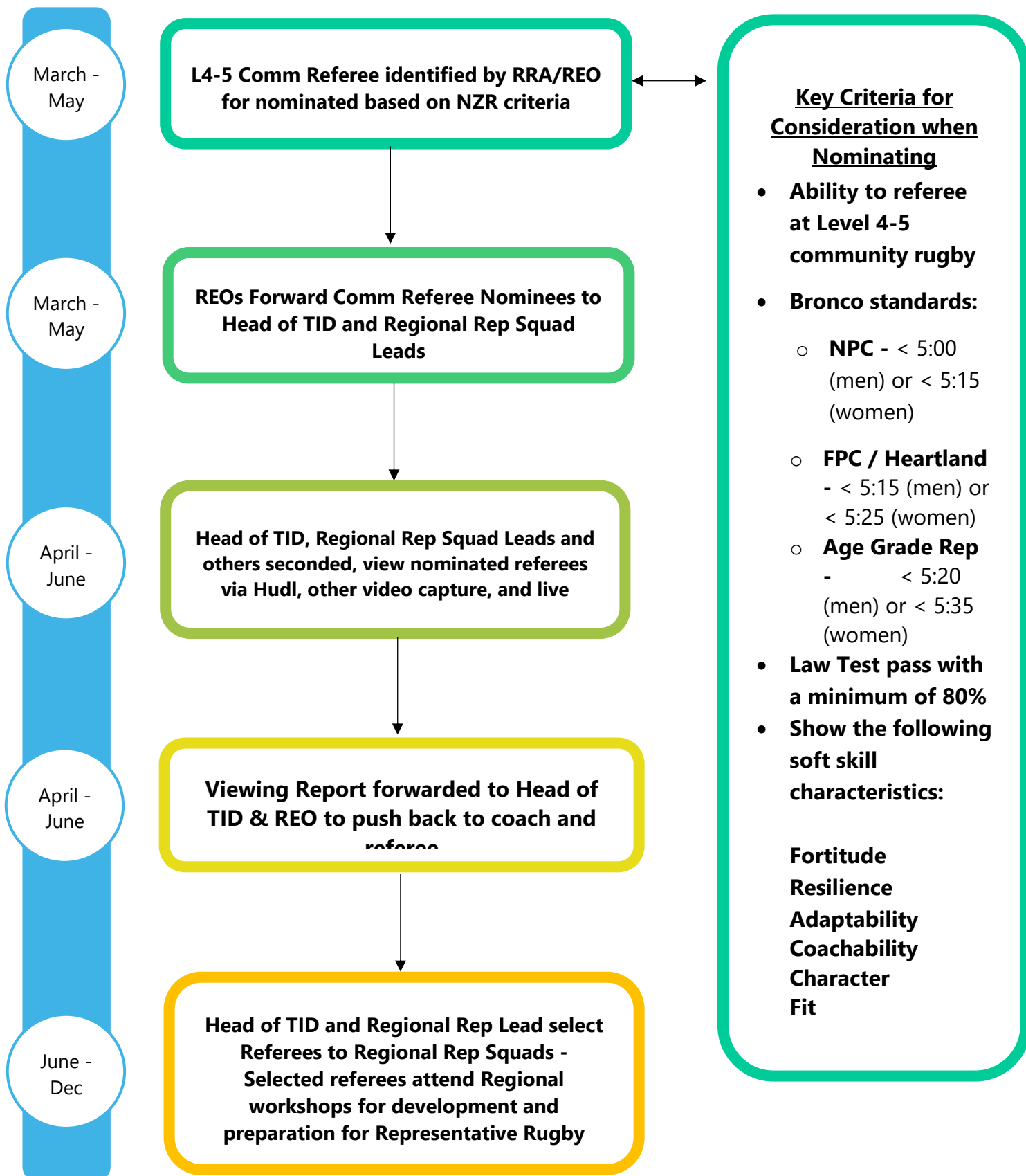
High Level Rugby Referee Structure



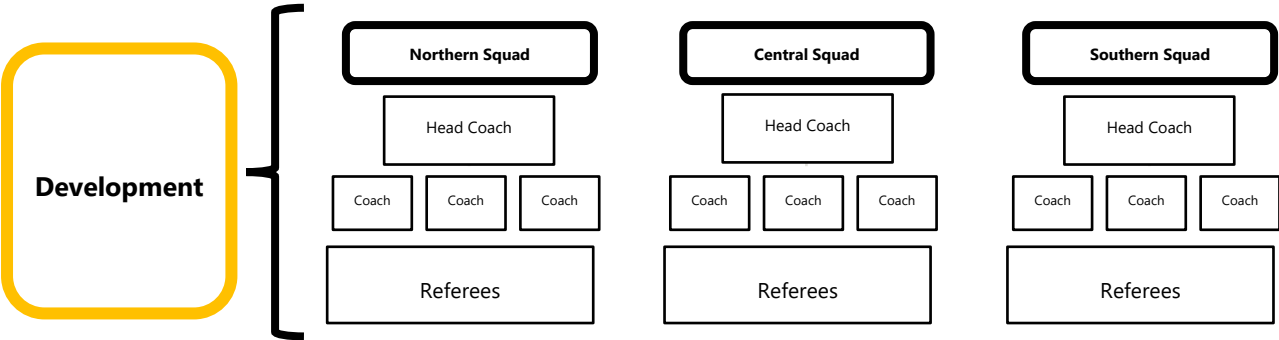
Rugby Referee Development Pathway



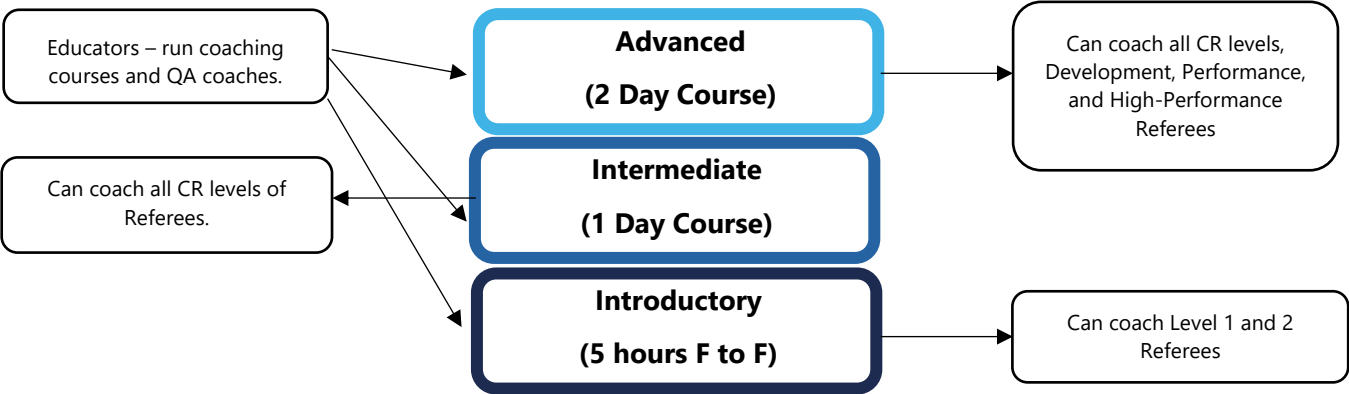
Referee Talent Identification & Selection Process



Referee Transition from Community to Development Level



Rugby Referee Coach Pathway



Competency sign off – Annually for all levels
Renewals – Introductory every five (5) years , Intermediate every five (5) years, Advanced every two (2) years.

Grade	Education Requirements	Technical	Tactical	Management	Mental	Physical	Appointment Levels
Level 5	Gain a minimum excellence pass (80%+) in the law test each year. Completes mandatory education requirements.	Demonstrates excellent law knowledge and application.	Demonstrates an excellent level of tactical awareness.	Demonstrates excellent match management strategies	Demonstrates excellent understanding and application of the mental pillar.	Pass in the Bronco test to the required level – Men 5-20 or less, Women 5-35 or less	<i>Suggested grades up to Premier/Senior 1 (or equivalent) *</i>
Level 4	Gain a minimum merit pass (75%+) in the law test every year. Completes mandatory education requirements.	Demonstrates sound law knowledge and application.	Demonstrates a sound level of tactical awareness.	Demonstrates sound match management strategies.	Demonstrates sound understanding and application of the mental pillar.	<i>Pass the Bronco test to the required level every year**</i>	<i>Suggested grades up to Premier/Senior 1 (or equivalent) *</i>
Level 3	Gain a minimum achieved pass (70%+) in the law test every year. Completes mandatory education requirements.	Demonstrates satisfactory law knowledge and application.	Demonstrates satisfactory level of tactical awareness.	Demonstrates satisfactory match management strategies.	Demonstrates satisfactory understanding and application of the mental pillar.	<i>Pass the Bronco test to the required level every year**</i>	<i>Suggested grades up to Colts, Senior 2nds, 1st XV, (or equivalent) *</i>
Level 2	Work towards passing the law test at 70% or better every year. Completes mandatory education requirements.	Developing their law knowledge and application.	Developing their tactical awareness.	Developing their match management strategies.	Developing their mental pillar.	Encouraged to participate in the fitness test.	<i>Suggested grades up to and incl SS and Weight Restricted Grades*</i>
Level 1	Introduction to Refereeing course completed.	Beginning to learn and apply the law.	Beginning to develop tactical awareness.	Beginning to understand and apply match management strategies.	Has basic match preparation skills.	No fitness test requirement.	Up to U19 and below with contested scrums.

* PU/RRA Discretion for appointment levels applicable locally

** PU/RRA Discretion for Bronco times as applicable locally

Community Rugby Referee Framework Pillars – Minimum Criteria Required per Level

Technical	• Applies law to keep the game safe • Make decisions based on player actions • Applies game innovations (EDSLVs) • Applies community game priorities	Referee Level 1,2,3,4,5 Referee Level 1,2,3,4,5 Referee Level 1,2,3,4,5 Referee Level 2,3,4,5
Tactical	• Use tactical awareness in decision making and non-decision making • Applies advantage relative to the game requirements • Adopt running lines/positioning to make decisions • Show empathy based on game context	Referee Level 4,5 Referee Level 3,4,5 Referee Level 1,2,3,4,5 Referee Level 2,3,4,5
Management	• Recognise the level of management required for the game • Manages the game to keep players safe • Use a range of strategies to manage the game • Identify trends in the game and manage accordingly • Interact with captains and other players using a range of management strategies • Identify and address play that is contrary to the spirit of the game (e.g. intentional and/or repeated)	Referee Level 2,3,4,5 Referee Level 1,2,3,4,5 Referee Level 1,2,3,4,5 Referee Level 3,4,5 Referee Level 3,4,5 Referee Level 2,3,4,5
Mental	• Prepares for the game • Use self-awareness to mitigate “clutter” that could potentially impact performance • Analyse their own performance and take coaching/feedback on board • Display a range of key soft skills such as: fortitude, adaptability, resilience, and presence	Referee Level 1,2,3,4,5 Referee Level 4,5 Referee Level 1,2,3,4,5 Referee Level 3,4,5
Physical	• Keeps up with play • Develop knowledge about preparing to referee, training, recovery after exercise, nutrition, recovery techniques and injury prevention and management • Achieve required Bronco time	Referee Level 1,2,3,4,5 Referee Level 2,3,4,5 Referee Level 3,4,5
Law	• Law test	Level 5 > 80% Level 4 > 75% Level 3 > 70% Level 1 & 2 Encouraged to complete.

Appendix 1 – Technical Pillar Criteria

TECHNICAL PILLAR	
Criteria	Performance Indicators
Applies law to keep the game safe	Knows and understands law relative to: • Safety • Scrum • Lineout • Tackle • Ruck/maul • Kick offs and restarts • Kicks in general play • Foul play
Make decisions based on player actions	Makes decisions based on pictures relative to Pre-contest, Contest and Post contest for: • Safety • Scrum • Lineout • Tackle • Ruck/maul • Kick offs and restarts • Kicks in general play <i>Note: see Support Document 1</i>
Game Innovations	Knows and Applies law prescribed by the Game Innovations/EDSLVs: • Tackle Height • Half back offside at the scrum • Scrum 1.5m push <i>Note: see Support Document 1</i>
Game Priorities	Knows and Applies law prescribed by the Game Priorities:

Support Document 1 – Technical Pillar

TECHNICAL PILLAR			
Phase of Play	Pre-Contest	Contest	Post Contest
Scrum	- Binding of all players - Front Rowers – eyes up, spines in line, feet (set up) - Early movement - Early engagement - Non-participants at least 5m back - STABILITY - Safety	- Binding – front rowers and loose forwards - Engagement sequence - Throw in of the ball - Scrum wheel - Front rowers up or down - Safety	- Binding of loose forwards - Non-feeding half back on-side - Non-participants on-side (at least 5m back) - Safety
Lineout	- Quick lineout? - Numbers - Gap - Receiver 2m away - Thrower's opponent present and 2x2 away - Lineout players 5m-15m - Non-participants back 10m - Early jump - Safety	- Early gap closure - Ball thrown in straight - Ball not five - Interference in the air (jumpers) - Interference on the ground (lifters) - Players leaving the lineout early - Thrower and their opponent - Safety	- What forms or happens next: ruck, maul or general play? - Is the lineout over? - Participants off-side - Non-participants off-side - Entry - Thrower and their opponent - Safety
Tackle	- Likelihood of type of tackle based on game scenario - Type of tackle (legal?, high?, late?, dangerous?) - Safety	- Obligations of the tackler - Obligations of the tackled player - Obligations of the arriving players (feet, entry, jackler clear lift, binding) - Safety	- Obligations of support players - What forms or happens next: ruck, maul or general play? - Are off-side lines formed? - Actions of non-participants - Safety
Ruck/Maul	- Is the ball on the ground or off the ground? - Is it a ruck or a maul i.e. are the required participants there according to law? - Who formed it? - Who was moving forward? - Safety	- Entry - Binding - Collapsing - On the feet - No hands (ruck) - Off-sides/on-side of participants - Safety	- Entry - Collapsing - Off-side/on-side of participants - Off-side/on-side of non-participants - Safety
Kick-Off and Re-Starts	- Non-kickers back 10m (halfway kicks) - Kicker's team members behind the kicker - Correct kick used - Kick made on or behind the line - Safety	- Players in the air are not interfered with - Players on the ground do not obstruct - Players not behind the kicker do not interfere (quick drop kick) - What forms? (tackle, ruck, maul, general play) - Entry of arriving/support players - Safety	- What forms? (tackle, ruck, maul, general play) - Off-sides/on-side of participants - Non-participants on-side/off-side in relation to what forms - Safety

Kicks in General Play	- Is the kicker obstructed or tackled dangerously? 50:22? - Is there a 10m area factor? - Are players of the kicking team who are off-side in the 10m area retiring (running) towards their own goal line? (scan both sides of the field) - Are players of the kicking team who are not in the 10m area, but are off-side, either stationary or retiring towards their own goal line? - Identify the on-side players? - Safety	- Ball contested in the air by on-side players only - All off-side players from the kicking team have been put on-side by actions of their own teammates or the actions of their opponents - What forms? - Entry of arriving players - Safety	- Obligations of support players - Entry - Collapsing (ruck) - Off-side/on-side of participants - Off-side/on-side of non-participants - Safety
Game Innovations	Tackle Height: - Applies the law based on primary/first tackler - Applies law based on knowing where the high tackle point is (below the base of the sternum/tummy or belly) - Applies law when 2 or more tacklers are in that tackle - Applies law relative to the concept of "clear and obvious" - Applies the law accurately - Applies law which considers "mitigation" factors Offside for the half back whose team is not in possession at the scrum: - Applies law based on positioning options available to halfbacks at the scrum - Applies law pertaining to half back offside at the scrum 1.5m push at the scrum" - Applies the laws to the right grades - Applies the appropriate law in the field of play		
Game Priorities	Speed Space Set Piece (Lineout/Scrum) Safety		

Support Document 2 – Tactical Pillar

TACTICAL PILLAR	
Criteria	Performance Indicators
Use tactical awareness in decision making and non-decision making.	• Impact of a player actions informs decision making • Relevance/materiality of a player action/s informs decision making • Applies the concepts of 'dominance' and 'pressure' when making decisions in various phases of play Examples: – Player action relative to repeated actions: player understanding of compliance, player understanding of consequence, escalation process – Player action when team is under pressure relative to the advantage line: intentional player actions outside law when under pressure such as off feet, in the side – Player action when team is under pressure relative to position on the field: intentional player actions outside law when under pressure such as off feet, in the side, neck rolling – Player action relative to dominance based on speed to the phase: intentional player actions outside law when under pressure such as off feet, in the side, neck rolling – Player action relative to the number of players arriving at a phase: intentional player actions outside law when under pressure such as off feet, in the side, neck rolling – Player action relative to time on the clock: closing the game down with illegal actions, latch tactics
Applies advantage relative to the game requirements.	• Recognises the skill level of teams and team tactics when making decisions • Recognises the game conditions (e.g. weather, pitch) and applies law accordingly Examples: – Player action relative to player/team skill level: advantage is applied relative to low skill level v high skill level, ability to play within the laws of the game, game understanding, player option taking ability – Player action relative to game trends: advantage is applied relative to open and free flowing vs. one up close channel running tactics, kicking, game "temperature", player compliance – Player action impact relative to game context: advantage is applied relative to weather conditions, team tactics, overall skill level, grade, age and stage

Adopt running lines/positioning to make decisions.	• Uses appropriate running lines to optimise positioning • Positioning impacts decision making • A range of positions support accurate decision making • Running lines and positioning allow the refereeing of contestable phases Examples: – Referee recognises exit points from phases impact on running lines and entry points at phases – Referee running lines relative to defensive pressure are in context – Referee running lines relative to offensive pressure are in context – Referee positioning is in context with game shape and tactics – Referee positioning allows the referee to make accurate decisions/non-decisions – Referee uses a variety of positions to referee the contest – Referee recognises when there is no contest and they adopt a position appropriately
Show empathy based on game context.	• Referees in context with the skill level of the game • Referees the teams in context with the tactics of the game • Develops relationships required between themselves, captains, and other players Examples: – Player action relative to player/team skill level: low skill level v high skill level, ability to play within the laws of the game, game understanding, player option taking ability – Player action relative to game trends: open and free flowing vs. one up close channel running, kicking, game "temperature", player compliance – Player action impact relative to game context: weather, team tactics, overall skill level, grade, age and stage

Support Document 3 – Management Pillar

MANAGEMENT PILLAR	
Criteria	Performance Indicators
Recognise the level of management required for the game.	- Referees relative to the spirit in which the game is being played - Referees relative to the level of player law understanding and compliance - Shows a level of connection required with captains and players Examples: - Referee recognises game and player temperament and applies management practices appropriate for this - Referee recognises changes in game and player temperament and applies management practices which take these changes into account - Referee recognises player knowledge and compliance relative to law and applies management practices relative to this - Referee adapts and adopt different levels of management depending on the game and player needs
Manages the game to keep players safe	- Referees to keep players safe - Recognises management level required to keep players safe - Connects with key players to mitigate safety concerns Examples: - Referee recognises safety requirements in the game and manages it accordingly - Referee recognises player skill and capability and manages to keep players safe - Referee recognises player experience and adapts management strategies accordingly - Referee works with captains and other key players as part of management strategy in keeping players safe
Use a range of strategies to manage the game.	- Uses a range of strategies available to manage the game - Uses a range of strategies to manage individuals Examples: - The referee has a range of strategies they can use to manage a fixture including using down time to talk to captains, slowing the game down, applying advantage appropriately, delivering on escalation requirements, following through on warnings, reducing verbal management when compliance is good, working hard at phases that are proving difficult, having a strong personal/physical presence when required, reducing personal/physical presence when not required, being accurate with what is said relative to law, avoiding conversations and keeping verbal exchanges short and sharp and accurate in law - Referee uses captains appropriately to help manage individual players

	– Referee recognises key players in teams and utilises their leadership to help with player compliance – Referee gets captains to deliver messages to teams and individuals – Referee delivers messages to individual players when necessary – Referee delivers messages to individual players with the captain present – Referee uses a tiered approach when dealing with individual player actions from Penalty Kick to Yellow Card to Red Card – Referee is prepared to escalate with individuals for repeated non-compliance
Identify trends in the game and manage accordingly.	• Referees with awareness of trends being presented in the game • Applies an escalation process when the game requires it Examples: – Referee recognises and responds to team tactics and trends in a game – Referee recognises changes which occur in a game relative to tactics and game trends – Referee responds appropriately to changes in game tactics and trends – Referee recognises when escalation is required as part of game management strategy regarding the game as a whole – Referee recognises when escalation is required as part of game management strategy regarding individuals within a game
Interact with captains and other players using a range of management strategies.	• Times connection with captains and other players appropriately • Applies a range of strategies when connecting with captains and other players Examples: – Referee recognises the “right” time to connect with captains and players – not when it is disadvantageous to a team when they want to go quick or build momentum – Referee recognises when captains or players want to connect to deliberately slow the game down – Referee recognises when captains want to question decisions to slow the game down – Referee recognises when captains and players deliberately question decisions to try and manipulate the referee and put pressure on them – Referee connects with captains and players on the referee’s terms – Referee recognises appropriate times to connect with captains and players including injury stoppages, after kicks at goal, after tries, on the run going to lineouts – Referee recognises when it is appropriate to call time off and talk to the captain/s

Identify and address one-off action(s) that is contrary to the spirit of the game (e.g., intentional)	• Makes appropriate decisions relative to intentional infringements Examples: – Referee understands how to recognise intentional infringements – Referee uses a range of strategies to deal with intentional infringing including working with the captain and individual players – Referee applies a tiered approach to dealing with intentional infringing – penalty kick-yellow card-red card – Referee is mindful of the impact on the game from intentional infringing and makes appropriate decisions as a result
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Support Document 4 – Mental Pillar

MENTAL PILLAR Support Document 4	
Criteria	Performance Indicators
Prepares for the game.	• Mentally prepares for games • Referee is organised prior to the game • Develops a game plan Examples: – Referee prepares mentally for the game using a range of strategies including use of an IPP, Game Plan, studying the teams involved, being aware of weather conditions, meaning to teams in terms of outcome, connection with ARs prior to the game, actively minimising clutter, working with a referee coach – Referee knows how to organise kit, travel times, connection with key people, know where to go, double check kick off time, understand law relative to the grade being refereed – Referee understands what a game plan is – Referee understands how a game plan can help performance – Referee understands how to develop a game plan – Referee understands how they can use a referee coach to develop a game plan
Use self-awareness to mitigate “clutter” that could potentially impact performance.	• Referee knows about the concept of “clutter” and it’s possible impact • Referee uses a range of strategies available to eliminate/mitigate clutter Examples: – Referee understands what clutter is – Referee identifies a range of factors which can contribute to clutter including work, family, relationships, finances, time, previous rugby experiences, performance and form, organisation, messaging from rugby peers – Referee identifies a range of strategies to mitigate the effect of “clutter” on performance such as working with their coach, learning to “dump” prior to games, establishing parameters with family, developing a plan for the year, developing a Performance Plan and Game Plans, seeking specialist help for strategy development, financial planning, addressing peer to peer “clutter”
Analyse their own performance and take coaching/feedback on board.	• Referee analyses their performance post-game • Referee identifies strengths in their performance • Referee is coachable and open to feedback Examples: – Referee understands what post-match analysis involves – Referee understands the value of post-match analysis

	– Referee understands how to analyse a match relative to their IPP and Game Plan – Referee analyses a game with honesty and rigour – Referee identifies positive attributes in their performance – Referee understands how to build on strengths in performances – Referee can use strengths in performances to enhance areas of work on – Referee is coachable and willing to learn – Referee receives and assimilates feedback to enhance performance – Referee understands what a healthy referee/coach relationship is – Referee learns and grows with a coach via a range of questioning and conversations from affirming to ones with “rub”
Display a range of key soft skills.	• Referee shows fortitude • Referee shows adaptability • Referee shows resilience • Referee has presence • Referee has the right character • Referee has the right fit Examples: – Referee understands the need to have courage when the game demands it – Referee understands what it means to “stand up” in big moments such as delivering red cards, awarding penalty tries, escalating after repeated infringements and warnings – Referee adapts and changes according to the demands of the game – Referee delivers a multidimensional performance based on the demands of the game – Referee shows adaptability between games – Referee shows adaptability within games – Referee responds favourably after “tough” games – Referee does not get affected in games after high pressure incidents – Referee “bounces back” after incidents and games which are stressful – Referee learns from incidents or games which are stressful – Referee absorbs pressure without it affecting performance – Referee understands the concept of presence – Referee uses presence appropriately during games – Referee can adjust presence levels in a game depending on the game needs – Referee understands presence comes in a variety of forms such as via shifts in use of voice, body language, use of whistle, eye contact, positioning – Referee has the mental and moral qualities distinctive to an individual – Referee displays the right personal qualities that would see them thrive and add value in the development and performance environment.

