



RUGBY REFEREE PRACTICAL COACHING

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REFEREE

TACKLE - Competency	Indicators of development area	Possible causes	Solutions
<ul style="list-style-type: none"> ▪ The tackler released the tackled player and moved away. ▪ The tackled player made the ball available immediately. 	<ul style="list-style-type: none"> ▪ High unplayables count, or conversely, high penalty count; slow or non-existence of ball emerging. ▪ Pile-ups; feet on bodies. ▪ Few multiple phases of play occurring. ▪ Ball not being recycled effectively. ▪ Tackler's second movement is towards, or on top of tackled player, rather than away. ▪ Tackled player, when turned or facing opposition, tries to turn back over whilst still holding the ball. ▪ Tackled player, isolated from support, delays release. Conversely, tackler, isolated, prevents quick release. 	<ul style="list-style-type: none"> ▪ Speed/mobility deficiency. ▪ Incorrect running lines; poor positioning on arrival. ▪ Timing of, and/or place of, departure from previous phase. ▪ Little or no constructive communication; too much ineffective talking. ▪ Poor position and vision of release. ▪ Not focused on players' actions. ▪ Not reading game/players' intent. ▪ Trying too hard for continuity. 	<ul style="list-style-type: none"> ▪ Speed training and endurance training - if slow moving. ▪ Change referee's running lines to ensure a direct line of sight of tackle area. ▪ Observe the area and timing of the referee's departure from the previous phase of play. ▪ Improve knowledge and reading of the game. ▪ Referee's position must enable good vision of the release of the ball. ▪ Focus should be on player actions - is the tackler allowing the tackled play to make the ball available? ▪ Effective communication required, e.g. "Blue, allow Red to release", or "Let him play it", "Play it Red", followed by his number. ▪ Beware talking too much to players and allowing defence to slow up the ball and fan out. ▪ Set a consistent and demanding early standard.
<ul style="list-style-type: none"> ▪ The arriving players stayed on their feet. 	<ul style="list-style-type: none"> ▪ Players voluntarily going to ground or diving over. ▪ Players (on their feet), entitled to the ball, can't get access. ▪ Frequent pile-ups; ball 'sealed off' 	<ul style="list-style-type: none"> ▪ Not focused on arriving players' actions (from both sides). ▪ Poor communication; late arrival. ▪ Poor position, wrong angle of arrival. 	<ul style="list-style-type: none"> ▪ Get into position early. ▪ Effective communication required, i.e. "Stay on your feet". ▪ Tackled player must release ball immediately to arriving player on his feet." ▪ Distinguish between a tackle and a ruck, e.g. "Ruck ball". ▪ Arriving players who fall to the ground beyond the ball will not be penalised if it is clear that: <ul style="list-style-type: none"> ▪ Their opponents offer no platform. ▪ Their action is not deemed to be negative. ▪ The ball has already been won. ▪ Arriving players must not be allowed to go to ground and seal off the ball (sandbagging). ▪ Be consistent and set high compliance standard. If they do not respond to preventative statements like "Stay on your feet", then penalise.
<ul style="list-style-type: none"> ▪ The arriving players entered the tackle 'phase' from the correct position. 	<ul style="list-style-type: none"> ▪ Players arriving from opposition's side, or in the side. ▪ Ball getting 'sealed off' because of body position of players from the other team. ▪ Player frustration/retaliation. ▪ Players not coming through the 'gate'. 	<ul style="list-style-type: none"> ▪ Not focused on arriving players' actions (from bothsides). ▪ Poor communication; late arrival. ▪ Poor position, wrong angle of arrival. 	<ul style="list-style-type: none"> ▪ Improve knowledge and reading of the game. ▪ Distinguish between a tackle and a ruck, e.g. "Ruck ball". ▪ Focus should be on player actions - is the arriving player entering from the rear of the tackle? ▪ Effective, but not over repetitive, communication required. ▪ Beware talking too much to players and allowing defence to slow up the ball and fan out. ▪ Set a consistent and demanding early standard.
<ul style="list-style-type: none"> ▪ Correctly awarded scrum feed when ball became unplayable. 	<ul style="list-style-type: none"> ▪ Feed given to side not entitled. ▪ Not aware of reason for unplayable. 	<ul style="list-style-type: none"> ▪ Wrong application of law. ▪ Not reading play, or conscious of which team 'moving forward' and when. 	<ul style="list-style-type: none"> ▪ Distinguish between a tackle and a ruck. ▪ Be aware of who has possession and who is going forward and when. ▪ Revision of relevant laws. ▪

ADVANTAGE - Competency	Indicators of development area	Possible causes	Solutions
<ul style="list-style-type: none"> ▪ Opportunities were used to play territorial/tactical advantage in accordance with the spirit of the match. 	<ul style="list-style-type: none"> ▪ Inconsistent application, i.e. same infringement in similar circumstances treated with differing application of advantage. ▪ Showed uncertainty, e.g. by sometimes staying at place of infringement, inconsistent signalling of advantage. ▪ Player frustration with application. ▪ Made little or no distinction between penalty and non-penalty infringement. 	<ul style="list-style-type: none"> ▪ Confusion regarding what constitutes an advantage. ▪ Inability to read the game, not understanding tactical or territorial advantage. ▪ Weather and ground conditions not being taken into account, also skill levels of players. ▪ Lack of confidence to back judgement. ▪ Inability to recognise either team's strengths and weaknesses, e.g. strong scrum, weak lineout. 	<ul style="list-style-type: none"> ▪ Improve law and game knowledge. ▪ Referee must recognise that there are two types of advantage: territorial and tactical. ▪ Distinguish between penalty and knock-on advantages. ▪ Question whether lack of advantage shown by the referee is due to a lack of confidence or whether the referee has failed to recognise the opportunity. ▪ Referee should back his own judgement and recognise that the game temperature (negative or positive) will influence the amount and length of advantage. ▪ Player skill level will also affect advantage - the better it is, the easier and longer advantage can be played. ▪ Weather, ground conditions and referee inconsistency can affect length and timing of advantage.
<ul style="list-style-type: none"> ▪ After territorial/tactical advantage had been gained play did not return to the original infringement. 	<ul style="list-style-type: none"> ▪ Referee travelled long distances to return to original infringement. ▪ Inability of team to capitalise on their advantage caused by their own inadequacies/mistakes. 	<ul style="list-style-type: none"> ▪ Non-appreciation of skill levels, and when and how advantage is able to be taken. ▪ Not taking weather and good conditions into account. 	<ul style="list-style-type: none"> ▪ Do not play negative advantage, i.e. to defending 10 on own line, or a 9 retreating to gather a ball in his own 22. ▪ Think, "What would the non-offending team want". ▪ Be aware that a penalty is more often than not preferable to slow ball. ▪ "Advantage over" should be encouraged. ▪ Through verbalisation, the referee maintains focus. ▪ Player skill level will also affect advantage - the better it is, the easier and longer advantage can be played.
<ul style="list-style-type: none"> ▪ Advantage was played without putting non offending players under undue pressure. 	<ul style="list-style-type: none"> ▪ Made no distinction regarding field position and/or player numbers, playing similar advantage irrespective of attacking/defending status of non-offending side. 	<ul style="list-style-type: none"> ▪ Inability to accurately read the game. ▪ Non-appreciation of skill levels, and when and how advantage is able to be taken. ▪ Not taking weather and ground conditions into account. 	<ul style="list-style-type: none"> ▪ Be aware that a penalty is, more often than not, preferable to slow ball.

RUCK / MAUL - Competency	Indicators of development area	Possible causes	Solutions
<ul style="list-style-type: none"> Players joined from on-side positions. 	<ul style="list-style-type: none"> Ball/ball carrier being 'sealed-off' from supporters players. 'Melees' developing with players on wrong sides from either team. Frustration/retaliation from players already correctly joined/bound. High count of unplayables and turnovers. Players not in ruck being taken out of play. 	<ul style="list-style-type: none"> Inadequate communication. Late arrival, poor positioning on arrival (probably too close). Not focused on players arriving. Lack of understanding of the legal 'clean-out' and illegal charging (e.g. shoulder charge). 	<ul style="list-style-type: none"> Early arrival or clear vision essential (speed, fitness, mobility). Arrive early to obtain optimum view of ball. Once established, he can back off to increase angle of vision. Be aware not to become static or too close to the formation. He must be prepared to circulate effectively. Establish short sharp calls such as "Back foot", "Use it", "Dig it out", "Get behind", etc. Set high standards/low tolerance early on. Referee improves law and game knowledge.
<ul style="list-style-type: none"> Participants and non-participants remained on-side. 	<ul style="list-style-type: none"> Players (both attacking and defending) loitering in offside positions. Players, not bound, coming through/around before ball out. Players detaching, not retiring, fringing. Team entitled to possession not being able to clear the ball quickly/cleanly. 	<ul style="list-style-type: none"> Inadequate communication. Poor position to see offside lines, and players' positions relative to them (e.g. too square-on, too far from breakdown, or too close, etc). 	<ul style="list-style-type: none"> Early arrival or clear vision essential (speed, fitness, mobility). Arrive early to obtain optimum view of ball. Once established he can back off to increase angle of vision. Referee must be aware not to become static or too close to the formation. He must be prepared to circulate effectively. Ensure all non-participants are onside, i.e. behind the back feet of their team in that ruck/maul. Don't focus just on the ball - watch arriving players. Improve law and game knowledge.
<ul style="list-style-type: none"> Players remained on their feet and hands were not used illegally in the ruck. 	<ul style="list-style-type: none"> Pile-ups and 'melees' occurring after ruck formed. High number of unplayables/penalties. Players on the ground playing the ball. Increasing levels of player frustration/infringements. 	<ul style="list-style-type: none"> Lack of understanding/law regarding the formation of a ruck. Late arrival/poor positioning on arrival. Lack of effective communication (that a ruck has formed). 	<ul style="list-style-type: none"> Early arrival or clear vision essential (speed, fitness, mobility). Arrive early to obtain optimum view of ball. Once established he can back off to increase angle of vision. Be aware not to become static or too close to the formation. He must be prepared to circulate. Improve law and game knowledge. Establish short sharp calls such as "Back foot", "Move it", "Use it", etc.
<ul style="list-style-type: none"> Rucks/mauls were not collapsed. 	<ul style="list-style-type: none"> Players engaged in a moving maul suddenly go to ground. Players trying to pull participants out of maul/ruck. Maul stops/moves sideways/backwards and allowed to proceed. 	<ul style="list-style-type: none"> Lack of directions regarding release of ball ("Use it or lose it"). Lack of understanding of law and mauling techniques. Poor reading of the game - difference between a restarted maul and a new one formed. 	<ul style="list-style-type: none"> Improve law and game knowledge.
<ul style="list-style-type: none"> When the ball became unplayable, the scrum throw in was taken by the correct side. 	<ul style="list-style-type: none"> Player frustration, confusion whether the phase was a ruck or a maul. Feed given to side not entitled. 	<ul style="list-style-type: none"> Law knowledge lacking regarding definitions and requirements. Inability (through inadequate game knowledge) as to the 	<ul style="list-style-type: none"> Improve law and game knowledge.

RUCK / MAUL - Competency	Indicators of development area	Possible causes	Solutions
		type of phase (ruck or maul, collapsed maul or pile-up after a tackle).	

RESTARTS / KICKS & GENERAL PLAY - Competency	Indicators of development area	Possible causes	Solutions
<ul style="list-style-type: none"> ▪ Players remained on-side at kicks-off and restarts kicks. 	<ul style="list-style-type: none"> ▪ Referee is missing players ahead of kicker - often evidenced by infringing players' early arrival to where the ball alights or where the receiver is positioned. 	<ul style="list-style-type: none"> ▪ Poor positioning at kickoff/ dropout. ▪ Speed of restart not being recognised/acted on. ▪ Not anticipating timing/direction of kick. ▪ Not reading game – quick restarts and tactical kicks -planned moves from kickoffs. ▪ Insufficient communication. 	<ul style="list-style-type: none"> ▪ Do not stand alongside the kicker - move away from him along the halfway line, looking along the line to observe layers not in front of the kicker . ▪ Keep head up. ▪ Get moving early not flat footed.
<ul style="list-style-type: none"> ▪ All restart kicks (KO/DO/PK/FK) were taken correctly (method and place). 	<ul style="list-style-type: none"> ▪ Execution of the kick, or place where taken, not correct. ▪ Quick taps being missed/incorrectly called back. ▪ Kicks being taken behind referee's back. 	<ul style="list-style-type: none"> ▪ Law knowledge lacking. ▪ Lack of concentration/application. ▪ Speed of game not being appreciated, e.g. quick taps, etc. ▪ Game knowledge lacking. ▪ Communication lacking. 	<ul style="list-style-type: none"> ▪ Ensure that the kick is taken from the centre of the halfway line.
<ul style="list-style-type: none"> ▪ A 10m space was available to non-offending side at PK and FK. 	<ul style="list-style-type: none"> ▪ Observation of kicker and opposing players' positions. Ball carrier being obstructed after quick tap - not being allowed to make ground (10m). ▪ Players slow to retire after penalty/free kick awarded. 	<ul style="list-style-type: none"> ▪ Lack of effective communication/direction to players to stay out of play. ▪ Behind/ahead of play – unable to accurately assess 10 metre space. ▪ Not correctly managing the situation, especially in the 'Red zone'. 	<ul style="list-style-type: none"> ▪ As soon as the referee awards a PK or FK, indicate the mark and move away from the spot smartly. ▪ Ensure that the ball is in the referee's area of vision and not turn back on play. ▪ As soon as the ball is propelled out of the hands of the kicker and recovered, ensure opposing players are retiring according to law. ▪ Take strong action against offside players - award further penalty 10m up field but SLOW IT DOWN. Advance forward the 10m slowly to give players the time to settle down. ▪ Don't allow the retake to be rushed forward in an attempt to gain a further 10m penalty. ▪ Do not allow the ball to be played until the mark is made or indicated. ▪ Do not allow a kick to be taken until the front rows disengage.

RESTARTS / KICKS & GENERAL PLAY - Competency	Indicators of development area	Possible causes	Solutions
<ul style="list-style-type: none"> ▪ Players were on-side at kicks taken in open play. 	<ul style="list-style-type: none"> ▪ Players ahead of kicker, or 'down-town' being allowed to move towards receiver/position of alighting of the ball. ▪ Blind-side chasers getting a head start. ▪ Players of kicker's team not beyond the imaginary line drawn ten metres in front of the player waiting to play the ball, ball receiver being put under pressure. 	<ul style="list-style-type: none"> ▪ Referee watching the ball and/or not focused on players of either side. ▪ Ahead of or behind play too far, not able to assess positions of key players. ▪ Not looking behind to check 'blind-side' chasers. ▪ Not positioned well enough to have good breadth of vision - too close. ▪ Not communicating with players in offside positions to stay out/back or to stop moving. 	<ul style="list-style-type: none"> ▪ Don't watch the flight of the ball. ▪ A chaser is not offside if he runs past the ball and takes the tap. ▪ Correct running lines to the ball in drop zone. ▪ Keep vision on players. Their actions will indicate ball drop zone. ▪ Establish short sharp calls such as "Freeze" or "Back off Blue".
<ul style="list-style-type: none"> ▪ Kickers, chasers and receivers were not obstructed at any type of kick. 	<ul style="list-style-type: none"> ▪ Kickers being (repeatedly) checked/bumped etc. after kick. ▪ Frustration/retaliation evident from kicker/kickers players/chasers. ▪ Legitimate chasers being impeded; not arriving as expected. ▪ Receiver, focused on the ball, unexpectedly no longer in position, or out of play, indicating obstruction/physical interference. 	<ul style="list-style-type: none"> ▪ Referee's attention not directed to appropriate area, in accordance with the sequence of kick/chase/receive. Referee takes eye off kicker too quickly, or watches the ball in the air, or does not anticipate approximate area of alighting; finishes up either too close to receiver, or at wrong angle or position to see receiving of the ball. ▪ Other players preventing a good view of proceedings. ▪ Not communicating with players to stay away and not impede. 	<ul style="list-style-type: none"> ▪ Correct running lines to the ball in drop zone. ▪ Keep vision on players. Their actions will indicate ball drop zone. ▪ The taller players are normally the catchers - the others either support or will obstruct, i.e. step in front of advancing players or act as a shield to the ball catcher. ▪ Watch for players feigning to challenge and charging catcher in the air. ▪ Establish short sharp calls such as "Stay" or "Back".

SCRUM - Competency	Indicators of development area	Possible causes	Solutions
<ul style="list-style-type: none"> ▪ The players followed the scrum engagement procedure of 'Crouch, Touch, Pause, Engage'. 	<ul style="list-style-type: none"> ▪ Numerous resets for 'poor engagement'. ▪ Hesitation by the front rows as to when to attempt engagement. ▪ One side going early. ▪ Front rows and scrum halves constantly seeking referees attention, asking questions, etc. ▪ Players being allowed to dictate the engagement. ▪ Engagement process too fast. 	<ul style="list-style-type: none"> ▪ Lack of understanding/appreciation of the mechanics of a scrum. ▪ Insufficient confidence to communicate with the tight five re-engagement issues. ▪ Unable to detect relative strengths and weaknesses of either scrum. ▪ Lack of forcefulness/conviction when making the prescribed calls, ▪ changing the engagement call during the game and not applying the appropriate sanctions when regular development area is evident. 	<ul style="list-style-type: none"> ▪ Prepare pre-match instructions. ▪ Be firm, set standards. ▪ Practise instructions, be fully conversant. Be confident. ▪ Don't allow the players to dictate the engagement. Insist on adherence to his commands. ▪ Slow down the engagement phase and ensure front rows are at an equal height and spacing for the engagement at the crouch. This will allow a stable bind up without folding down. ▪ Ensure the scrum half is in a position to put the ball to the scrum before the scrum adopts the crouch position. ▪ Whenever a replacement player goes into the front row, use the opportunity to reinforce the engagement sequence call.
<ul style="list-style-type: none"> ▪ The scrum was stationary and square to the touchline until ball was thrown in. ▪ Players' heads and shoulders were above the hips until the scrum was over. ▪ Collapsed (and standing up) scrums did not persist. 	<ul style="list-style-type: none"> ▪ Again, numerous resets, often for wheeling. ▪ Scrums already at an angle when ball being fed often finishing up being wheeled. ▪ Scrum fractures due to initial unsteadiness. ▪ Scrum half is moving as he feeds the ball - again due to unsteadiness. 	<ul style="list-style-type: none"> ▪ Not concentrating - or not applying standards consistently. ▪ Lack of confidence in the phase, applying a "Let's get it over with" approach. ▪ Not staying close to scrum, on centre line, to verbally manage the process. ▪ Lack of appreciation of the physical advantage of a team being able to wheel and hence get a turnover. ▪ Communication to tight five not effective, or maybe inappropriate. ▪ Lack of detection of relative strength/skills of the two scrums. 	<ul style="list-style-type: none"> ▪ Consider awarding a free kick for lowering before scrummage collapses. ▪ If necessary, advise both front rows of their shared responsibility to keep the scrum up and stable. ▪ If the referee has appointed touch judges, he should discuss the problems, work with them and seek their advice if appropriate. ▪ Check feet positions and watch for shoulders rolling under, especially by defending tight head, who is attempting to prevent opposing loose head getting underneath. ▪ If the props' spines are in line with the touchlines, it is less likely that 'boring in' on the opposing prop or hooker will follow. ▪ A bent elbow may indicate downward pressure and pulling down. ▪ Poor engagement procedure often leads to collapsed scrummages.

SCRUM - Competency	Indicators of development area	Possible causes	Solutions
<ul style="list-style-type: none"> ▪ All players were bound correctly until the scrum was over. 	<ul style="list-style-type: none"> ▪ Scrum half crowded while clearing the ball. ▪ Flankers harassing stand-off too quickly. ▪ Flankers/No. 8 standing up. ▪ Screwing scrum being assisted by flanker pulling scrum around. ▪ Flankers joining back row movements too early. 	<ul style="list-style-type: none"> ▪ Not maintaining overall vision - probably ball-focused, or overly attentive to the nonparticipants. ▪ Not concentrating sufficiently - using the scrum as a 'rest time'. ▪ Not communicating to the loose forwards. 	<ul style="list-style-type: none"> ▪ Establish short sharp calls such as "Stay bound" or "Leave him". ▪ Set a consistent standard early.
<ul style="list-style-type: none"> ▪ There was a fair competition for the ball. 	<ul style="list-style-type: none"> ▪ Ball is going under hooker's feet. ▪ Non-feeding hooker gives up striking for the ball. ▪ Scrum half approaches the scrum on the right shoulder of the referee (who should be standing at the tunnel on the centre line) and feeds the ball from that position. ▪ Stance of feeding scrum half not square, and hand/arm movements not in equilibrium. ▪ Positioned too close to scrum. 	<ul style="list-style-type: none"> ▪ Sanctions not being applied for regular occurrences. ▪ Referee has not made his requirements known, either pre-match or at the early scrums. ▪ Movement away from the tunnel/centre line too early, i.e. too quickly towards the No. 8, rather than backing away level with the middle of the scrum. ▪ Lack of concentration/intensity. 	<ul style="list-style-type: none"> ▪ Set a consistent standard early. ▪ Keep concentration at every scrum.
<ul style="list-style-type: none"> ▪ Participants and non-participants remained on-side. 	<ul style="list-style-type: none"> ▪ Backs of feeding side put under undue pressure too quickly. ▪ Scrum half/stand-off being crowded. ▪ Non-feeding scrum half around too quickly. 	<ul style="list-style-type: none"> ▪ Poor positioning/angle during post-engagement, probably because of remaining static, or because of being too ballfocused. ▪ Lack of communication. 	<ul style="list-style-type: none"> ▪ Be firm, set standards. ▪ Practise instructions, be fully conversant. Be confident. ▪ Be aware of law requirements. ▪ Use verbal and signals to prevent players creeping.

LINEOUT - Competency	Indicators of development area	Possible causes	Solutions
<ul style="list-style-type: none"> ▪ Players were able to take quick throw-ins and quick lineouts. 	<ul style="list-style-type: none"> ▪ Evidence of law not being complied with, regarding who has handled the ball, same ball, etc, and also position for same. ▪ Referee not aware of quick throw-in happening, or has allowed when a formed lineout already existed. ▪ Referee has not sought assistance from the touch judges when appointed. 	<ul style="list-style-type: none"> ▪ Lack of concentration, using the lineout as a rest period. ▪ Not reading the game, especially regarding the relative lineout strengths/weaknesses of either side - a weak lineout side will want to employ quick lineouts where possible. ▪ Poor law knowledge of what constitutes a quick throw-in and a formed lineout. 	<ul style="list-style-type: none"> ▪ Fitness, speed and mobility. Referee to get to front of lineout quickly before the arriving players. ▪ Be aware of law requirements. ▪ A quick throw-in is a positive action to keep the continuity of play going. Any doubts - play on. ▪ Do not relax when the ball goes out of play. Stay alert.
<ul style="list-style-type: none"> ▪ A 1 metre gap was maintained. 	<ul style="list-style-type: none"> ▪ Little or no effort from the referee, particularly early in the game, to make his requirements known. ▪ Evidence of a reasonable gap initially when lineout formed, but movement of players causes closing prior to ball being thrown in. ▪ Players jumping for the ball are being impeded by opposition jumpers. ▪ Players falling dangerously, due either to being obstructed whilst off the ground, or supporters being barged. 	<ul style="list-style-type: none"> ▪ Lack of communication of requirements. ▪ Lack of understanding of the lineout technique. ▪ Not remaining diligent throughout the game – letting standards drop as game progresses. ▪ Drop in concentration and using lineout as a rest time. 	<ul style="list-style-type: none"> ▪ Arrive at the front early. Establish and later maintain gaps. Move position if required after, but do not obstruct the tap down as you do so. ▪ Put the onus on the two players at the front or back of the lineout to stand 1 metre apart. ▪ Referee to communicate requirements whenever necessary. ▪ If referee has appointed touch judges, he may use them to assist in gap maintenance. ▪ Positional stance - it is easier to stand at the front of the lineout to control the gap.
<ul style="list-style-type: none"> ▪ There was a fair competition for the ball. 	<ul style="list-style-type: none"> ▪ Players of non-throwing side jump early, probably due to feinting by the thrower. ▪ Catcher or throwing side has to lean off the vertical and towards his own receiver, to secure the ball. ▪ Players of non-throwing side not bothering to jump at all, implying persistent crooked throw may be a problem. ▪ Thrower not being permitted to take up a position not on the line of touch prior to throwing. 	<ul style="list-style-type: none"> ▪ Lack of communication of requirements, either prematch or during. Not remaining diligent throughout the game – letting standards drop as game progresses. ▪ Poor position at the lineout, unable to effectively monitor the thrower/throw-in. 	<ul style="list-style-type: none"> ▪ The thrower must do so with one forward movement; not feinting or delaying, especially when the ball is taken back with the arm - must come forward in one movement. ▪ Don't watch the ball - the direction and use of pre-arranged signals of the jump will indicate to the referee whether the throw is within the inside line of each teams shoulders or not. ▪ Be aware of field position and who is throwing in, particularly close to the goal line. ▪ Defenders near the goal line will tend to throw short to middle. Attackers will tend to throw middle to long. Adopt a position accordingly. ▪ "Keep alert" is the referee's key self call. ▪ A reminder - use touch judges.

LINEOUT - Competency	Indicators of development area	Possible causes	Solutions
<ul style="list-style-type: none"> ▪ Across the lineout offences were prevented or managed. ▪ Along the lineout offences were prevented or managed. 	<ul style="list-style-type: none"> ▪ Players fall dangerously or awkwardly due to supporters being obstructed/impeded. ▪ Players regularly appearing on their opponent's side of the lineout after the throwin. 	<ul style="list-style-type: none"> ▪ Poor positioning, obstructing a view of the lineout in progress. ▪ Too focused on the ball, not getting a broad enough view. ▪ Lack of appreciation on the techniques in a lineout, especially in relation to obstruction, barging, etc. 	<ul style="list-style-type: none"> ▪ Begin every lineout at the front. Establish gap, eyeball players and then move back if necessary. What offence do you want to prevent the most? ▪ Maintain gaps. ▪ Throwing in team usually wins own ball - if not, the referee should ask himself or herself, "Why not?" Is it due to poor throwing, smart jumping or unfair play? ▪ Do not watch the flight of the ball. ▪ Ensure that jumpers, even though supported, do not have their feet taken away from underneath them by opponents. ▪ The jumper must be allowed to land. Not to do so is dangerous play and therefore a warning or sin bin should be considered in addition to a penalty. This also applies to the taking out of support players. ▪ Use touch judges (if appointed). ▪ Do not remain static when ball leaves the lineout – should move quickly. ▪ Ensure that peeling players adhere to how/charter and don't go AWOL into 'no man's land'.
<ul style="list-style-type: none"> ▪ Participants and non-participants remained on-side. ▪ 	<ul style="list-style-type: none"> ▪ One or both backlines, or individual backs, obviously inside the 10m from line of touch whilst lineout still in progress. ▪ Throwing team's players advancing as ball thrown in without regard to where the ball is being thrown. ▪ Forwards who have withdrawn from the line to reduce the numbers, returning to the lineout when the ball is thrown in. ▪ Non-recognition of a ruck or maul being formed from the lineout, and still not having crossed the line of touch and non-participants advancing. 	<ul style="list-style-type: none"> ▪ Lack of directions to players during progress of the lineout, to stay on-side. ▪ Law knowledge deficient, especially regarding start and end of a lineout, participating and non-participating players, etc. ▪ Drop in concentration/diligence. Poorly positioned to see aspects. 	<ul style="list-style-type: none"> ▪ Be firm, set standards. ▪ Practise instructions, be fully conversant. Be confident. ▪ Be aware of law requirements. ▪ Use verbal and signals to prevent players creeping.

CONTROL - Competency	Indicators of development area	Possible causes	Solutions
<ul style="list-style-type: none"> ▪ Achieved a balance of preventive and punitive measures to control the match. 	<ul style="list-style-type: none"> ▪ Game gets heated and no steps taken to restore balance. ▪ Little or no preventative action on potentially explosive confrontations, non-recognition of rising levels of off-the-ball obstruction, potential flashpoints, retaliation and overreaction to hard tackles, etc. ▪ Penalising of foul play inconsistent relative to the infringements. ▪ Little or no effort to initially try 'managing', before penalising. ▪ Shows hesitancy when firm action required. ▪ Opportunity for the players to 'play rugby' being hindered by many penalties/little advantage, etc. 	<ul style="list-style-type: none"> ▪ Lack of ability to recognise when the game is getting heated - due possibly to poor game knowledge combined with inadequate man-management skills. ▪ Lack of confidence to apply stern measures when warranted. ▪ Poor concentration/attention to actions of players away from the ball/breakdown, etc, or out of play. ▪ Inability to vary between 'short' game when play gets heated, and 'flowing' when play settles down. 	<ul style="list-style-type: none"> ▪ Referee must be confident to rule on what he sees - "Believe what you see". ▪ Be proactive through communication rather than reactive with constant whistle. ▪ Be prepared to act strongly and swiftly if the situation demands - MAKE THE HARD CALLS WITH MEASURED CALM. ▪ Be aware of styles of play - don't be caught by surprise and be careful not to pre-judge. ▪ If the game is disjointed with poor skill levels, be sympathetic. Remember, a referee can ruin a good game, but he cannot make a bad game a good one.
<ul style="list-style-type: none"> ▪ Ensured that the interactions with captains/players were effective. 	<ul style="list-style-type: none"> ▪ Consistent pattern of decisions being disputed/queried. ▪ Body language of referee indicates overdominance or alternatively hesitancy/lack of confidence. ▪ Body language of players indicates little rapport with referee. Communication attempts with captains not producing the desired outcomes. 	<ul style="list-style-type: none"> ▪ Lack of knowledge of coaching trends; poor law knowledge. ▪ Lack of balance between punitive and conciliatory approach. ▪ Inability to relax - too tense. ▪ Misses opportunities to be proactive to foresee potential problems, and convey the information to the captains/players. 	<ul style="list-style-type: none"> ▪ Begins when the referee reaches at the ground and finishes when the referee arrives home. ▪ Show a sense of humour when appropriate. ▪ Smart, tidy appearance makes you look as if you know and care about what you are doing. ▪ Think before you speak - everyone is not the referee's friend. ▪ Be firm but fair. Make eye contact - looking down or away will be seen as a lack of confidence and a lack of respect results. ▪ Be confident and back yourself. ▪ Use team colours and player numbers. ▪ NEVER lose your cool or berate players by using offensive or negative language. ▪ Be friendly and approachable. Be businesslike when appropriate. The higher the game, the more at stake. ▪ Beware of using names and try to avoid unnecessary dialogue, particularly if it is only aimed in one direction.

CONTROL - Competency	Indicators of development area	Possible causes	Solutions
<ul style="list-style-type: none"> ▪ Managed foul play effectively by applying appropriate sanctions. 	<ul style="list-style-type: none"> ▪ Inappropriate/inconsistent sanctions applied relative to the infringement. ▪ Repeated instances of foul play. ▪ If touch judge's appointed, does not respond appropriately to their assistance/reporting. ▪ Awards penalties for foul play and does not follow the 'Crimes Act' in terms of caution/suspension/send-off. ▪ Control deteriorates as described above, because of leniency. 	<ul style="list-style-type: none"> ▪ Lack of confidence or confidence to apply stern measures when warranted. ▪ Inability to set/apply standards of discipline for the entire match. ▪ Poor law/game management knowledge, especially regarding the 'Crimes Act', and the requirements of the foul play provisions in the laws. 	<ul style="list-style-type: none"> ▪ Recognise flash points. ▪ Be confident and eyeball offenders. ▪ Take time - don't rush. Be cool, calm and collected. Don't finger point or handle players. ▪ Ensure that the teams are separated. ▪ Ordering off offences usually stand out - you don't have to think about them. Take time putting it into effect, especially when there is an injury. ▪ Remember, justice must be seen to be done, especially by the non-offending team. ▪ Remember that rugby players are normally intelligent people and most actions are not accidental. Persistent infringements and wilful acts are not part of our game. ▪ If a player has been ordered off, don't dwell on it. ▪ All ordering offs and sin bins must be reported on the appropriate forms and forward ded to the controlling Union.
<ul style="list-style-type: none"> ▪ Managed persistent infringements effectively by applying appropriate sanctions. 	<ul style="list-style-type: none"> ▪ Consistent infringements (especially at the breakdown) of a similar nature, and particularly in the 'Red zone', being penalised by no other communication evident. ▪ No use of temporary suspension sanctions available for such occurrences. ▪ Non-distinction between 'professional fouls' versus other infringements, again particularly in relation to the attacking/defending status of the teams, and tactical and territorial implications. 	<ul style="list-style-type: none"> ▪ Lack of game knowledge; inability to spot slowing down, obstructive and negative tactics/techniques. ▪ Insufficient skills in reading the game relative to conditions, player skill levels state of the game, etc. ▪ Ineffective or non-existent communication. 	<ul style="list-style-type: none"> ▪ Concentrate on problem areas. Too many referees practise what they are good at rather than what they need to improve. ▪ Be confident and eyeball offenders. ▪ Take time - don't rush. Be cool, calm and collected. Don't finger point or handle players. ▪ Remember that rugby players are normally intelligent people and most actions are not accidental. Persistent infringements and wilful acts are not part of our game. ▪ Improve law and game knowledge.

COMMUNICATION - Competency	Indicators of development area	Possible causes	Solutions
<ul style="list-style-type: none"> ▪ Communicated effectively with the whistle. ▪ Communicated effectively with signals. ▪ Communicated effectively with the voice. ▪ Communicated effectively non-verbally. 	<ul style="list-style-type: none"> ▪ Whistle muffled, monotonous or difficult to hear. ▪ Play often continuing after whistle blown. ▪ Decisions difficult to decipher - players/captains often querying reasons for penalties/stoppages/reasons for put-ins, etc. ▪ Body language/outcomes (at the breakdown especially) indicating inadequate voice communication from the referee, or non-specific as to player(s), e.g. colour/number or potential infringement (hands, etc). 	<ul style="list-style-type: none"> ▪ Lack of confidence. ▪ Lack of knowledge regarding prescribed signals. ▪ Hasn't had any instruction/advice regarding whistle use. ▪ Lack of game knowledge/techniques as to players' intentions at the various phases leading to inability to be proactive/preventive. 	<ul style="list-style-type: none"> ▪ Use short sharp phrases of 2, 3 or 4 words. ▪ Practise commands. ▪ Keep whistle clean. ▪ Practise whistle blowing at training, but be careful. ▪ Signals must be sharp and decisive. Practise in mirror. ▪ Observe how you look on video, given the chance. ▪ Use the sequence - whistle, signal and explain. ▪ Be firm and decisive using short phraseology, e.g. "Collapsed maul, turnover, red ball." ▪ Referee must realise no player listens to constant chatter. ▪ Keep communication short, accurate and to the point. ▪ Good communication can elicit a positive response from the players. ▪ Use captains to help get the players to respond to you. They will often respond better to them than you. ▪ If the captain asks a question about a decision, give him the respect of brief accurate explanation. Don't allow the right of reply and debate the issue. ▪ Beware stealing tactics.
<ul style="list-style-type: none"> ▪ Communicated advantage with voice and signals. 	<ul style="list-style-type: none"> ▪ Players/spectators unsure whether infringements have been detected. ▪ Arm signals indecisive or inconsistent. ▪ Arm signal dropped when reappears for same advantage, etc. 	<ul style="list-style-type: none"> ▪ Lack of confidence. ▪ Lack of concentration. 	<ul style="list-style-type: none"> ▪ Use short sharp phrases of 2, 3 or 4 words. ▪ Use arm signal at the same time. ▪ Use "Advantage over" call. ▪ Use video analysis or observer to check advantage signals.
<ul style="list-style-type: none"> ▪ Communicated effectively with any other match officials. 	<ul style="list-style-type: none"> ▪ Signals from touch judges are not noticed or acted upon. ▪ Does not take opportunities at breakdowns to talk to touch judges. 	<ul style="list-style-type: none"> ▪ Lack of confidence. ▪ Hasn't had any instruction/advice regarding use of touch judges. 	<ul style="list-style-type: none"> ▪ Have pre-match discussion outlining requirements, especially foul play offences (flag, on field, advise team/player/number, offence and recommendation if asked). ▪ Take the Touch Judge Course. ▪ If the referee has control problems on field, he can discuss the issues with touch judges - it gives him breathing space and time. ▪ Whenever the ball is out of play, it is an opportunity to consult with a touch judge. ▪ The touch judge should help maintain the referee's concentration and focus his attention if required. ▪ Post match support - ensure the referee involves the touch judges and the team remains loyal and relays no mixed messages.

