



**FOOTBALL
FEDERATION
AUSTRALIA**

MATCH OFFICIAL DEVELOPMENT



Level 3 Referee

PARTICIPANT MANUAL

NAME

MARCH 2018

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Overview

Welcome to the Level 3 Referee training program.

Officiating is both a rewarding and challenging profession, one that is essential for the maintenance and continuing growth of our game. After all - no officials = no matches.

There is a two-year time limit to complete this program. Typically most referees complete the theory and practical components within one season. Obviously this will depend on your personal qualities and abilities as well as the level of support received from your instructors and coaches. Your Technical Committee has the power to end your candidature if serious shortcomings are detected and documented.

As you are a relatively inexperienced referee this program again places an emphasis on the development of your practical skills, though we will study some more theoretical issues. Depending on your age and experience you could continue refereeing junior and youth matches, eventually moving on to refereeing the lower divisions of adult football.

Important note

Only FFA members who are currently registered as a match official through *MyFootballClub* may undertake FFA referee training programs. If you have not yet registered with a referee group consult that group or your local Member Federation for information on how to register.

Referee Career Development

There are four levels of referee qualifications:

Qualification	Target Audience
Level 4 Referee	Developing referees who referee junior and youth matches.
Level 3 Referee	<i>Developing referees who referee lower divisions of adult football as well as junior and youth matches.</i>
Level 2 Referee	Developing referees who referee from junior to the penultimate level of senior football in their State, Territory or region.
Level 1 Referee	Referees of matches from junior football to the highest level of senior football in their State or Territory and potentially at national level.

Databases and Qualifications

MyFootballClub

FFA's *MyFootballClub* database stores the required personal details, including referee qualifications, of its registered members. This data may also be provided to the Australian Sports Commission as required.

Gaining the Qualification

Once you complete this program you will receive your Referee Level 3 certificate from the organisation that conducted the program or you can log into *MyFootballClub* [here](#) to print your own copy. Your qualification is valid for a period of 4 years and all qualifications end on 31 December.

FFA reserves the right to refuse to provide a qualification or revalidate a qualification and may deregister a participant at any time by notice in person or sent to the address advised by a participant in their *MyFootballClub* record.

Maintaining Your Qualification

FFA supports their members' needs including updating and revalidation processes. During the currency of their qualification members may be able to undertake further upgrade work, or refresher exercises to count towards the revalidation requirements.

You must revalidate or upgrade your qualification before the qualification expires.

There are three options to revalidate or upgrade your qualification:

- revalidate by undertaking the Level 3 Referee program again; or
- revalidate by being an active referee for 6 matches and attend one formal coaching session* each year.
- upgrade by undertaking the Level 2 Referee program.

* A 'formal coaching session' may include a branch coaching session including pre-season seminar.

For more details consult the *Australian Officiating Development Schedule* available on the FFA website under the *Get Involved - Referee - Resources* section.

Program Resources

You need to bring this document with you to the course.

You will also need a current edition of the FFA *Laws of the Game* publication.

Program Summary

This training program consists of 10 theory units that should take approximately 6 contact hours. Additional time should be allowed for breaks.

Unit 1 should be completed prior to attending the course.

There are also two practical assessments (units 11 and 12) that require additional time - normally one match per unit. You **must** complete units 1 to 10 **before** you undertake units 11 and 12.

You are required to attend all sessions and complete all exercises to the satisfaction of your Instructor.

The timings below are approximate and depend on a number of factors including group discussions and the number of participants. The program structure is:

Unit	Title	Time
1	<i>Home Study</i> - Physical Preparation 1 - Fitness for Match Officials	variable
2	Foul Identification 2 - FIFA Considerations	45 mins
3	Personal Development 2 - Self-assessment	30 mins
4	Referee Skill Development 3 - Body Language	30 mins
5	Positioning Concepts 2 - Anticipation	45 mins
6	Game Management 2 - Effective Game Management 1	30 mins
7	Game Management 3 - Mass Confrontation	30 mins
8	Match Official Development 2 - The Other Match Officials	45 mins
9	Offside 2 - Improving Interpretations	45 mins
10	Laws of the Game Assessment	45 mins
11	Practical Officiating 3 - Assistant Referee	1 match
12	Practical Officiating 4 - Referee	1 match

Unit 1 - Physical Preparation 1 - Fitness for Match Officials

Unit Outline

Nominal Time

This unit is completed as 'home study' and should be done prior to attending the course.

Aims

- To encourage you to accept responsibility for your own physical preparation.
- To provide some basic knowledge of physical fitness components and methodologies.

Learning Outcomes

At the completion of this unit you will be able to:

- set short term goals for your personal fitness levels;
- implement a range of basic training exercises;
- understand the importance of hydration, warm-up, cool-down and injury management.

Fitness to Officiate

Referee organisations and competition administrators may require referees to meet specified fitness standards to officiate in their competitions. Your referee organisation can provide this information to you.

These fitness tests are usually performed using the standard FIFA fitness tests. Information on the FIFA fitness tests is located in the FFA *Laws of the Game* publication.

Hydration for Referees

Based on information and resources from FFV's Talented Officials' Program

During training and matches, referees naturally generate heat leading to a rise in body temperature. A rise in body temperature can be both detrimental to performance but also contribute to fatigue. Our bodies attempt to compensate for rising temperature by sweating.

When referees do not consume enough fluids during training and matches to compensate for these sweat losses, dehydration can quickly occur. As little as 2% of body weight has been shown to affect performance - in a 70kg referee, 2% is as little as 1.4 kg. This may not sound much but in a single training session or match a referee can easily lose up to 4% of their body weight.

Many referees do not deal adequately with dehydration, and in fact never fully rehydrate after training or a match. This leads to referees taking part in further training sessions already in a dehydrated state exposing themselves to a greater risk of injury.

When you are dehydrated, you will feel thirsty, however, thirst is not a good indication of needing to take fluids on board. By the time you feel thirsty you are already dehydrated. Some other symptoms of dehydration include thirst, dizziness, confusion, anxiousness, worry, dry lips or mouth, headache or poor coordination.

Symptoms of Dehydration

There are a number of things that an individual referee can introduce to training and matches that will provide a relatively accurate indication of their hydration status, and how much fluids need to be consumed to get back to normal hydration levels.

Establishing Hydration Status

Knowing how much fluids have been lost is important in rehydrating the body. There are a couple of easy ways of monitoring hydration levels. Known as the **WUT** method, these tests will provide a simple and accurate method of monitoring hydration status:

- **W**eigh referees before and after training and matches. Wearing as little clothing as possible - the difference will be weight lost due to sweating.
- **U**rine Colour Chart can be used to monitor the colour of your urine. Generally, the darker the urine, and the less you urinate, the more dehydrated you are.
- **T**hirst - the absence of thirst does not mean that you are not dehydrated. However, if you are already thirsty then you are already dehydrated and need to drink.

Each referee can complete a hydration table such as the one below to maintain their hydration status:

Record of Body Weight, Urine Colour and Thirst

Loss of >1% of body weight, urine colour of 4 - 8 or persistent thirst indicates possible dehydration. If any 2 of these occur dehydration is likely.

For any four week period during the season keep a diary based on your body weight, urine colour and thirst. List three days each week. We recommend either Friday, Saturday and Sunday **or** Saturday, Sunday and Monday depending on which days you referee.

Date	Weight		Weight Change	Thirst?	Urine Colour	Comments	Urine Colour Chart
	Yesterday Morning	This Morning					
							1
							2
							3
							4
							5
							6
							7
							8

To complete the table, it is necessary to record your weight each morning. Monitor any change in body weight (that would not be explained by attempting to lose weight). If there is greater than a 1% change there may be a case of lost fluids. If you are thirsty, it is likely that you are already slightly dehydrated. Monitoring the colour of urine provides a good indication of being dehydrated. The target is to achieve numbers 1, 2 or 3. Numbers 4 and 5 suggest dehydration, with colours 6, 7 and 8 indicating severe dehydration.

Rehydrating

For each kg of weight lost through sweat replace with 1.5 litres of fluids. Remember that along with water, electrolytes are also lost through sweat - water alone will not replace these electrolytes. Sports drinks contain both carbohydrate for energy and electrolytes. Ensure that your sports drink has a carbohydrate level of 6 - 8%.

To help reduce the muscular damage caused by training and matches it is best if you consume a source of protein along with your sports drink. Some sports drinks contain a source of protein, however if yours does not, try to consume something light prior to your post-training meal such as a chicken or turkey sandwich. If you do not have access to sports drinks, your post exercise meal can help replace lost electrolytes. An easy way to make your own sports drink is to combine 200ml of orange squash (concentrated orange), 1 litre of water and a pinch of salt (1g). Mix all the ingredients together and keep chilled - drinks are absorbed more quickly if they are cool rather than ice cold.

What can a referee do to encourage good hydration habits?

- For each match and training session, bring your own drinks bottle. Don't rely on taking a drink when a player is getting treatment or when players are taking fluids on board.
- Make time for regular fluid breaks during a training session.
- Have a supply of extra fluid bottles in a cooler in the car after training and matches.

Combating Dehydration

- Monitor your hydration status using the WUT Chart above.
- Aim to drink 2 litres of fluids each day as part of your regular routine.
- Drink additional fluids before, during and after training and matches.
- Aim to drink 200 - 500ml of fluids 2 hours before a match - remember many referees begin training or matches already in a dehydrated state (try to sip 125-250ml every 15-20 minutes to top up fluid levels).
- Begin to replace any fluids lost during training or a match immediately afterwards by drinking at least 500ml of fluids.
- Electrolytes, such as sodium or potassium will help rehydration.
- To completely rehydrate, consume 150% of the amount of fluids lost - for each 1Kg of weight lost, consume 1.5 litres of fluids.
- Avoid alcohol or caffeine containing drinks until you have completely rehydrated as they can increase urine output.

1. What are key signs of dehydration?

2. If you lose 2 kg of weight during a match we recommend you replace that with ...

Why?

Any other notes?

Cooling Strategies for Referees

Dr Jeff Steinweg (FFA Head of Medical Services until 2014), provided the following information to assist all our match officials regarding cooling strategies on hot days.

Start the match hydrated. It is only possible to absorb 150-250mls of fluid every 15 minutes i.e. 600 - 1000mls per hour but fluid loss may be 2 to 3 times this amount. Dehydration leads to difficulty sweating which is the body's main method of keeping cool in the heat. Light coloured urine and maintenance of normal weight are the best indicators of normal hydration. Thirst is a poor indicator of hydration and occurs when the body has already lost about 1.5 litres of fluid.

Maintain hydration during the match (and after). Drink at every opportunity, including during any drinks or injury break. Arrange for drinks to be available on the sideline or with the team trainers. A combination of water and sports drinks should be used. For exercise lasting > 1 hour, electrolyte replacement (e.g. sports drink) is recommended.

Limit the warm up.

Precooling. If the body is as cool as possible at the start of the match, it will take longer to heat up. Use the cooling strategies.

Cooling Strategies

1. **Cold drinks.** Bring very cold drinks. This cools the body from within. Also check if one of the teams can provide you with an iced drink e.g. slushee.
2. **Fan.** If an air conditioned dressing room is not provided, bring a fan. Wetting your face, arms and legs while standing/sitting in front of a fan will also help cooling.
3. **Ice towels.** Precool a towel in an ice bath. Wrap this around your neck.

What to bring

1. **Esky** - for ice and drinks
2. **Ice** - to cool drinks and towel.
3. **Towel** - medium size to be iced.
4. **Drinks** - bottles of water and sports drinks ~ 4 litres
5. **Fan** - easily portable, when air conditioning not available.

Exercise Recommendations and Guidelines

Sports Medicine Australia provides a number of football-specific and general information that will assist referees. More detailed information can be found at sma.org.au.

Referees are Athletes - An Overview to Optimising Physical Performance

The information in this section was written specifically for this program by Vasili Parhas in April 2011. Vasili is a Registered Physiotherapist and holds an FFA Senior Football coaching licence. He worked with Adelaide United in their inaugural season and played for Campbelltown City Soccer Club in the South Australian Super League.

Fitness & Energy Systems

Concentration & decision making ability improves as fitness improves. It is important to develop a holistic approach to fitness by maximizing the body's ability to harness all three energy systems:

- ATP-PC (Creatine Phosphate) - e.g. short bursts of energy such as sprinting 100m or less
- Anaerobic (Lactic Acid) - e.g. more sustained bouts of sprinting such as 400m or repetitive bouts of intense effort for less than two minutes
- Aerobic - e.g. during longer periods of exercise (>5 minutes) this system is dominant

During a football match, the body uses all three energy systems concomitantly and to varying degrees. Conditioning programs should reflect this.

Conditioning programs should also encompass resistance (e.g. weights- strength, power) and flexibility (e.g. stretching-static, dynamic, PNF) training. These are important factors in preventing muscle atrophy (loss), maintaining muscle and joint integrity, and promoting good postural bio-mechanics. Implementing the right type, duration and frequency of the above training processes is critical to maximizing performance (e.g. when to do static stretches vs dynamic stretches vs PNF stretches & free weights vs bodyweights).

Tip For a tailored, evidence-based conditioning program, seek advice from an Exercise Physiologist or Sports Physiotherapist. These Allied-Health Professionals can provide a comprehensive assessment of your needs and assist you in setting specific goals and achieving Key Performance Indicators.

Training Guidelines

Should incorporate all facets of match requirements (try and replicate what happens during a match). Consideration should be given to developing the following key elements:

- **Speed**- being able to cover ground quickly is essential (being in the optimal position to make a decision). This can involve varying distances, typically from between 5m to 50m. Sprint training is simple and effective. Can use cones for point-point sprints and 'ladders' to promote co-ordination and recruitment of fast-twitch muscle fibres.

Tip Speed can be improved by using correct running technique. Where possible, seek advice from an appropriately qualified athlete or running coach to improve your efficiency.

- **Agility**- ability to change direction at speed (e.g. getting out of the way of a pass or player). Can be practiced easily using cones or sticks (e.g. 'slalom' runs)
- **Power**- vertical/horizontal. Plyometrics such as bounding and hopping are an effective way of developing power (e.g. having to quickly jump over a ball or get up off the ground after a slip to reach the play).

- **V02max-** a strong base of cardiovascular fitness is crucial in being able to sustain performance for 90-120 minutes. This requires the body to use oxygen as efficiently as possible. Developing an adequate aerobic capacity is helpful during off-season (e.g. 1km-3km time-trials, Interval Training). Match conditioning is a very effective way of improving V02max so longer distance running can often be tapered off once officiating in matches begins.

Tip Use a variety of protocols/tests to regularly measure your performance. For example Heart Rate monitoring, Beep Test, Vertical Jump, Timing Gates, 5-10-5 Shuttle.

Pre/Post-Match exercises

Appropriate warm-up and cool-down procedures are integral to maximizing and sustaining match-day performance as well as preventing injury.

Pre (approx. 30 mins)

- Begin by optimizing blood flow and heat to working muscles with 10-15 minutes of light aerobic activity (e.g. jogging forwards/backwards/sideways/diagonal forwards& backwards, skipping). As you begin to move with more freedom, incorporate some more 'dynamic' movements (e.g. knee-lifts, lunges, heel raises, hip rotations)
- Once heart rate and body temperature is increased and muscles feel warm, progress to 'dynamic stretching' for 10 minutes (e.g. leg swings- forwards/backwards/sideways, hip rotations- standing/supine/prone, half squats, arm circles).

Tip Seek advice from an Exercise Physiologist or Sports Physiotherapist to ensure you are adopting appropriate technique with dynamic stretching.

- Following completion of dynamic stretching, progress to doing some match-related activities at a higher intensity for 10 minutes (e.g. some long and short sprints, faster changes in direction, faster-paced backwards running)

NB: All bodies react differently to certain exercises and protocols. Within the framework of best practice, try and adopt a routine that works best for you by enabling you to move as freely as possible once the match begins. This may take some time to develop and may entail some bespoke activities.

Pre (20-30 mins)

- Gentle jog gradually reducing to a walk, 10-15 mins
- Gentle static stretching of all major muscle groups, 10-15 mins

Nutrition/Hydration

- **Carbohydrates** (e.g. bread, pasta, cereals, potatoes, bananas...)
 - aim for at least 60-70% of daily energy intake from Carbs
 - elevates muscle glycogen content to fuel high intensity and prolonged exercise
 - during prolonged exercise helps breakdown of fat as energy source and spares protein
- **Protein** (eggs, meat, fish, milk, vegetables)
 - aim for at least 20% of daily intake (1-1.5g per kg of body weight)
 - good for maintenance of and building muscle and helps regulate energy production
- **Fat**
 - aim to restrict this to around 20% of daily intake
 - produces energy slower than carbs and used more so in prolonged lower intensity exercise
 - used as energy source mainly in last 15 minutes of match
- **Vitamins and Minerals**
 - sustain healthy tissue and assist in regulation of metabolism and normal body function
 - generally can be adequately sourced from a well-balanced diet

NB On match day, aim to eat main meal at least 3 hours before kick-off. High carbohydrate/low GI (Glycaemic Index) foods ideal. High amounts of fibre on match-day can be counter-productive as fibre can slow carbohydrate digestion. It is also important to replenish carbohydrate/muscle glycogen levels as soon as possible post-match. This will aid recovery.

- **Hydration**
 - body is around 70% water
 - up to 5% body weight can be lost through sweating during a match particularly in hot/humid conditions. If replenishing does not occur, dehydration can significantly impair performance and decision-making ability

- make a concerted effort to hydrate 12-24 hours prior to match. Ensure consumption of at least 250-500ml of water 2 hours prior to match. NB: Avoid high sugar drinks in the hour leading up to match as this can lead to hypoglycaemia.
- aim to replace every 1kg of lost body weight with 1L of fluid (water/ appropriate sports drink - Isotonic sports drinks can help rehydrate and refuel muscle glycogen stores)
- be mindful that caffeinated and alcoholic drinks can increase dehydration

Tip *It is recommended that you seek advice from a qualified nutrition professional such as a Dietician. Your performance can be optimized through the tailoring of a dietary plan that meets your specific requirements.*

Footwear

- Consider comfort, grip, shock-absorption, acceleration and weather conditions.
- Footwear may need to be replaced regularly.

Tip *Consult a Podiatrist for an assessment of gait/lower limb bio-mechanics and advice on footwear that best meets your needs.*

Some common football injuries

1. Strains/Sprains/Haematomas

- muscle tears (various grades)
- joint sprains (e.g. rolled ankle)
- 'corked' muscles (deep bruising)

2. Knee Injuries

Could be due to several causes including:

- Patella-Femoral Joint dysfunction (pain at front of knee caused by musculo-skeletal imbalance)
- Medial Collateral/Lateral Collateral Ligament injuries (caused by excessive force inwards/outwards)
- Meniscal/Cartilage tears (often caused by rapid twisting under 'load' e.g. when knee bent)
- Anterior Cruciate Ligament/Posterior Cruciate Ligament tears (can be caused by rapid hyper flexion/hyperextension/twisting)
- Patellar Tendonitis (inflammation to front of knee caused by overuse)

3. Foot/Leg Injuries

- Stress Fractures (often seen in the metatarsals (foot bones) or shin (tibia) caused by repetitive stress or an unusual stress)
- Achilles Tendonitis (overuse-type injury causing inflammation of the Achilles tendon)
- Plantar Fasciitis (overuse-type injury causing inflammation to the sole of the foot)

4. Lower Back-Pain

- most commonly due to contusions (direct blow), sprains (ligaments) and strains (lumbar and Para spinal muscles)
- more 'major' injuries include Spondylolysis (fractured vertebra) and Spondylolisthesis (fractured vertebra becomes unstable)

5. Osteitis Pubis

- inflammation of the pubic symphysis (between pubic bones at the front of the pelvis)
- can be caused by repetitive stress, overuse and biomechanical imbalances
- can be exacerbated by environmental factors such as training/playing surfaces

BASIC MANAGEMENT OF ACUTE INJURIES

Apply RICER. This means:

- R = **Rest** (prevent further damage-allow healing process to begin)
- I = **Ice** (critical in the first 48-72 hours - 15 minutes on/off as often as possible)
- C = **Compression** (e.g. compression stocking/soft bandage/tubi-grip)
- E = **Elevation** (helps reduce swelling)
- R = **Referral** (to appropriate Health or Allied-Health Professional for follow-up)

Tip For the accurate assessment and management of any sports-related injury, always consult your Sports Doctor or Sports Physiotherapist.

1. What do you think are the key aspects of fitness preparation?

2. What are the important aspects to:

a. Warming up

b. Cooling down

c. Stretching

d. Nutrition for a referee

e. Hydration for a referee

Unit 2 - Foul Identification 2 - FIFA Considerations

Unit Outline

Nominal Time

45 minutes.

Aims

To use and apply FIFA's foul identification considerations and Law 12 sanctions to selected match incidents.

Learning Outcomes

At the completion of this unit you will:

- have been introduced to FIFA's considerations regarding foul recognition;
- relate these considerations to Law 12 and foul identification - namely careless, reckless or excessive force/violent conduct;
- recognise the FIFA foul recognition elements evident in selected match incidents;
- specify the appropriate punishment.

You also need to demonstrate competence in identifying and punishing foul play during units 11 and 12.

FIFA Considerations for Foul Recognition

The following considerations were created by FIFA specifically relating to foul recognition - careless, reckless, using excessive force/violent conduct.

1	Does the player show a lack of attention or consideration when making the challenge?
2	Does the player act without precaution when making the challenge?
3	Does the player make fair or unfair contact with the opponent after touching the ball?
4	Does the player act with disregard to the danger for the opponent?
5	Does the player act with disregard to consequences for the opponent?
6	Does the player have a chance of playing the ball in a fair manner?
7	Does the challenge put the opponent in a dangerous situation?
8	Does the player touch the ball after making contact with the opponent?
9	Does the player use excessive force and endanger the safety of the opponent?
10	Does the player use brutality against the opponent when challenging for the ball?
11	Does the challenge endanger the safety of the opponent?
12	What degree of speed and/or intensity is the player using when making the challenge?
13	Does the player show clear malice when making the challenge?
14	Does the player lunge on the opponent from the front, from the side or from behind?
15	Which part of the body has the player used to make contact?
16	Does the player use studs when making a tackle?
17	On which part of the opponent's body is contact made?
18	In which direction are the tackler's feet pointing?
19	Does the player challenge for the ball at the moment the contact is made?
20	Does the player charge the opponent in a fair manner?
21	Do you consider the foul an act of violent conduct or a serious foul play?
22	Has the challenge been committed in a fair manner or a careless manner?
23	Does the player use the arm as a 'tool' or a 'weapon'?
24	Does the player challenge for the ball in a fair manner?
25	Does the player attempt to use excessive force or brutality against an opponent when not challenging for the ball?

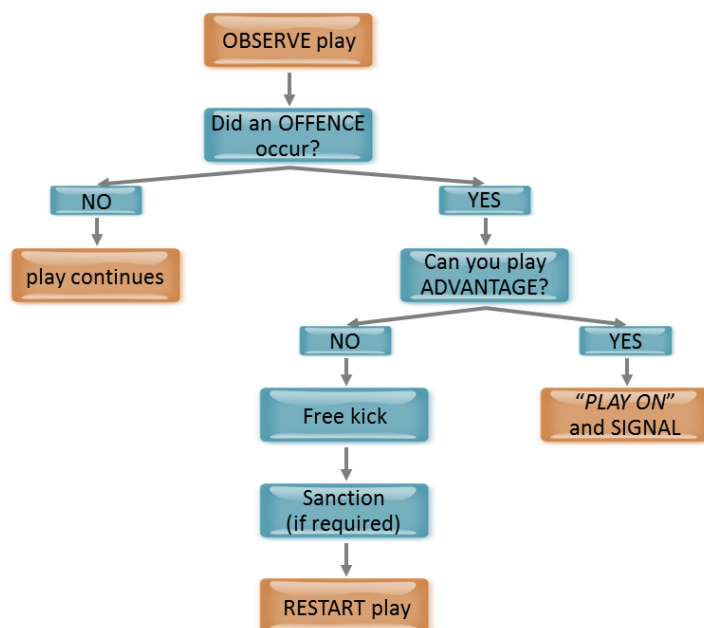
3. Video Incidents

Your presenter will now take you through some video incidents.

List the FIFA considerations and then two ticks (✓) are required for each video.

Video	Considerations	Free Kick				Sanction		
		None	IDK	DFK	Pen	None	YC	RC
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

The Decision Making Sequence



Additional Notes

Denying an Obvious Goal Scoring Opportunity

Law 12 - Sending-off offences

"A player, substitute or substituted player who commits any of the following offences is sent off:

- denying the opposing team a goal or an obvious goal-scoring opportunity by deliberately handling the ball (except a goalkeeper within their penalty area)
- denying a goal or an obvious goal-scoring opportunity to an opponent whose overall movement is towards the offender's goal by an offence punishable by a free kick"

DDDC

In order to send a player from the field of play for DOGSO **all four** of the following considerations **must** be met:

Direction the general **direction** of play (towards the goal)

Distance the **distance** between the offence and the goal

Defenders the location and number of **defenders**

Control the likelihood of keeping **or** gaining **control** of the ball



Additional Notes

Unit 3 - Personal Development 2 - Self-assessment

Unit Outline

Nominal Time

30 minutes.

Aims

- To detail a range of approaches to self-assessment.
- To have you plan, implement, review and amend a self-assessment program.

Learning Outcomes

At the completion of this unit you will possess the techniques and skills to be able to:

- undertake a basic post-match review of your performance;
- identify strong elements of your matches;
- identify elements of your match that are in need of development;
- create a simple plan to develop one of the above elements.

Formal Assessments

1. How often did an assessor or mentor watch you referee last season?

2. What were the key areas for improvement and coaching points they provided you?

Self-assessment - a RIPA Scheme

Self-assessment is a crucial mental technique for developing your skills and assessing your own progress. You should do this after every match you officiate - it does not need to take a long period of time. Use any technique that suits you - but if it is going to benefit you, it needs to be linked to action.

Do not be too tough on yourself - only pick one or two skills to work on at a time - too many and it can become confusing.

We all reflect upon ourselves, but rarely in a planned, deliberate and systematic manner. The self-assessment system described below has four simple steps.

Always identify the positives **before** tackling any areas for development. Here are the four steps:

- 1. Review** - think about the match you have just officiated.
- 2. Identify** - skills or techniques you believe you carried out really well. Now identify skills and techniques you think you could and should improve.
- 3. Plan** - ways to improve no more than two of the items you have identified above in your next match.
- 4. Action** - carry out your plans when you next officiate. You could also tell a mentor or an observer, if one is present, what you intend to do. These people can then focus on those elements and give you some specific feedback.



This process can be visualised as a continuous loop - it all starts again after the next match.

Over time you should benefit from a gradual development of skills, and therefore a growth in your overall ability and confidence.

A self-assessment form has been provided at the end of this resource for your use. Make extra copies as needed. Alternatively feel free to develop your own self-assessment system.

Self-assessment - Key Areas

There are three key interrelated areas of officiating to consider when undertaking self-assessment:

Control - you need basic skills to be able to control a match to ensure the spirit of the match is observed;

Decision making - you have to apply the laws consistently and accurately for the benefit of all parties; and to sustain the spirit of the match;

Communication skills - fundamental to your officiating. It involves the use of people skills that create a positive and interactive climate; and again foster the spirit of the match.

Now try to link self-assessment to **control**. You could ask yourself questions such as:

- Did I enjoy the match?
- Did the participants enjoy the match?
- How do I know they did, or didn't?
- How did I control the match? Am I loud and bossy (= aggressive) or low key and firm (= assertive)?
- Did I have the respect of the participants?
- Was I distracted easily? (and so on)

1. Add some **control** oriented questions of your own and use them when reviewing your matches:

Materials developed by the Australian Sports Commission give hints for officials on ways to positively influence your **control**. These include:

- be on time for the match;
- dress appropriately;
- know the laws;
- be enthusiastic and confident;
- emphasise the spirit of the match;
- thank the players, the coaches and other participants.

2. Are there any others?

Now identify some self-assessment questions that might deal with your **decision-making**. These could include such aspects as:

- Are my decisions accurate?
- What percentage of them is accurate?
- Is my positioning the best I can achieve to make accurate decisions?
- Do I concentrate at all times?
- Is my mental preparation and fitness appropriate for the decisions required in the match?
- Is my physical preparation and fitness appropriate for the decisions required in the match?

3. Can you add some more **decision-making** questions and use them when reviewing your matches:

When thinking about your **communication skills** you could consider:

- Do I understand how my body-language affects my ability to communicate?
- Am I flexible in the way I communicate?
- Is humour a part of my officiating style?
- Do I use my voice to warn before I use my whistle?
- Do I talk to the participants in a firm but friendly manner?
- Do I interact with the participants?
- Do I communicate decisions clearly and decisively?
- Am I prepared to admit to errors?

4. Add some of your own **communication** based questions and use them when reviewing your matches:

Barry Such and Bill Tattersall (8/05)

(The authors acknowledge access to materials devised by the National Officiating Council, now the Australian Sports Commission.)

The Mentoring Process

Whatever the purpose of a mentoring relationship, effective relationships involve:

1. Identifying needs

Identify the needs of the official and the mentor at the beginning of the relationship; clarify what both hope to get from it; and tailor the experience to meet their needs.

2. Goal setting

After needs have been identified set some specific goals for the relationship - for both the official (being mentored) and the mentor. An example of a goal for the mentor might be to improve the quality of feedback provided to individuals at training; whereas the person being mentored may want specific feedback about a refereeing technique.

3. Establishing an agreement

The agreement doesn't need to be a formal written one, though this might be appropriate. Participants should at least discuss and agree upon some ground rules for example: how often they will meet and where; whether it's OK to phone one another at home; the time period covering the relationship; and when reviews are conducted.

4. Observation

Observation of the official in action should focus on the needs and goals already identified. It may be helpful to develop a simple observation checklist to ensure that attention is focussed on areas of need.

5. Analysis and feedback

This should be a shared process, with the officials being given the opportunity to analyse their own performances, as well as the mentors providing their analysis. This will encourage the development of reflective officials, who have the ability to analyse their own performance and improvements. Questioning can be an extremely valuable tool for mentors at this step of the process. By asking supportive, but challenging, questions of the official, mentors empower them to make their own analyses and improve performance.

6. Action planning

Once the mentor has observed and analysed the performance of the official, together they can explore ways of improving their performance. Ideally write down the strategies to be used for improvement and revisit them after further practice to ensure that the strategies have been effective.

7. Review

The mentoring relationship is likely to change and grow over time. Relationships are not always smooth sailing; however, plan to review the effectiveness of the relationship at regular intervals. If the relationship is no longer meeting the needs of the official or the mentor then it may be time to end the relationship or find a new mentor.

(Based on Rebecca Layton, 2002, page 11)

Characteristics of a Good Mentee*

(* A mentee is a person being coached and supported by a mentor)

- Drives the mentoring process
- Takes responsibility for solving problems
- Takes responsibility for own development
- Motivated
- Wants a good mentoring relationship
- Listens
- Accepts guidance and feedback
- Sets realistic and appropriate goals
- Has reasonable expectations
- Reliable and trustworthy
- Keeps confidences
- Wants to be challenged
- Flexible, open to new ideas
- Shows initiative and enthusiasm
- Acknowledges and appreciates mentor

Steps to Successful mentoring

- Develop & communicate clear goals
- Set ground rules for relationship
- Develop an agreement
- Clarify both roles
- Plan feedback processes - when and how
- Review your relationship frequently

(Based on Layton, 2002, unpaginated)

5. Mentors and mentoring - note major points below.

Additional Notes

Pop Quiz 1a

Pop Quiz 1b

Unit 4 - Referee Skill Development 3 - Body Language

Unit Outline

Nominal Time

30 minutes.

Aims

To examine elements of body language and the potential impact on your officiating.

Learning Outcomes

At the completion of this unit you will be able to:

- explain the role of body language as a communication tool;
- role play incidents that involve body language;
- identify the positive and negative perceptions created by the body language.

Body Language –

Mark De Cosemo - How referee body language affects the perception of performance

markdecosemo.com/2011/08/27/how-referee-body-language-affects-the-perception-of-performance

The following are a few excerpts from this website regarding body language.

What are good things to do as referee?

- Make strong eye contact when you are speaking to a player.
- Once you have made a decision, be quick and clear with your flag or hand signals.
- Talk to players as you expect them to talk to you - be firm but respectful. Never swear. Use your tone of voice to convey authority, not arrogance.
- Where you can, give players clarification on your decisions, but state this as fact from your point of view. Don't allow your doubts to surface. Then move on, whatever you have decided it has gone.

Sam Diener - Body Language in Different Cultures

www.samdiener.com/2009/10/body-language-in-different-cultures

Being respectful, also means that a referee should think about who he's talking to. Certain body language is linked to a certain culture and can lead to different interpretations. You might be misunderstood. You have to be aware of cultural differences.

Also think about [your gestures, personal space and touching someone](#).

But why is this crucial for referees?

- Body language skill transcends language barriers;
- It's very useful in a noisy match environment where verbal communication can be difficult;
- Body language can have an immediate effect, reducing the need for a referee to stop a match to address an issue verbally.
- Sometimes it's difficult to address players' emotions in words, so the referee can use gestures instead.

Peter Simmons - What do players want from a referee?

Players want competent, dependable, respectful referees, says researcher Peter Simmons. "These principles apply at all levels." Click [here](#) to view this video. Your presenter should have played this video for you at the start of the course.

But sometimes you cannot get respect with your body language. *"For some players, who are intoxicated by revenge or rage (or substance!), referee communicative skill will have no influence, but that generally referee sensitivity to players and situations are doubtless important."* says Simmons. Click [here](#) to view this webpage.

“The best referee is the one who is seen and heard when the game or situation requires him to be seen or heard. Referees should attempt to manage the game in the background. When the players are not cooperating, the referee must then make his presence known and his message must be seen and/or heard.”

USA Referee Training Program (2009)

“You need to be a good communicator, not just of decisions made but equally important have the ability to get your message across to players, managers and spectators. Referees are required to remain calm, controlled and develop high concentration levels to be successful.”

Ian Blanchard, ex-head of FA's National Referee Development (2008)

“A good referee need nerves of steel and a cool head ... a strong personality and be able to exercise self-control, especially when provoked. You also need to communicate well with the players. If you go on the field with an arrogant, dictatorial attitude, it is very difficult to be accepted and win respect. A glance from the referee should be enough to make a player understand that he is breaking the rules. Body language is very important, especially when you cannot communicate in a foreign language. Sometimes everything can depend on the way you look at a player.”

Massimo Busacca, FIFA & World Cup referee (2006)

“Staying calm and focused is one of the golden rules of refereeing.”

Pierluigi Collina, 2002 World Cup Final referee (The Rules of the Game, 2003)

<https://refarbiter.wordpress.com/2010/05/12/referee-body-language-part-1/>

1. What are the key aspects of body language?

2. What are the key aspects of body language?

FIFA Considerations

The following considerations were created by FIFA specifically relating to body language and concentration/awareness.

Body Language

171	Does the referee show signs of uncertainty?
172	Does the referee's body language show confidence or alertness?
173	Is the referee's reaction slow after the incident?
174	Have the referee's actions inflamed the situation?
175	Does the referee remain calm and in control?
176	Has the referee been influenced into taking disciplinary action?
177	Does the referee use the whistle appropriately?
178	Does the referee use the cards appropriately?
179	Does the referee make the signals according to the guidelines for referees?
180	Does the referee make the message clear to the player(s) involved?
181	Does the referee raise his/her profile appropriately in more demanding situations?
182	Should the referee remain "neutral" and not make movements as though he is going to issue a disciplinary sanction?

3. What do you consider to be significant points about body language listed in the FIFA considerations?

Concentration / Awareness

191	Is the referee aware of a possible conflict in allowing the game to continue?
192	Is there immediate communication between the match officials to avoid unnecessary protests or appeals?
193	Does the referee keep his/her focus and concentration throughout the incident?
194	Is the referee in a good position to make the correct decision?
195	Is the communication process appropriate in deciding who the offending player is?
196	Why is the disciplinary sanction shown to the wrong player?
197	Is the referee aware of what the Law allows in certain situations?
198	Is the player guilty of persistently infringing the Laws of the Game?
199	Is the referee aware of the tactical play of a team that breaks up play or targets individual opponents?
200	Does the referee protect (a) player(s) from potential serious injury?

4. What do you consider to be significant points about concentration / aware ness listed in the FIFA considerations?

Unit 5 - Positioning Concepts 2 - Anticipation

Unit Outline

Nominal Time

45 minutes.

Aims

- To consolidate the angled view of play component of a referee's positioning.
- To introduce, teach and drill new positioning concept - **anticipation**

Learning Outcomes

This is the second in the series of units developing your positioning and movement skills as a referee. At the completion of this unit you will be able to:

- describe the first three elements of the referee positioning and movement concepts;
- demonstrate the application of these elements.

You are also required to demonstrate the basic application of the three positioning concepts during the match you officiate as a referee in Unit 12.

FIFA Definition

“The best position is one from which the referee can make the correct decision.”

IFAB Laws of the Game

In practice the “best position” is never known in advance - it is revealed after the fact as “best” only if it has enabled the referee to see what most needed to be seen.

Accordingly all recommendations about positioning are based on probabilities and must be adjusted using specific information about the teams, the players, and events in the match up to that point.

Positioning is determined by the ebb and flow of the match. Therefore, there is no such thing as a single position that is perfect every time. It varies as the match changes.

This brings us back to FIFA's point that the chosen position can be evaluated in terms of whether it assisted the referee to get the decision correct.

Good positioning can be recognised from the implementation of the following concepts:

- Angled View of Play
- Anticipation
- Zones

Positioning concepts are *tools not rules*!

Review of Positioning

Angled View of Play

This concept was covered in the Level 4 Referee program.

Use an angled view of play to get an external view wherever possible.

However, remember you **do not** always have to ‘go left’ - sometimes the internal angle is the best one.

1. Review of diagonal movement pattern.

Answer They are either looking to where they can pass the ball **or** where they can run with the ball. That is the target.

Your instructor will now show you six clips from FIFA. Where do you think the referee should be (i.e. where FIFA would expect the referee to be).

Clip	Your Grid	✓ or ✕
3		

Additional Notes

[illegible]

Pop Quiz 3

Unit 6 - Match Management 2 - Effective Match Management 1

Unit Outline

Nominal Time

30 minutes.

Aims

To describe and apply the basic player management tool of the steps theory.

Learning Outcomes

At the completion of this unit you will be able to:

- understand various steps in managing player behaviour;
- apply the concept effectively in a training setting.

Additionally you are required to demonstrate the basic application of managing playing behaviour during the match you referee in Unit 12.

The Steps Theory

Player management is similar to climbing a set of stairs. We use a series of techniques to ensure that players conduct themselves appropriately. These techniques can be viewed as a series of steps.

Consider a set of steps in front of you as being how you manage player behaviour. In most instances you will move one step at a time. Sometimes you may be required to skip one or two steps.



No Offence and No Signal

If there is no offence then no signal needs to be given nor is advantage played. Avoid calling “Play On”.

Free Kick

A way of giving the ball back to the team that has been cheated or robbed of the ball.

Simply a way of saying ‘That was unfair - let’s give the ball back to the other player.’ A free kick is the first step in trying to get players to return to Fair Play.

Free Kick and Quiet Word

Gentle, friendly advice - soft voice, with a smile if possible

This is a gentle piece of friendly advice given to a player by a referee. It is delivered unobtrusively. Some examples of a “quiet word”:

“That was too hard. Now calm down or you’ll end up in trouble.”

“Use your head. He’s only trying to get you into strife.”

“Come on, you know better than that.”

Free Kick and Public Warning

Firm voice, directs the player - for example “If you continue you will be cautioned”. The player should be left in no doubt about what will happen next.

The referee pulls the player aside and, unlike the quiet word, publicly admonishes the player. The voice used by the referee is no longer gentle and friendly. It is now firm and strong. For example *“Any more tackles like that and you will be cautioned. No ifs, no buts, you will be cautioned.”*

After a public warning has been issued it should **not** be used again with the same player - i.e. one public warning per player. However, this does not stop the referee from continuing with the quiet word.

Caution

Strong voice - the players need to understand they are tottering on the edge. The most serious punishment - i.e. a send off - could be next.

This step is often badly handled. In most cases the referee merely holds the yellow card up in the air in the direction of the player. The yellow card means:

You have stepped over the line.

You need to change your behaviour dramatically because if you infringe again you will be dismissed.

The caution can be used as a tool to modify player behaviour. The purpose of the card is to **prevent** the player being sent off. If the referee is more assertive in delivering the card, then the player concerned (and all players on the field and the coach) will be convinced that the referee is serious.

The referee's voice should be firm, strong, and assertive - but **not** aggressive - when the message is delivered: *‘Any more and you're off!’*

After the player is publicly warned or cautioned the referee should not speak **publicly** to that player again. To do so diminishes the previous sanctions. However, this does not stop the referee from continuing with the quiet word.

Using the Captain

This is a technique that can only be used infrequently. If it is used week in, week out, its impact will simply evaporate. It is a process that uses the captain to assist control. It is a simple two-step process:

1. State the situation - e.g. “Number 7 has already been cautioned.”
2. Ask for help - e.g. “Help me help him stay on the field.”

Send Off

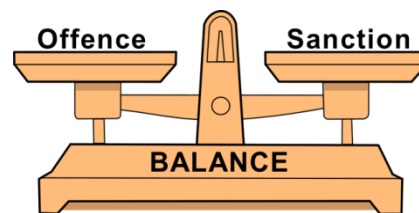
When all else fails the red card is produced.

Balance

Sometimes the first sanction that has to be applied is a public warning or a caution, or even a send off.

What is important is that the punishment must be equal to the offence. Too soft is just as bad as too hard.

The referee's action needs to be seen as appropriate for the offence, that is, it is a balanced approach.



1. What are the key concepts from the steps theory?

Unit 7 - Match Management 3 - Mass Confrontation

Unit Outline

Nominal Time

30 minutes.

Aims

To outline protocols and processes for managing mass confrontation.

Learning Outcomes

At the completion of this unit you will be able to:

- Recognise trigger points;
- Understand the responsibilities for match officials.

FIFA Considerations for Confrontation

101	Have the original or initial offenders been punished appropriately?
102	Were the actions of the players involved excessive with regard to physical contact?
103	Did the player(s) become involved unnecessarily by running from some distance?
104	Are the ARs effective in helping to prevent further confrontation between players?
105	Does the referee get "too close" to the incident and become caught up in the confrontation?
106	Does the referee remain calm when dealing with the confrontation?
107	Does the referee touch or push the players?
108	Does the referee try to separate the first players at the beginning of the confrontation?
109	Does the fourth official act appropriately?
110	Should any of the match officials make physical contact with players or members in the technical area?
111	Was at least one player from each team involved in the confrontation identified and punished appropriately?

What is Mass Confrontation?

Mass confrontations usually occur in one of two ways:

- confrontation between players - usually exhibiting aggressive behaviour toward each other.
- confrontation with the referee or other match officials (i.e. assistant referee or fourth official).

1. What are the types of mass confrontation?

Type of confrontations

Confrontation between players

Why did it start? What was the cause of it?

There is normally an incident that triggers a confrontation. This could include a foul where the safety of a player is compromised or a hard tackle in close to the technical area.

There may also be previous history between the two teams and/or players.

Officials need to be aware of these potential triggers and move quickly to minimise potential escalation of the situation. For each second you delay it potentially allows another player to participate.

2. What are the typical trigger points?

Confrontation with the Referee

Confrontation with a match official will normally be:

- gestures or by running towards the referee or assistant referee in protest
- crowding the referee with mass protests
- clearly verbally or physically demanding a yellow or red card for an opponent

3. How to deal with confrontation between 3 or more players

Responsibilities

All match officials

The first official to respond (remember the incident may occur closer to an assistant referee) should attempt to separate the players. However, once three or more players are involved the official should step back and observe. Some important points:

- Physical contact should be avoided;
- Observations should be made by all match officials - form a triangle around the incident;
- Referee should make strong use of the whistle;
- Communication between referee, both assistant referees and the fourth official;
- Identification of the instigator and the retaliator;
- Minimum of one player from each team cautioned;
- Fourth official should maintain his position and monitors the technical area.

Note - yellow cards are **not** sufficient punishment where fighting or excessive physical contact is involved.

Referee

- Remain calm and concentrated
- Identify and isolate the main protagonist / aggressor
- Move to a neutral zone
- Maintain eye contact with the player
- Show the appropriate card with calmness and dignity
- Be assertive
- Report to competition administrators and your referee organisation

4. How to deal with mass confrontation of a referee**Mass Confrontation - Melees**

Viewing position - triangle around the incident

Team responsibilities include assisting the referee in identifying:

- the instigators
- players whose actions inflame the situation
- players who are guilty of violent conduct

Notes on dealing with melees**Additional Notes**

Pop Quiz 5

Areas of Responsibility



2. What is the signal used to indicate to the referee that a penalty kick is to be given?

3. Pre-match duties, entering and exiting the pitch.

4. Signals used by an AR.

5. AR duties during the match including advice to referee about: misconduct or other incidents out of the view of the referee; offences that occur closer to you than the referee; penalty kicks - positions and duties

6. Some notes about adding value

7. What are the key focus areas?

Fourth Official

1. What are the key responsibilities of a Fourth Official?

Pre-Match Meeting

The following topics should be discussed in the pre-match meeting with the assistant referees and fourth official:

- | | |
|---|--|
| • teamwork | • eye contact during the match |
| • consultation | • use of signal beep |
| • check nets before each half | • obvious disciplinary error made by the referee |
| • fouls in AR zone | • penalty area incidents near AR |
| • penalty kick: control of goalkeeper | • fouls out of referee's view; elbowing |
| • misconduct / violent conduct out of referee's view | • mass confrontation |
| • situations near the edge of the penalty area:
inside/outside | |
| • goal situations - tight decisions | • corner kicks: near AR - far from AR |
| • throw-in: near AR - far from AR | • goal kicks: near AR - far from AR |
| • goalkeeper releasing the ball near the edge of the
penalty | |
| • wait and see technique in offside situations | • wait and see technique in fouls near AR |
| • missed signals in offside situations | • missed signals in fouls and misconduct |
| • control of the technical area | • substitutions |
| • inspection of players' equipment | • jewellery |
| • extra cards and extra whistle | • duration of the match; additional time |

Unit 9 - Offside 2 - Improving Interpretations

Unit Outline

Nominal Time

45 minutes.

Aims

- Review of Law 11;
- To consolidate the basic skills taught previously;
- To enhance your ability to decide when players in offside positions infringe Law 11.

Learning Outcomes

At the completion of this unit you will be able to:

- explain the key elements of Law 11, current decisions of the International Football Association Board, and any additional FIFA advice;
- accurately interpret whether players in an offside position: are seeking to gain an advantage; are interfering with an opponent; or are interfering with play;
- advise the referee of your interpretation when officiating as an assistant referee.

You are also required to demonstrate a sound practical application of the offside Law during units 11 and 12.

1. Review of the most recent wording of Law 11.

2. Current FIFA advice

FIFA Considerations for Offside

The following considerations were created by FIFA specifically relating to offside.

241	Is the AR in a good position to judge offside?
242	Is the player in an offside position? If so, which part of the body?
243	Is the player in an offside position interfering with play by touching the ball?
244	Is the player in an offside position interfering with the goalkeeper? If so, how?
245	Is the player in an offside position interfering with an opponent? If so, how?
246	Does the player in an offside position gain an advantage by playing the ball?
247	Does the player in an offside position gain an advantage by interfering with an opponent?
248	Will the ball go to a player who was previously in an offside position after a rebound/deflect from an opponent?
249	Does the player in an offside position receive the ball after a deliberate save?
250	Does the player in an offside position receive the ball after a deliberate pass?
251	Does the assistant referee adopt the "wait and see" technique?
252	Is any other teammate who has a chance to play the ball in an onside position?
253	Does the player in an offside position challenge the opponent for the ball?
254	Does the AR give the benefit to the attacking player when the defender and attacker are in line?
255	Could the field markings help the AR to make a correct decision?
256	Does the referee identify the player who last touches the ball?

Video Incidents

Your presenter will now take you through some video incidents.

List the FIFA considerations and then tick (✓) "No" or "Yes" for your decision.

Video	Considerations	Offside	
		No	Yes
1			
2			
3			
4			
5			
6			
7			
8			

Unit 10 - Laws of the Game Assessment

Unit Outline

Nominal Time

45 minutes

Aims

To assess your knowledge of the Laws of the Game and ensure it is up to date with current interpretations.

Learning Outcomes

On completion of this unit you will have demonstrated a sound knowledge of selected Laws and their interpretation.

Assessment Criteria

Based on how you have done in the pop quizzes, video incidents and multiple choice questions your instructor may deem you competent for this unit. These are deemed to be your first attempt at this assessment.

If your instructor feels that you have not met the required level of competency they will inform you after the course that you may have to undertake a second attempt at completing one or more of the assessments. You are then required to obtain a mark of 70% or higher in each assessment to be deemed competent.

Participants have a maximum of three attempts at completing an assessment. If after the third attempt a participant has not met the level required to be deemed competent the participant will be required to undertake the program again.

The second assessment attempt can be undertaken a minimum of 28 days following the first attempt.

The third assessment attempt can be undertaken a minimum of 56 days following the second attempt.

These timings allow a reasonable time between attempts to study and practice for the next attempt.

Content

You need a thorough knowledge of the current Laws of the Game and their interpretation to be able to make sound judgements as a referee.

The assessment consists of three groups of questions:

Video Incidents

Video incidents requiring two responses for each incident.


Knowledge of the Laws of the Game (a)

5 questions requiring short written responses.

Knowledge of the Laws of the Game (b)

10 multiple choice questions.

Time allowed is 10 minutes. There is 45 seconds for each question. Tick (✓) your response.


The good news is you have already done these during the pop quizzes.

Question	Response			
	A	B	C	D
1				
2				
3				
4				
5				

Question	Response			
	A	B	C	D
6				
7				
8				
9				
10				

Unit 11 - Practical Officiating 3 (Assistant Referee)

Unit Outline

Nominal Time

Unit 11 requires you to undertake a minimum of one practical assessment as assistant referee. Units 11 and 12 can be undertaken in any order.

Aims

To demonstrate the basic competences of an assistant referee.

Learning Outcomes

At the completion of this unit you will have demonstrated that you have acquired and consolidated the basic skills and techniques of an assistant referee.

Assessment

You need to be deemed competent in a minimum of one match as an assistant referee.

Your assessment must be conducted by someone who holds a current FFA Level 3 (or higher) Assessor qualification.

Assessments are performed using the FFA-provided reports:

- *Feedback Form - Assistant Referee*

You must meet all Key Performance Indicators (KPIs) and must be marked either “*Generally*” or “*Always*” in **all** of the criteria in a match to be deemed as being competent for that match.

Further Guidelines for Report Writing

Refer to the FFA *Laws of the Game* publication in particular the FFA section “*Additional Information for Australian Match Officials*”.

Unit 12 - Practical Officiating 4 (Referee)

Unit Outline

Nominal Time

Unit 12 requires you to undertake a minimum of one practical assessment as a referee. Units 11 and 12 can be undertaken in any order.

Aims

To demonstrate the basic competencies of a referee.

Learning Outcomes

At the completion of this unit you will have demonstrated that you have acquired and consolidated the basic skills and techniques of a referee.

Assessment

You need to be deemed competent in a minimum of one match as a referee.

Your assessment must be conducted by someone who holds a current FFA Level 3 (or higher) Assessor qualification.

Assessments are performed using the FFA-provided reports:

- *Feedback Form - Referee*

You must meet all Key Performance Indicators (KPIs) and must be marked either “*Generally*” or “*Always*” for **all** criteria in a match to be deemed as being competent for that match.

Further Guidelines for Report Writing

Refer to the FFA *Laws of the Game* publication in particular the FFA section “*Additional Information for Australian Match Officials*”.

Program References and Resources

Asian Football Confederation (AFC): Teaching Resources (various)

Australian Sports Commission: *Officiating General Principles Curriculum (Draft 2)*; Belconnen ACT, April 2005

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web: www.ffa.com.au

Self-Assessment Sheet

Name _____ Date _____

Match _____ v _____

1. REVIEW

I did these things well:

I think these things can be improved:

2. IDENTIFY

I have decided to choose these items (maximum of 2) to work on:

3. PLAN

This is how I will try to improve these items next match:

4. ACTION

Apply your plans and review how well they went on the next self-assessment sheet.

Summary of RIPA Scheme

The RIPA Steps are:

1. **Review**
2. **Identify** items to improve
3. **Plan** improvement
4. **Action** your plan

- Your match analysis could concentrate on anything you choose. See other articles in this resource document for ideas.
- Only choose one or two items to work on in your next match.
- Be realistic, a series of small steps beats one big trip!

Program Evaluation Form - Level 3 Referee

Names of presenter(s) _____

Program date(s) _____ Venue _____

Please respond to items by circling the appropriate number between 1 (not at all) and 4 (completely)

1. To what extent did this program meet your expectations? 1 2 3 4
2. Were the sessions well organised? 1 2 3 4
3. Was the balance between practical and theoretical topics suitable? 1 2 3 4
4. Were the program's venue(s) and length suitable and appropriate? 1 2 3 4
5. Comment on the lead presenter by circling the appropriate number between 1 (poor) and 4 (very good)

Knowledge of subject.....1 2 3 4	Planning / preparation1 2 3 4
Teaching skills1 2 3 4	Technology / resources.....1 2 3 4
Enthusiasm.....1 2 3 4	Time for questions1 2 3 4

6. Comments on the program's format and organisation (e.g. units to eliminate; time allocation; organisation; timetabling, etc.)

7. Any topics you would add or delete?

8. What aspects of the program were most helpful?

9. Rate the topics, activities and materials for their effectiveness and value between 1 (not at all) and 4 (completely):

- | | | | | |
|--|---|---|---|---|
| Home Study - Physical Preparation 1 - Fitness for Match Officials..... | 1 | 2 | 3 | 4 |
| Laws of the Game 1 - Review of Fouls and Misconduct..... | 1 | 2 | 3 | 4 |
| Foul Identification 2 - FIFA Considerations..... | 1 | 2 | 3 | 4 |
| Personal Development 2 - Self-assessment..... | 1 | 2 | 3 | 4 |
| Positioning Concepts 2 - Anticipation | 1 | 2 | 3 | 4 |
| Game Management 2 - Effective Game Management 1 | 1 | 2 | 3 | 4 |
| Game Management 3 - Mass Confrontation..... | 1 | 2 | 3 | 4 |
| Assistant Referee Development 2 - Working as an AR | 1 | 2 | 3 | 4 |
| Offside 2 - Improving Interpretations | 1 | 2 | 3 | 4 |
| Laws of the Game Assessment | 1 | 2 | 3 | 4 |
| Practical Officiating..... | 1 | 2 | 3 | 4 |
| Resource materials..... | 1 | 2 | 3 | 4 |
| Demonstrations | 1 | 2 | 3 | 4 |
| Your workbook..... | 1 | 2 | 3 | 4 |

10. Any other comments: