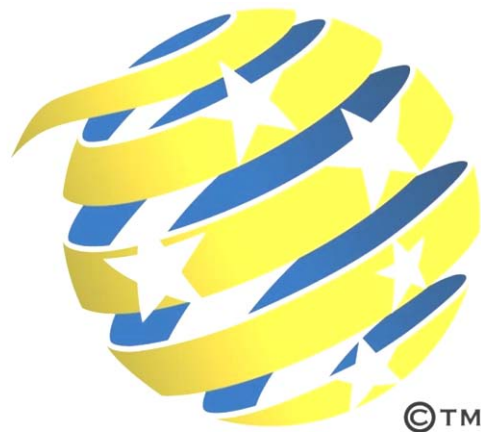


Football Federation Australia Match Official Development



**FOOTBALL
FEDERATION
AUSTRALIA**

Level 3 Referee

Resources

Participant's Name or Course ID

September 2013

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Introduction

Welcome

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 games.

There is a two-year time limit to complete this program. Typically most referees acquire their Level 3 competencies by the end of their first full season. Obviously this will depend on your personal qualities and abilities, and the level of support received from your instructors and coaches. Your Technical Committee does have 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 have registered as a match official using *MyFootballClub* may undertake this (and other) FFA referee training programs. If you have not yet applied for or been granted registration please consult your referee group or your local Member Federation for guidance on how to register.

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 ASC as required.

Gaining the Qualification

Once you complete this program you will receive your FFA Level 3 Referee certificate from the organisation that conducted the program. You will be able to continue your development, including revalidation activities. Your qualification is valid for a period up to 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 an applicant at any time by notice in person or sent to the address advised by an applicant in their MyFootballClub record.

Revalidating the Qualification

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

There are three options to revalidate a Level 3 Referee qualification:

- undertake the Level 3 Referee program again; or
- undertake the Level 2 Referee program; or
- be an active referee for 12 hours and attend 1 formal coaching session* each year. You must also pass a Laws of the Game examination as set by FFA during the final year of your qualification.

* 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:

www.footballaustralia.com.au/getinvolved/referee

Referee Career Development

FFA's mandatory Australian Officiating Development Schedule (AODS) has 4 referee levels:

| Level | Target |
|------------------------|---|
| Level 4 Referee | Aimed at officials officiating in junior and youth matches. |
| Level 3 Referee | Aimed at officials officiating in junior to lower divisions of adult football. |
| Level 2 Referee | Aimed at officials officiating in matches ranging from junior football to the penultimate senior football in their State, Territory or region. |
| Level 1 Referee | Aimed at officials officiating in matches from junior Football to the highest level of senior Football in their State, Territory or region and potentially at national level. |

Program Resources

You need to download the following resources and bring them with you to the course. They are available from the resources section of www.footballaustralia.com.au/getinvolved/referee.

| Resource | Comments |
|---|--|
| Workbook | This is your program workbook that should be used to answer the questions posed to you by your instructor(s) and to take any notes you wish to use at a later date. The workbook is to be handed to the instructor at the end of the course for evaluation and it will be returned to you. |
| Resources | You also need a copy of the Level 3 Referee Resources document. This is yours to keep and contains additional information including the presentations used during the program. |
| Australian Officiating Development Schedule | This document (the AODS) contains all the information regarding the structure of referee development for all match officials. |

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

Program Summary

This program consists of 10 units and should take approximately 6 contact hours.

Additional time is needed to complete the practical officiating (units 11 and 12).

Unit 1 is a pre-program home study exercise.

Units 1-10 provide the essential competencies you must possess 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 | Personal Development 2 - Self-assessment | 30 mins |
| 3 | Referee Skill Development 3 - Body Language | 30 mins |
| 4 | Positioning Concepts 2 - Anticipation | 45 mins |
| 5 | Game Management 2 - Effective Game Management 1 | 30 mins |
| 6 | Game Management 3 - Mass Confrontation | 30 mins |
| 7 | Foul Identification 2 - Seven Steps to Foul Recognition | 45 mins |
| 8 | Assistant Referee Development 2 - Working as an AR | 45 mins |
| 9 | Offside 2 - Improving Interpretations | 45 mins |
| 10 | Laws of the Game 2 - Examinations 1 | 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

Variable - completed externally prior to the commencement of the actual program.

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;
- specify the major components of a physical test;
- undertake a supervised fitness test and record your achievements.

Fitness to Officiate

In 2012 the requirement to pass FIFA fitness tests to gain an accreditation was removed from the various referee development programs.

Referee organisations and competition administrators require referees to meet specified fitness standards to officiate in their competitions.

These fitness tests are usually performed using the standard FIFA fitness tests.

Hydration for Referees

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

During training and games, 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 games 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 game 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 game. 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 games 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 games. Wearing as little clothing as possible — the difference will be weight lost due to sweating.
- Use a **U**rine Colour Chart 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.

| Date | Weight Yesterday Morning | Weight This Morning | Weight Change | Thirst? | Urine Colour | Comments |
|------|--------------------------|---------------------|---------------|---------|--------------|----------|
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Urine Colour Chart

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 games 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 game 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 games.

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 games
- Aim to drink 200 - 50ml of fluids 2 hours before a game - remember many referees begin training or games 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 game 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

Cooling Strategies for Referees

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

Start the game hydrated. It is only possible to absorb 150-250mls of fluid every 15 minutes ie 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 (eg 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

These recommendations are sourced from Sports Medicine Australia. More detailed information can be found at: www.smartplay.com.au/Content/Pub/ContentMenuDetail.asp?InqContentMenuID=2&Cat=37

It is important that you always take the appropriate precaution and preparation before exercising. Do not do anything that you are unsure of or are concerned about. Listen to your body and do not push beyond your limits. Always consult your doctor before beginning any exercise program. To reduce the potential of any harmful effect during exercise it is suggested that you adhere to the following recommendations. If you experience any pain or difficulty during exercise, stop immediately and consult your health care provider.

Specifically review the following “Introduction to Stretching” resource.

- Why Warm-Up?
- How to Warm-Up
- Tips for Warming Up
- Always Cool Down (aka Warm Down)
- How to Cool Down (aka Warm Down)
- Stretching
- When to Stretch
- Some Stretching Tips

Print a copy of the SMA resource and into your resources here

Referees are Athletes - An Overview to Optimising Physical Performance

Vasili Parhas

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 currently plays 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 games 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-Game 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 game
- 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 game 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 game. Ensure consumption of at least 250-500ml of water 2 hours prior to game. NB: Avoid high sugar drinks in the hour leading up to game 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.*

Unit 2 - 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.

Self-assessment: a RIPA Scheme

Self-assessment (or reflection or evaluation) is a crucial mental technique for developing your skills and assessing your own development. You should do this for most, if not all, matches you officiate. Use any technique that suits you - it's up to you - but in order for it to be of any benefit to your officiating it needs to be linked to action.

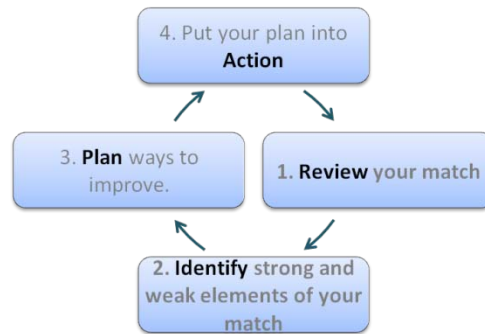
We all reflect upon ourselves, but rarely in a planned, deliberate and systematic manner. The self-assessment system described below has four simple steps.

The first occasion you use the scheme will be after a match. Start at step 2, move on to step 3, then step 4. In your next match you will be trying to develop an element of your match which is step 1. After the match you begin the process all over again.

Do not be too tough on yourself; only pick one or two skills to work on at a time. Too many and it will become confusing and negative. It is crucial that you always identify the positives before tackling any areas for development. Here are the four steps:

1. **R**eview you think about the match you have just officiated.
2. **I**dentify skills or techniques you believe you carried out really well. That's the good bit. Now identify skills and techniques you think you could and should improve.
3. **P**lan ways to improve no more than two of the items you have identified above in your next match.
4. **A**ction! 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.

Then it all starts again, as you **Review** your match, **Identify** the skill(s) you want to develop, **Plan** ways to do this, and put them into **Action**. Over time you should benefit from a gradual development of skills, and therefore a growth in your overall ability and confidence. This process can be visualised as a continuous loop. Diagrammatically the scheme looks like this:



Some pre-formatted pages have been provided at the end of this resource for your self-assessment. When you have used them all run off extra copies for yourself. Alternatively feel free to develop your own self-assessment system.

What might be some of the key interrelated areas of officiating to consider when undertaking self-assessment? Consider these three:

- 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)

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

- being on time for the match;
- dressing appropriately;
- knowing the rules;
- being enthusiastic and confident;
- emphasising the spirit of the match;
- thanking the players, the coaches and other participants.

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?

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?

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 re-visit 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)

Unit 3 - 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.

UEFA Body Language

The following are excerpts from a UEFA online article regarding a 2008 UEFA seminar:

www.uefa.com/uefa/footballfirst/matchorganisation/refereeing/news/newsid=746655.html

Further reading to be done pre-course includes the following article:

www.dutchreferee.com/tag/mattia-piffaretti/

Europe's leading referees have been told that the correct use of body language will enhance their performance in the pressure-cooker atmosphere of a major match.

Invaluable pointers

The élite and premier referees attending their latest UEFA summer gathering in Nyon, Switzerland, were given various invaluable pointers by Swiss sports psychologist Mattia Piffaretti as to how to improve and refine their on-field demeanour. Piffaretti identified four key reasons why referees' body language was a crucial part of their armoury. Firstly, body language can transcend language barriers while it is doubly useful in a noisy match environment where verbal communication can be difficult. Body language can also have an immediate effect, reducing the need for a referee to stop a match to address an issue verbally. Finally, it is sometimes difficult to address players' emotions in words, so gestures can be used instead.

Quantity and quality

"Body language should be changed to suit the situation. It is a form of communication, it needs to be natural and kept fluent," said Piffaretti. "You have to use the right quantity and quality of body language - otherwise you will force yourself into a character which you were not, and players will perceive this."

Mastery of awareness

"The use of body language demands great mastery of awareness, cultural and emotional intelligence," he added. "It allows you to express thoughts, intentions and your state of mind through signs which mean that you will be understood when you share them. However, (body language) can be tricky, because you mix different levels and complexity. Body language is a very powerful tool - but you have to be careful in using it. 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."

Reasonable use

Piffaretti explained to the match officials that a referee's use of body language can establish relationships on the field with the players, while also remaining in control of a match. It can show confidence, calmness, firmness, authority, or even the referee's human side if a player is injured, for example. "But you have to make reasonable use of body language, because players might start to perceive you more as a friend than as a leader," he added. "(Referees) use body language to enhance performance, show leadership, enhance game management skills such as mediating and creating a connection, and to win trust and respect from players. But you don't have to show off or exaggerate. You have to remain yourself."

Looking forward

The UEFA gathering - which has also been attended by Europe's leading assistant referees - has been looking back at UEFA EURO 2008™ and previewing the new season from a refereeing point of view. Training sessions have taken place under the team led by Belgian referee fitness expert Werner Helsen. UEFA will now examine the discussions held and feedback given at the course and draw up a set of conclusions to instruct and guide the referees and assistant referees through the 2008/09 campaign.

Unit 4 - 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.

Definition

FIFA's definition from their "*Interpretation of the Laws of the Game and Guidelines for Referees*" section of the law book is:

"The best position is one from which the referee can make the right decision."

- 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 game.

Therefore, there is no such thing as a single position that is perfect every time. It varies as the game 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!

Positioning is not static. There is no such thing as a single position that is perfect every time, though you would be wise to adopt the FIFA guidelines for specified events. Your positioning will be determined by the ebb and flow of the match and might vary as the match unfolds. If you consistently make the right decisions your chosen positions are probably sound.

Review of Positioning

Angled View of Play

This concept is covered in FFA's Level 4 Referee program.

There are two essential aspects of FIFA's basic positioning concepts:

1. The play should be between the referee and the lead assistant referee:
 - the lead assistant referee should be within the referee's field of vision
2. The referee should use a wide diagonal system
 - staying towards the outside of the play makes it easier to keep play and the lead assistant referee within the referee's field of vision

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

You can use the following acronym to assist you understanding this concept - ACB.

Angle Angle is the critical issue because it allows you to see through point of contact. In order to do this the referee should go left at a 45° angle.

Close Being close to play increases the referee's ability to 'sell the decision'. 'Close' = 10 to 15 metres from the ball.

Ball The third component of good positioning is to try and keep the ball between the referee and assistant referee.

But remember you do not always have to 'go left' sometimes the internal angle is the best one.

Anticipation

The next stage in developing your positioning skills is the use of anticipation. You can use the following acronym to assist you understanding this concept - WWG.

The ability to read the game is vital to good control, therefore anticipation is fundamental to achieve a good position.

The referee must look for the target ahead of play or the target zone.

The key here is the player with the ball, where is he/she looking? The referee asks two questions and makes one decision:

Where is play going?

Where can I go to get the best view?

Go there!

The player has the ball at his feet. Where is he looking? What is he looking for? He is either looking to where he can pass the ball or where he can run with the ball. That's the target.

If the player is not being challenged by another player to get the ball off him don't worry about what he is doing, look where he is looking, check and look for the targets he is looking for. Once you spot those targets, once you see those places, he's going to tell you what he is doing. If he is starting to stand up and leaning back a little bit, he's going to hit the ball long. If he has his head down he's looking for a short pass. That's how you start to tell. The players tell you where the target is going to be.

Good anticipation provides referees with more time to select the best viewing option. Not anticipating play means that referees have to chase the play, often at a fast pace. This will drain their physical energy and mental capacity, as well as limiting their positional options.

The sooner the referee adopts the positional sequence the easier it will be to cover the required ground whilst selecting the best viewing option.

Unit 5 - Game Management 2 - Effective Game 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:

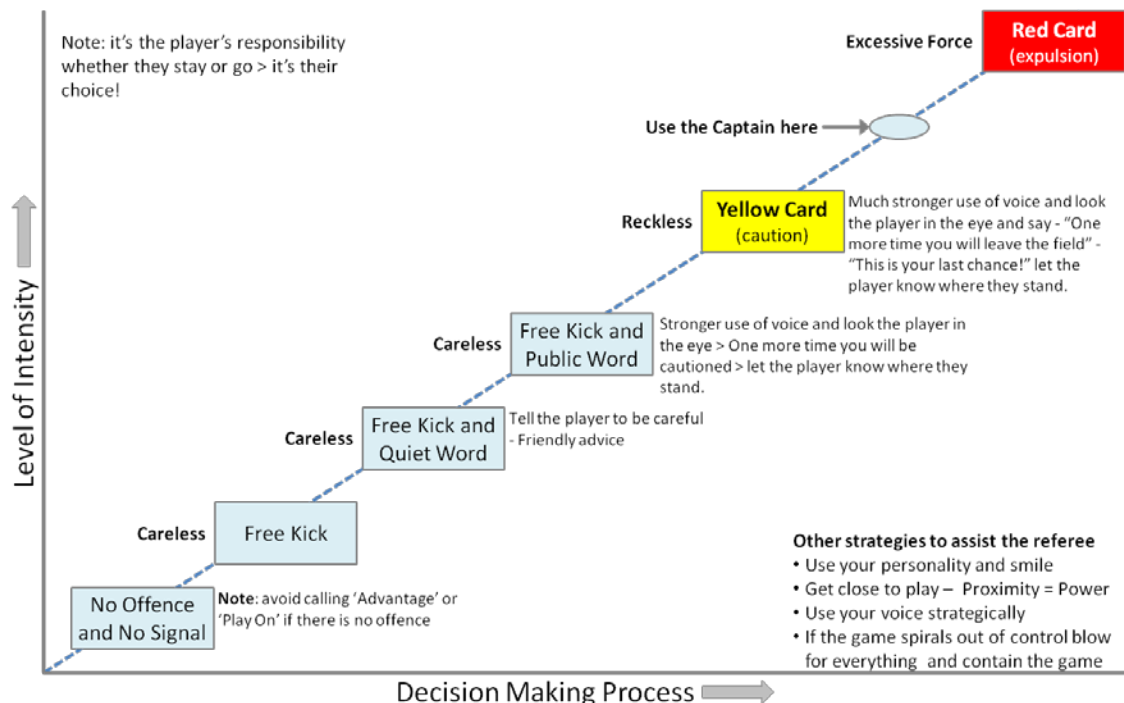
- understand various steps in managing player behaviour;
- apply the concept effectively in a training setting.

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 control techniques to ensure that players conduct themselves in an appropriate manner. 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 up step by step. Some other instances may require you to miss one or two steps to reach the required destination.



Some Facts

1

Players are responsible for their own behaviour.
The referee is responsible for ensuring that the match is played according to the Laws of the Game.

2

A yellow card is a tool to help a player stay on the park.
It should not be seen as something that has the player halfway off.

1. No Offence and No Signal

If there is no offence then no signal needs to be given nor is advantage played. You should avoid calling 'Play On' or 'Advantage'.

2. Free Kick

A way of giving the ball back to the team which 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.

3. 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."

4. Free Kick and Public Warning

Firm voice, directs the player: e.g. "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 above, publicly admonishes the player. The voice used by the referee is no longer gentle and friendly. It is now firm and strong. An example:

"Any more tackles like that and you will be cautioned. No ifs, no buts, you will be cautioned."

5. Caution

Harsh voice + glaring; the players need to understand they are tottering on the edge. The most serious punishment – 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."*

This point must be driven home to the player - 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, in fact, all players on the field) will be convinced that the referee is serious. The caution can then be used as a tool to modify player behaviour.

The referee's voice should be firm, strong, and assertive (almost, but not quite 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.

The roadblocks can also be viewed as a series of steps where each step and the referee's words, tone and loudness of voice gets harsher as the expulsion draws nearer. To summarise, start with the least obvious block and work upwards to the harshest:

NOTE 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.



Balance

6. 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 series of steps:

- Acknowledge the position i.e. "You're the captain."
- Delegate a power: i.e. "You're responsible for your players' behaviour."
- Allocate a task e.g.: "Any more out of him and he is off."
- Re-acknowledge the position: "You're the captain."
- Re-delegate a power: "You're responsible."
- Re-allocate the task: "You fix it."

7. Send Off

When all else fails the Red Card is produced.

Unit 6 - Game 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.

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).

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.

Referees' Responsibility

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.

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

Referee's Responsibility

- 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

Mass Confrontation

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

Unit 7 - Foul Identification 2 - Seven Steps to Foul Recognition

Unit Outline

Nominal Time

45 minutes.

Aims

To apply FIFA's foul identification steps and Law 12 sanctions to pre-recorded match clips.

Learning Outcomes

At the completion of this unit you will:

- Have reviewed FIFA's *Seven Steps to Foul Identification*;
- relate these steps to Law 12 and foul identification namely: a player's careless or reckless manner; or use of excessive force;
- recognise the FIFA foul recognition elements evident in selected pre-recorded match incidents;
- specify the appropriate punishment.

You are also required to demonstrate competence in identifying and punishing foul play during your matches - units 11 and 12.

FIFA's 7 Steps for Foul Recognition

FIFA devised a 7 point scheme to assist referees to:

- assess the legality of challenges;
- anticipate fouls; and
- recognise the type of foul and appropriate sanctions.

FIFA recommends we do the following:

1. Judge the **intent** of the tackler.
2. Note the **speed** of the approach by the tackler on the player about to be tackled.
3. Look for any signs of **aggression** shown by the tackler.
4. Recognise any signs of **violence** associated with the tackle.
5. Check the **position of the tackler**: is the tackle from the back, or the side, or from in front?
6. Consider if the tackler has an **opportunity** to play the ball fairly.
7. Take into account the **atmosphere of the match** (the 'feel' of the match).

The last step - being aware of the match's atmosphere - reminds us to be alert to the type of match we are controlling; that is: whether it is a bad tempered, fouling affair; or a sporting, skilled contest. If it is a 'nasty' contest we should be very alert and suspicious when a player runs hard at an opponent. This is a good example of anticipating - using proactive control - so we can intervene immediately if necessary.

FIFA has also clarified that step #5 is about **fairness** and **player safety**; that is, whether the player about to be tackled is aware of the opponent's location. You are reminded that a tackle from any direction you judge to be careless, reckless or using excessive force should be punished.

The Decision Making Sequence



Unit 8 - Assistant Referee Development 2 - Working as an AR

Unit Outline

Nominal Time

45 minutes.

Aims

- To consolidate your basic AR signals and movement patterns.
- To teach and drill the additional duties of an AR.

Learning Outcomes

At the completion of this unit, and during units 10 or 11, you will be able to:

- demonstrate the full range of signals required of the AR;
- cooperate with colleagues to form the third team;
- demonstrate appropriate monitoring of the Technical Area;
- manage player substitutions;
- describe and demonstrate the assistance ARs are required to give to the referee;
- describe and demonstrate the AR's duties at: penalty kicks; when misconduct out of the view of the referee is seen; and when offences are committed close to the AR.

Resources

Resources for this Unit are located in the FFA *Laws of the Game* publication in particular FIFA's "Interpretation of the Laws of the Game and Guidelines for Referees" section.



Unit 9 - Offside 2 - Improving Interpretations

Unit Outline

Nominal Time

45 minutes.

Aims

- 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 your Units 11 and 12 matches.

2013 Law Changes

Your instructor will take you through the FIFA teaching materials covering the changes to the offside law that came into effect on 1 July 2013.

The text of those changes is below (FIFA Circular no. 1362 June 2013)

| Present text | New text |
|--|--|
| <p>In the context of Law 11 – Offside, the following definitions apply:</p> <p>()</p> <ul style="list-style-type: none"> • “interfering with play” means playing or touching the ball passed or touched by a team-mate • “interfering with an opponent” means preventing an opponent from playing or being able to play the ball by clearly obstructing the opponent’s line of vision or movements or making a gesture or movement which, in the opinion of the referee, deceives or distracts an opponent | <p>In the context of Law 11 – Offside, the following definitions apply:</p> <p>()</p> <ul style="list-style-type: none"> • “interfering with play” means playing or touching the ball passed or touched by a team-mate • “interfering with an opponent” means preventing an opponent from playing or being able to play the ball by clearly obstructing the opponent’s line of vision or challenging an opponent for the ball |
| <ul style="list-style-type: none"> • “gaining and advantage by being in that position” means playing a ball that rebounds to him off a goalpost or the crossbar having been in an offside position or playing a ball that rebounds to him off an opponent having been in an offside position | <ul style="list-style-type: none"> • “gaining and advantage by being in that position” means playing a ball <ol style="list-style-type: none"> that rebounds or is deflected to him off a goalpost, crossbar or an opponent having been in an offside position that rebounds, is deflected or is played to him from a deliberate save by an opponent having been in an offside position <p>A player in an offside position receiving the ball from an opponent, who deliberately plays the ball (except from a deliberate save), is not considered to have gained an advantage.</p> |

Unit 10 - Laws of the Game 2 - Examinations 1

Unit Outline

Nominal Time

45 minutes

Aims

To reveal the currency of your knowledge of the Laws.

Learning Outcomes

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

Assessment Criteria

You are required to obtain a mark of 70% or higher in each examination to be deemed competent.

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

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

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

Content

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

The examination consists of three groups of questions in two parts conducted as follows (in order):

Part One

- 20 video incidents requiring up to two responses:
 - free kick - yes or no. If yes - what type (i.e. Indirect Free Kick, Indirect Free Kick or Penalty Kick)
 - sanction - none, Yellow Card or Red Card

Time allowed for Part One is nominally 15 minutes **however** this may vary by 2-5 minutes depending on length of incident videos.

Part Two

- 5 questions requiring written answers
- 20 multiple choice questions

Time allowed for Part Two is 30 minutes.

Examination conditions apply.

Units 11 & 12 - Practical Officiating 3 (Assistant Referee) and 4 (Referee)

Unit Outline

Nominal Time

Units 11 and 12 require you to be an assistant referee in one match and a referee in the other match. The order is irrelevant for the purposes of this program.

Aims

To demonstrate basic referee and assistant referee competencies.

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 and assistant referee.

Further Guidelines for Report Writing

Refer to the FFA *Laws of the Game* publication in particular FIFA's "Interpretation of the Laws of the Game and Guidelines for Referees" section.

Additional Resources

FFA's *Laws of the Game* Publication

FFA's annual *Laws of the Game* publication contains important resource materials including the following directives and guidelines. You are encouraged to research them.

- referee and assistant referee signals;
- Law 11 illustrations;
- Australian Officiating Development Schedule;
- Advice for assistant referees;
- Positioning concepts for referees;
- Advantage;
- Wall management;
- Player management;
- Outcome-based refereeing;
- Fitness tests;
- Small Sided Football;
- Player interchange (etc.).

Program References and Resources

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

Australian Sports Commission: *Guidelines for the Design and Registration of NCAS and NOAS Training Programs*; Belconnen ACT, June 2003

FIFA: Teaching Resources (various)

FIFA: www.fifa.com

Football Federation Australia: *Laws of the Game*, Sydney NSW, 2013

Layton, Rebecca: *Making Mentors: A guide to establishing a successful mentoring program for coaches and officials*. Australian Sports Commission, Canberra, 2002

National Officiating Council: *Self Reflection Process*

Sports Medicine Australia: www.sma.org.au

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Training or medical advice is given in good faith. However, this advice is general in nature. It remains the responsibility of each person to discuss all training and medical advice with training professionals and their own medical practitioners before adopting any advice or undertaking training programs. It is strongly recommended that active Referees submit themselves to thorough medical checks at least annually.

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Self-Assessment Sheet - Assistant Referee

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 (max. 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!

Self-Assessment Sheet - Referee

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 (max. 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!

Assessment Form

Name _____

FFA Number _____

| Unit | Level 3 Referee | Competent | |
|------|---|--------------------------|--------------------------|
| | | Yes | No |
| 1 | Workbook notes complete and accurate? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Workbook notes complete and accurate? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Workbook notes complete and accurate? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | Workbook notes complete and accurate? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Workbook notes complete and accurate? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | Workbook notes complete and accurate? <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> | <input type="checkbox"/> |
| | Match incidents notes checked..... <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Workbook notes complete and accurate? | <input type="checkbox"/> | <input type="checkbox"/> |
| | Workbook notes complete and accurate? <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Offside incidents notes checked..... <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> | <input type="checkbox"/> |
| | Workbook notes complete and accurate? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Written (out of 10) Paper ___ ___ Paper ___ ___ Paper ___ ___ | <input type="checkbox"/> | <input type="checkbox"/> |
| | Multiple Choice (out of 20) Paper ___ ___ Paper ___ ___ Paper ___ ___ | | |
| | Video Incident (out of 20) Paper ___ ___ Paper ___ ___ Paper ___ ___ | | |
| 11 | Assessment as Assistant Referee competent? <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> | <input type="checkbox"/> |
| | Self-assessment included?..... <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| 12 | Assessment as Referee competent?..... <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> | <input type="checkbox"/> |
| | Self-assessment included?..... <input type="checkbox"/> Yes <input type="checkbox"/> No | | |

I certify that _____

has achieved overall competency as a FFA Level 3 Referee OR is not yet competent - see below.

Specify areas needing development; recommend activities to achieve competency.

Instructor's Name _____

FFA Number _____

Instructor's Signature _____

Date _____

Note

This form is to be completed for each candidate who attends a Level 3 Referee program.
Once completed it can be forwarded to the referee group's Referee Committee for action.

Program Evaluation Form - Level 3 Referee

Names of presenter(s) _____

Program dates _____

Please respond to items by circling an option.

1. To what extent did this program meet your expectations?Not at all 1 2 3 4 5 Completely

2. Were the sessions well organised?.....Not at all 1 2 3 4 5 Completely

3. Was the balance between practical and theoretical topics suitable?.....Not at all 1 2 3 4 5 Completely

4. Were the program’s venue(s) and length suitable and appropriate?..... Yes No

5. Comment on the lead presenter by circling the appropriate number:

Knowledge of subject Poor 1 2 3 4 5 Excellent Planning / preparation... Poor 1 2 3 4 5 Excellent

Teaching skills..... Poor 1 2 3 4 5 Excellent Technology / resources.. Poor 1 2 3 4 5 Excellent

Enthusiasm Poor 1 2 3 4 5 Excellent Time for questions..... Poor 1 2 3 4 5 Excellent

6. Comments on the program’s format and organisation (e.g. sections 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:

Unit 1 - Physical Preparation 1 - Fitness for Match Officials.....Poor 1 2 3 4 5 Excellent

Unit 2 - Personal Development 2 - Self-assessment.....Poor 1 2 3 4 5 Excellent

Unit 3 - Referee Skill Development 3 - Body Language.....Poor 1 2 3 4 5 Excellent

Unit 4 - Positioning Concepts 2 - Anticipation.....Poor 1 2 3 4 5 Excellent

Unit 5 - Game Management 2 - Effective Game Management.....Poor 1 2 3 4 5 Excellent

Unit 6 - Game Management 3 - Mass Confrontation.....Poor 1 2 3 4 5 Excellent

Unit 7 - Foul Identification 2 - Seven Steps to Foul Recognition.....Poor 1 2 3 4 5 Excellent

Unit 8 - Assistant Referee Development 2 - Working as an AR.....Poor 1 2 3 4 5 Excellent

Unit 9 - Offside 2 - Improving Interpretations.....Poor 1 2 3 4 5 Excellent

Unit 10 - Laws of the Game 3 - Examinations 1Poor 1 2 3 4 5 Excellent

Resource materials.....Poor 1 2 3 4 5 Excellent

Your workbook.....Poor 1 2 3 4 5 Excellent

10. Any other comments:

