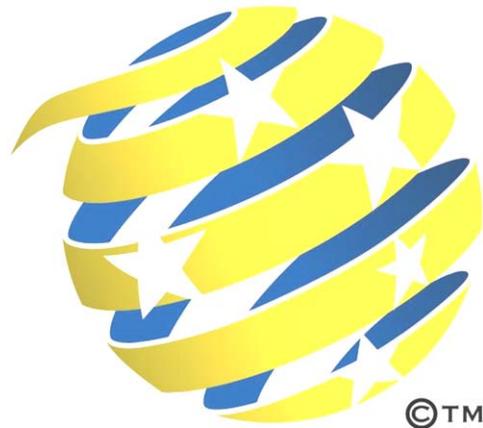


Football Federation Australia Match Official Development



**FOOTBALL
FEDERATION
AUSTRALIA**

Level 4 Referee

Resources

Participant's Name or Course ID

September 2013

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Overview

Welcome

Welcome to the Level 4 Referee training program.

Congratulations on completing FFA's *Laws of the Game* program – either online or conducted by a your local association, Member Federation or recognised referee group.

Now you have registered as an FFA Match Official* and joined your local association, Member Federation or recognised referees' group you can undertake the pre-officiating units of FFA's Level 4 Referee program.

You have begun a very important phase in your development as a match official. The emphasis is now on the development of your practical skills as a beginning referee, though we will also review the Laws of the Game. The end result should be the beginning of an exciting career in football.

The program may be offered at any time suitable to the referee group. Many groups offer the pre-officiating units pre-season, with the practical assessments to follow very early in the main season. There is a two-year time limit to complete this program.

Substantial participation is required by you. Your presenter will summarise the type and degree of participation expected of you given the program's emphasis on the development of your basic refereeing and assistant refereeing skills.

* 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 Referee Level 4 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 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 promotion work, or refresher exercises to count towards the revalidation requirements.

There are three options to revalidate a Level 4 Referee qualification:

- undertake the Level 4 Referee program again; or
- undertake the Level 3 Referee program; or
- be an active referee for 6 hours and attend one formal coaching session* each year.

* 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 *Australian Officiating Development Schedule* (AODS) has four referee levels:

Level	Theme
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 4 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 has a concentrated pre-officiating program of about 6 hours (units 1 to 9) and two practicals (units 10 and 11).

Unit 1 is done as pre-course home study.

Units 1-9 provide the essential competencies you must possess before you officiate in any match. They are formal prerequisites for units 10 and 11.

The timings below are approximate and depend on a number of factors including group discussions and number of participants.

The program structure is:

Unit	Title	Time
1	<i>Home Study</i> Personal Development 1 - Ethics, the Law and Your Image - in-class discussion	variable 30 mins
2	Laws of the Game 1 - Review of Fouls and Misconduct	30 mins
3	Foul Identification 1 - Basic Interpretations	45 mins
4	Referee Skill Development 1 – Referee Signals and Whistling	45 mins
5	Positioning Concepts 1 - Angled View of Play	30 mins
6	Game Management 1 - Wall Management and Penalty Kicks	30 mins
7	Assistant Referee Development 1 - Introduction	45 mins
8	Offside 1 - Basic Interpretations	30 mins
9	Referee Skill Development 2 - Match Records and Report Writing	45 mins
10	Practical Officiating 1 - Assistant Referee	1 match
11	Practical Officiating 2 - Referee	1 match

Program Competencies

Recognition of Prior Learning and Current Competencies

In general, FFA encourages participants to submit details of prior learning and current competencies which may lead to the granting of program exemptions.

On graduation from this program you will be able to:

- Summarise and discuss FFA's Code of Conduct and the ethical behaviour expected of match officials. (*OGP)
- Describe and action the broad duties and responsibilities of match officials including the limited role of the official in injury management. (*OGP)
- Define the concepts of safety and fair play as applicable to matches. (*OGP)
- Describe how people can be treated with integrity, respect and empathy, regardless of gender, race, disability or age. (*OGP)
- Detail the basic features, interpretations and requirements of the Laws of the Game.
- Identify cautionable and sending-off offences in matches.
- Prepare for officiating, present as a professional official, exhibit integrity and ethical conduct. (*OGP)
- Manage the basic risks of officiating in competition matches and abide by the associated legal responsibilities. (*OGP)
- Check pitches and surrounding areas for potential risks and hazards prior to and during matches. (*OGP)
- Apply other basic safety and harm minimisation techniques during matches. (*OGP)
- Apply the concept of fair play during matches.
- Use a range of communication strategies that enhance relationships, minimise conflict and deal with disputes effectively. (*OGP)
- Identify infringements of the Laws of the Game and apply the appropriate sanctions for basic law breaches.
- Execute basic referee and assistant referee roles, duties and signals.
- Demonstrate refereeing techniques in basic level matches including application of:
 - o positioning concept of angled view of play;
 - o wall management and penalty kick player management techniques;
 - o basic whistling techniques that are appropriate for the incident or offence.
- Work as a member of the officiating team including observation of and appropriate reaction to AR advice.
- Display the specified level of fitness.
- Undertake a basic review of performances. (*OGP)

* Indicates competencies linked to NOAS Introductory Level Officiating General Principles (OGP).

Unit 1 - Personal Development 1 - Ethics, the Law and Your Image

Unit Outline

Nominal Time

A home study exercise followed by a short classroom-based review for 30 minutes.

Alternatively the whole unit can be completed as a longer classroom-based exercise for 60 minutes.

Aims

- To introduce the concepts of *ethical officiating* and *professional*
- To develop a basic understanding of their professional responsibilities as match officials

Learning Outcomes

On completion of this unit you will be able to:

- outline the broad ethical and professional responsibilities of a match official;
- describe and apply the principles of honesty, integrity and ethical conduct;
- summarise how people can be treated with integrity, respect and empathy, regardless of gender, race, disability or age;
- describe the requirements and implications of FFA's *Code of Ethics*;
- define the concept of safety as it applies to Football Laws.

Resource requirements and reference materials

You'll find the Home Study questions on the following pages. Further resources to assist you in this exercise are in the back of this workbook.

Assessment Criteria

Completion of workbook exercises requiring research and recording of field and equipment specifications, player equipment requirements and safety factors.

Professional Responsibilities as a Match Official

The 20 questions paper is a pre-program exercise designed to develop your understanding of your professional responsibilities as a match official.

Bring your responses to the first class where you will have the opportunity to discuss the issues and mark your own responses. You are required to tackle at least 12 questions, each worth 5 marks. The maximum possible score is 60/60 and you need to gain at least 75% (that's 45/60 or more) for you to be considered competent.

If you do not demonstrate competency initially you may review your responses in your own time and tick off the questions when you are confident you understand what is expected of you as a referee.

ASC Response Guide - Officiating General Principles Issues

New officials are required to study the Officiating General Principles (OGP) topics.

The following multi-sport resource material is used by presenters teaching these and similar topics as part of a FFA training program.

The tasks and responses provided below should be used as a guide as there are likely to be other responses that can also be considered appropriate. Presenters should use discretion when deciding if the issue or topic has been answered competently.

This material is reproduced from the ASC curriculum document referenced below.

ASC Module 1 - Self Management

Task 1 Outline your officiating philosophy. Include information on your goals as an official, how athletes should be treated, how coaches should be treated, how spectators should be treated, and where you stand on fair play issues (e.g. sledging, spirit of the game).

Appropriate responses

An officiating philosophy should cover the following aspects:

- Goals that are achievable
- An athlete-centred and compassionate approach
- Coaches and sports administrators should be respected and supported
- Spectators should be treated in a firm but fair manner
- Players should be encouraged to show respect for their team mates and the opposition and not engage in 'sledging' or other inappropriate behaviour
- Promote fair play concepts and abiding by the rules

Task 2 If you needed further information on a particular aspect of your officiating, how would you go about sourcing it?

Appropriate responses

The following are useful sources of information on officiating:

- The internet
- Officiating rule books, manuals, videos, CDs/DVDs and magazines
- The regional, state or national officiating coordinator for your sport
- State Coaching & Officiating Centre coordinators employed by State Departments of Sport & Recreation / State Institutes of Sport
- The National Sports Information Centre

Task 3 You are due to officiate a grand final match this weekend. During the week, you receive a phone call from the president of one of the clubs participating in the grand final. The club president gives some less than subtle hints that if you were to favour his team in the grand final, then there will be some personal benefits to be gained for yourself. What will you do?

Appropriate responses

In this situation, the honesty and integrity of the official are paramount. The official should explain clearly to the club president that they are not interested in such an offer. Further, the official should report the conversation with the club president to the administrator of the competition and any other relevant people.

Task 4 List five steps you can take to ensure that you present a professional appearance and demeanour as an official.

Appropriate responses

- Appropriate dress (before, during and after competition)
- Arriving on time for events, and being fully prepared for each match
- Checking equipment, playing surface and other environmental aspects
- Officiate events with confidence and 'presence'
- Communicating positively with athletes, coaches and administrators

Task 5 List four steps that you can take to prepare yourself physically and mentally to officiate in a competition.

Appropriate responses

- Ensure that you undertake physical fitness and/or training sessions to prepare yourself physically
- Undertake a warm up session prior to officiating
- Ensure that you spend time prior to an event familiarising yourself with specific rules, venue requirements, teams involved etc to ensure you are prepared and comfortable on the day
- Spend time mentally preparing yourself on match day to ensure that you are focused, positive and ready to officiate

Task 6 Outline how you would go about reviewing and analysing your performance after a match.

Appropriate responses

- Spend some time reflecting on your performance, and write down what you think you did well, and areas to improve on
- Seek feedback from an advisor or mentor
- Have someone videotape you while you are officiating; review video afterwards
- Ask athletes for constructive comments

ASC Module 2 - Managing the Environment

Task 1 What are your legal responsibilities as an official?

Appropriate responses

- Provide a safe environment and protect participants
- Enforcement of the rules
- Warn athletes of possible dangers
- Anticipate reasonably foreseeable dangers
- Control and supervise the game
- Know how to deal with an emergency

Task 2 What is your 'duty of care' in officiating?

Appropriate responses

Officials owe a duty of care to the athletes...they are officiating. This means that the official must take reasonable care to ensure that athletes do not come to any harm. Officials should ensure that they evaluate situations for risk, and take action to ensure the welfare of the athlete(s). Especially when children are involved, officials must take particular care.

Task 3 A...(player)...has collided heavily with a goal post and has been knocked unconscious. You are the first one on the scene. Outline the steps you would undertake to deal with this emergency situation.

Appropriate responses

- Stop the play immediately
- Call for medical assistance
- Ensure that other athletes or spectators are removed from the immediate vicinity of the injured athlete
- Check whether the injured athlete is in immediate danger (e.g. remove their mouth guard or any other obstructions to their breathing)
- Stay with the athlete until medical assistance arrives

ASC Module 3 - People Management

Task 1 Why should officials be aware of their body language when dealing with athletes?

Appropriate responses

If non verbal cues match the spoken word then your communication can be more effective. If, however, a non verbal message conflicts with what is said, the message will be confusing. For example if an official explains a ruling to a young athlete, but then rolls their eyes and shakes their head as they walk away, the athlete is more likely to get the message that the official thinks they are stupid for not knowing the rule, rather than remembering the rule for next time. Sarcastic comments can also be confusing for young athletes in particular.

Task 2 In what practical ways can you 'actively' listen? Give examples of active listening.

Appropriate responses

- Stop what you're doing, pay attention to what the person's telling you. Don't interrupt.
- Make eye contact with the person - be at their level and face them. Show interest in your expression and look for non verbal cues the athlete might be giving out.
- Focus your attention on what the person is saying by listening to their words and the emotion in what they are saying. Use non verbal cues such as nodding, smiling or frowning, appropriate to the context of the message. Support this with encouraging words such as 'Uh Hum', 'I see', 'really' to show you are focused on what the athlete is saying.
- Restate what the person has told you, in your own words (paraphrasing). This shows you have been listening, checks that you did understand and can summarise what was talked about. Remain neutral and supportive. Use open questions to prompt athlete for more information if needed.

Task 3 How could you modify the rules of your sport, and the way you officiate, for a group of beginner athletes who have an intellectual disability?

Appropriate responses

- Simplify the more technical rules
- Provide simple explanations when enforcing the rules of the game
- Modify the playing area or environment
- Modify the equipment (e.g. goals posts, racquets etc)

Task 4 List five strategies for dealing with conflict.

Appropriate responses

- Avoid the conflict
- Smooth over the situation
- Try to reach a compromise
- Confrontation
- Address the problems rather than the emotions
- Focus on the 'person'

ASC Module 4 - Rule Interpretation and Decision Making

These components are studied in other Level 4 program units.

Extracts are reprinted with permission from:

Australian Sports Commission: *National Officiating Accreditation Scheme (NOAS) - Officiating General Principles Curriculum*, April 2005 Revision, pp.17-19

Australian Sports Commission - Official's Code of Behaviour

The duty of the sports official is to act as an impartial judge of sporting competition and this duty carries with it an obligation for the official to perform with accuracy, consistency, objectivity and the highest sense of integrity.

In order to preserve and encourage confidence in the professionalism and integrity of officiating, officials must first display ethical behaviour.

- Operate within the rules and spirit of your sport, promoting fair play over winning at any cost.
- Encourage and support opportunities for people to learn appropriate behaviours and skills.
- Support opportunities for participation in all aspects of the sport.
- Treat each person as an individual.
- Display control and courtesy to all involved with the sport.
- Respect the rights and worth of every person regardless of their gender, ability, cultural background or religion.
- Respect the decisions of officials, coaches and administrators in the conduct of the sport.
- Wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under the age of 18 years.
- Adopt appropriate and responsible behaviour in all interactions.
- Adopt responsible behaviour in relation to alcohol and other drugs.
- Act with integrity and objectivity, and accept responsibility for your decisions and actions.
- Ensure your decisions and actions contribute to a safe environment.
- Ensure your decisions and actions contribute to a harassment free environment.
- Do not tolerate harmful or abusive behaviours.
- Place the safety and welfare of the athletes above all else.
- Be consistent and impartial when making decisions.
- Address unsporting behaviour and promote respect for all people.

Code of Behaviour Agreement Form

All officials wishing to become registered with the NOAS are required to sign an individualised official's code of behaviour agreement form. This form requires officials to:

- agree to abide by the code of behaviour of the relevant national sporting organisation and/or training provider. The Australian Sports Commission has developed an official's code of behaviour. National sporting organisations and training providers must use this code unless they develop their own.
- acknowledge that the national sporting organisation and/or training provider may take disciplinary action against them, if they breach the code of behaviour (national sporting organisation and training providers are required to implement a complaints handling procedure in accordance with the principles of natural justice, in the event of an allegation)
- acknowledge that disciplinary action against them may include de-accreditation from the NOAS

Source downloaded April 2013:

www.ausport.gov.au/participating/officials/tools/safety_and_ethics/ethics/officials_code_of_behaviour

Australian Sports Commission: Harassment Free Sport Guidelines

What is harassment in sport?

In general terms, harassment is: *Behaviour by one person towards another that is offensive, abusive, belittling or threatening.* It is unwelcome and the sort of behaviour a reasonable person would recognise as unwelcome.

Harassment is therefore an important issue for the sport and recreation industry and one that needs to be dealt with appropriately and sensitively.

The Australian Sports Commission developed the harassment-free sport guidelines to help sport and recreation clubs protect themselves and their members. The guidelines can help your club create a safer and more tolerant environment by developing policies that aim to prevent harassment and abuse in sport, and that deal effectively and appropriately with it if it does occur.

Playing by the Rules - How to turn around the culture of your club

Never mind sport's blackest day. The last few months have been pretty off-colour for sport and not just in Australia. The sports news has been filled with damning reports, drug cheats, match-fixing, organised crime and just plain bad behaviour. You may be wondering - "What happened to fair play?"

As the scandals play out in the media and investigations continue, it's timely to discuss what role clubs play in fostering a positive, fair culture in sport. How do we guard against cheating? What do we do if drug abuse or misuse is suspected?

Taking it all too seriously

Sport is built on the drive to learn and improve, the will to compete and the opportunity to build relationships with others. But for all those who grow and even succeed through participating in sport, there are some who take it all too seriously, for whom losing is not an option. So, instead of training and trying harder, they resort to cheating and, when this brings rewards, they cheat again.

What is sport really about?

The old adage is true - it's great to win, but it's also a good feeling to lose with the knowledge that you trained, played and competed at your best and with integrity. Most sportspeople will tell you their most memorable moments are not necessarily the premiership winning games or the gold medal races, but the time they played the perfect game, ran the perfect race or finally nailed their routine.

It's this culture of achievement (not necessarily winning) that clubs, schools and parents need to encourage in sport and, in particular, in junior athletes; some of whom will go on to represent their country or compete professionally, where the incentives and rewards for winning are greater and the stakes much higher.

Where is your club's moral compass pointing?

Junior athletes can put too much pressure on themselves to perform or sometimes it's the parents or coaches who are too focussed on winning. You need to consider what messages your club is sending its players, athletes and members? How do other clubs see you? Is your club about winning at all costs or is it more about having fun, learning skills and making friends?

How can you affect the culture of your club?

Start by reviewing your club's policies. How long is it since you read the club's Code of Conduct/Behaviour, by-laws and constitution? Do any of your policy documents outline the philosophies, objectives or ethos of the club or its various teams?

Do you have policies that deal specifically with the use of drugs and alcohol?

What are the club's rules when it comes to substance abuse and cheating and what are the penalties? Make sure members know what's at stake. You may even require members to sign a pledge stating they will adhere to the club's Code of Conduct.

Provide training and support for coaches

All club officials and administrators, especially coaches involved with junior teams, should have access to ongoing training to ensure they remain familiar with current issues and are able to spot the warning signs when it comes to substance abuse and misuse. Your national sporting organisation may have or know of relevant resources. They may even be aware of free workshops you can attend. Investigate training courses offered by other local organisations, especially those involved in health, social welfare and community development.

Emphasise integrity and fair play

(Do this) in all your correspondence with members, players and athletes. Promote your club as one that encourages a positive culture where people can enjoy sport in a safe, fair and equitable environment.

Be vigilant and pro-active when it comes to bad behaviour

Encourage an open door policy where coaches, parents, players, athletes and officials feel comfortable about reporting any issues or suspicions. Have processes and risk management practices in place so you can deal with problems as they arise.

Pride. Integrity. Sportsmanship.

These three words underpin sport in Australia, but they've taken a battering lately. Take heart though, not all sports and athletes are cheats and drug-takers; there are lots of good role models still out there. For instance, check out the messages on safe, fair and inclusive sport from some of the Play by the Rules Champions.

Play by the Rules (www.playbytherules.net.au) offers free advice on a range of current topics and provides various resources for individuals and organisations.

The Australian Drug Foundation's Good Sports program (goodsports.com.au) supports community sporting clubs to provide safe, healthy and family friendly environments.

The *Australian Sports Anti-Doping Authority (ASADA)* protects Australia's sporting integrity through the elimination of doping. For more information go to www.asada.gov.au.

FFA Code of Conduct

The FFA National Code of Conduct is available from the FFA website:

www.footballaustralia.com.au/insideffa/statutes

1. Application and scope

- 1.1 This Code of Conduct aims to promote and strengthen the reputation of football in Australia by establishing a standard of performance, behaviour and professionalism for its participants and stakeholders. In addition, it seeks to deter conduct that could impair public confidence in the honest and professional conduct of Matches or in the integrity and good character of its participants.
- 1.2 This Code ... forms part of the FFA Statutes and applies to the conduct and behaviour of FFA, Member Federations, Competition Administrators, Clubs, Players, Officials and Agents (**Members**); applies to all forms of organised football under FFA's jurisdiction ...;

2. Bringing the game into disrepute

- 2.1 A Member must not bring FFA or the game of football into Disrepute.
- 2.2 ... brought football into Disrepute ... (includes)...: discriminatory behaviour...; harassment, including sexual harassment or any unwelcome sexual conduct ...; offensive behaviour... offensive, obscene or insulting gestures, language, chanting; ... incitement of hatred or violence; ... spectator or crowd violence;... intimidation of Match Officials, including use of violence or threats to pressure a Match Official to take or omit to take certain action;

3. Liability for supporter and spectator conduct

- 3.1 A Club is responsible, and liable, for the conduct and behaviour of its supporters, whether at home or away Matches.
- 3.2 Each patron at a Match must comply with the *Spectator Code of Behaviour*. It is the host Club's responsibility to ensure this *Spectator Code of Behaviour* is implemented and enforced against all spectators...
- 3.3 A guest Club is liable for improper conduct among its own group of supporters. Supporters occupying the guest sector of a stadium are regarded as the guest Club's supporters, unless proven to the contrary.

4. Betting, match fixing and corruption

- 4.1 A Member must not engage, directly or indirectly, in... any bet, wager, gamble or any other form of financial speculation where the relevant person stands to win or gain from the win, draw or loss of any Club competing in a Match; ... the throwing or fixing of a Match; or ... any conduct or behaviour intended to unfairly affect the result of a Match ...
- 4.2 A Player, an Official and an Agent must not ... accept bribes through the offer, promise or acceptance of any Benefit in return for violating his or her duties; ... provide for a Benefit any information concerning a Club...

5. Disparaging media statements

- 5.1 A Member must not make any statement in public, including any contribution to television, radio or print media that: ... is disparaging of a Match Official, opposition team or any Player or Team Official; ...
- 5.3 A Member must not make or issue any public or media statement or release that incorporates a reference to FFA or an FFA property... without FFA's prior written consent.

(The above clauses are extracts from the Code - consult FFA website for full wording)

Australian Sports Commission - The Essence of Australian Sport - Code of Behaviour

Introduction

Our society expects high standards of behaviour from all people involved in sport and it is vital these expectations are met and the integrity of sport maintained.

Regardless of the nature of a person's involvement in sport, *The Essence of Australian Sport* provides four guiding principles that lead to appropriate behaviour: **Fairness, Respect, Responsibility** and **Safety**. The following Template Code of Behaviour has been developed to reflect and uphold these principles and assist in retaining the integrity and enjoyable aspects of sport.

The Australian Sports Commission (ASC) has previously publicised a number of different Codes of Behaviour / Conduct / Ethics that were utilised by sporting organisations... Based on feedback from the sport industry ...the ASC has reviewed the various suggested Codes and developed a template that is consistent and applicable to all roles and levels within all sports. The ASC will also continue to provide the Junior Sport Codes of Behaviour for organisations and activities that principally deal with children and young people...

In consistently enforcing the Code, organisations will assist in providing safe and appropriate environments and quality services to their members, stakeholders and customers.



Template Code of Behaviour

This Code ... is intended to be the minimum standard for those involved in sport.

- Operate within the rules and spirit of your sport, promoting fair play over winning at any cost.
- Encourage and support opportunities for people to learn appropriate behaviours and skills.
- Support opportunities for participation in all aspects of the sport.
- Treat each person as an individual.
- Display control and courtesy to all involved with the sport.
- Respect the rights and worth of every person regardless of their gender, ability, cultural background or religion.
- Respect the decisions of officials, coaches and administrators in the conduct of the sport.
- Wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under the age of 18 years.
- Adopt appropriate and responsible behaviour in all interactions.
- Adopt responsible behaviour in relation to alcohol and other drugs.
- Act with integrity and objectivity, and accept responsibility for your decisions and actions.
- Ensure your decisions and actions contribute to a safe environment.
- Ensure your decisions and actions contribute to a harassment free environment.
- Do not tolerate harmful or abusive behaviours...

(Specifically as) Officials

- Place the safety and welfare of the athletes above all else.
- Be consistent and impartial when making decisions.
- Address unsporting behaviour and promote respect for all people.

Edited from and reprinted with permission:

Australian Sports Commission: *Guidelines for the Design and Registration of NCAS and NOAS Training Programs - Appendices*. Canberra, February 2008 pp 1-2

Match Officials' Code of Ethics - Summary Points

Match Officials should...

- Ensure their conduct is honourable.
- Maintain the dignity of the position they hold.
- Portray a positive role model in their behaviour and personal appearance.
- Consider as paramount the safety and welfare of all participants.
- Know FIFA's Laws of the Game and the associated interpretations and guidelines thoroughly.
- Act with complete integrity, accepting responsibility for all of their actions.
- Officiate impartially, firmly and effectively with courtesy and consideration.
- Avoid circumstances which might lead to a conflict of interest.
- Be courteous, respectful and open to discussions about interpretations.
- Value and respect all participants ensuring their rights are protected at all times.
- Undertake continual self-improvement and upgrading of personal competencies and attitudes.
- Maintain good levels of physical and mental fitness.
- Encourage inclusivity and access to all areas of officiating and throughout their chosen sport.
- Nurture teamwork with fellow referees, assist them, be loyal to them and avoid all criticism of them.
- Refrain from public statements about any match except to clarify a Law interpretation.
- Maintain the utmost respect for Football, rejecting corruption, drugs, racism, violence and other threats to any match and the Code.
- Accept that it is a privilege to be a part of Football.
- Strive to make all their actions reflect positively upon Football's participants, organisations, affiliates and the game as a whole.

Sources consulted

- FFA - Code of Conduct
- FIFA - Code of Conduct
- FIFA - Code of Ethics
- ASC Guidelines
- US (of America) Soccer Federation

(BT: 4/13 revision)

Image Isn't Everything: It's The Only Thing!

You may have heard people say: *Do not judge a book by its cover*. However, another saying, made famous by the American humorist Will Rogers (1879 -1935), applies to you as a referee:

You only get one chance to make a first impression.

How you look when you arrive at the ground and how you look when you walk onto the field will affect you and your match. You should be aware that players, spectators and officials will all have ideas about how you should behave as a referee. If you do not behave in what they see to be a professional and appropriate manner they will gain a BAD impression of you (their **perceptions** will be negative) and they will be less likely to accept your decisions.

Therefore you must...

- appear confident and in charge - look it, feel it, be it!
- be neat, tidy, well groomed and looking like a professional referee when you arrive at the ground;
- speak like a referee - be polite, be firm and be clear. This is being appropriately assertive, but not negative. You should never be aggressive; nor should you be weak;
- be dressed like a referee when you begin your duties. Your footwear should be spotless; socks pulled up and secured; uniform clean, pressed and in good repair; hair combed, etc;
- blow your whistle with authority and confidence; frequent use of little tweets tell the players that you are either nervous or lacking confidence in the decisions you are imposing;
- give clear and strong signals - use confident body language, stand tall;
- speak confidently to players, but don't hold 'meetings'. You are in charge - say clearly and firmly what you want.

Confidence breeds respect

Hesitancy creates doubt

(BT: 04/2013 revision)

Be a Complete Referee

It's not just about applying the Laws! Are you serious about being the best referee you can possibly be? If so there are basic elements to develop.

Your Preparation

Physical Preparation	Pre-season build up Long term goals Tomorrow's match: <ul style="list-style-type: none">• Fuel up• Hydration and rehydration Recovery techniques
Mental Preparation	Stress control Review of previous match Planning improvements

Application

Interpersonal Skills	Communicate with: <ul style="list-style-type: none">• Players• Officials• Colleagues Using oral and body language
Match Skills - 3 Key Areas	Control of match Decision making: <ul style="list-style-type: none">• Law application• Law interpretation Communicating (see above)

Review and Planning

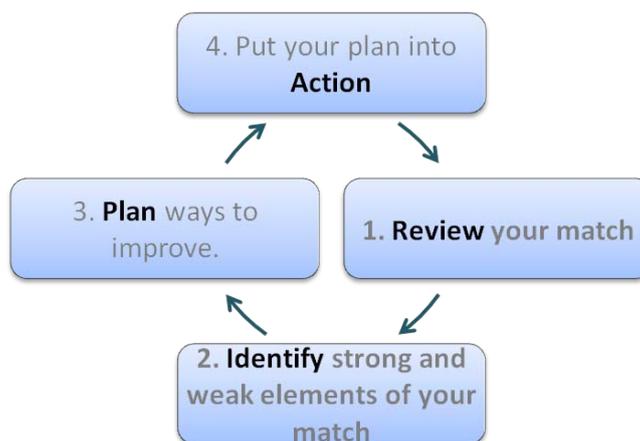
Self-assessment - the **RIPA** cycle:

Review you think about the match you have just officiated.

Identify 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.

Plan ways to improve no more than two of the items you have identified above in your next match.

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.



(BT: 03/2013 revision)

Unit 2 - Laws of the Game 1 - Review of Fouls and Misconduct

Unit Outline

Nominal Time

Approximately 30 minutes.

Aims

To review aspects of the Laws of the Game relating to fouls and misconduct.

Learning Outcomes

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

- identify and distinguish between fouls punished by a DFK or an IFK;
- identify offences resulting in cautions and send offs.

Careless, Reckless and Excessive Force

According to FIFA's Laws of the Game:

"Careless" means that the player has shown a lack of attention or consideration when making a challenge or that he acted without precaution.

"Reckless" means that the player has acted with complete disregard to the danger to, or consequences for, his opponent

"Using excessive force" means that the player has far exceeded the necessary use of force and is in danger of injuring his opponent.

FIFA's 7 Steps for Foul Recognition

FIFA devised a 7 points 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.

Unit 3 - Foul Identification 1 - Basic Interpretations

Unit Outline

Nominal Time

Approximately 45 minutes.

Aims

To examine the practical applications and implications of Laws 12, 13 and 14.

Learning Outcomes

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

- understand the implications of players acting recklessly, carelessly or using excessive force;
- recognise charging and holding opponent offences;
- correctly recognise hand balls;
- interpret and apply Law 12 to make basic level decisions about incidents in pre-recorded match segments.

Unit 4 - Referee Skill Development 1 - Referee Signals and Whistling

Unit Outline

Nominal Time

Approximately 45 minutes.

Aims

- To teach a referee's signals.
- To teach the referee's basic whistling skills and techniques.
- To practise these skills and techniques in a training setting.

Learning Outcomes

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

- understand and be able to demonstrate the signals a referee makes during a match;
- explain the role of the whistle as your primary communication tool;
- demonstrate basic variations in whistle volume, intensity and length to complement the seriousness of the nominated incident.

Resource Requirements & Reference Materials

- Whistle
- Resources document and Workbook

Resources for this unit are contained within FFA's publication of the *Laws of the Game* in particular the section *Interpretations of the Laws of the Game and Guidelines for Referees* and the following pages:

Page 45 Referee Signals

Page 46 Use of whistle

Unit 5 - Positioning Concepts 1 - Angled View of Play

Unit Outline

Nominal Time

Approximately 30 minutes.

Aims

To analyse and practise the important *wide left diagonal* movement technique.

Learning Outcomes

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

- describe the key elements of the wide left diagonal movement and positioning concept;
- implement this concept in a training setting.

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: Keys to Successful Refereeing

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.

Introduction

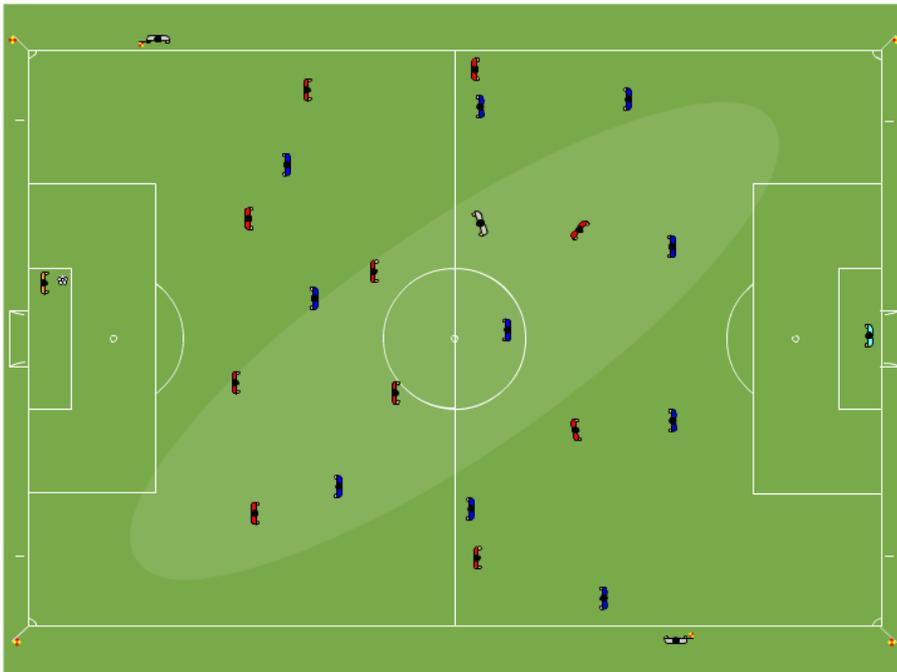
FIFA's *Interpretations of the Laws of the Game and Guidelines for Referees* section of the law book has extensive advice covering recommended positioning and movement patterns. Good positioning is essential as it will help you carry out some of the key duties set down for the referee (see Law 5) including enforcing the laws, controlling the match and taking discretionary disciplinary actions. You also need to be well positioned to take preventative action and apply effective match management in a constructive and common sense manner.

Many experienced Australian match officials will be familiar with concepts such as *ACB* and *WWG*. The status of these concepts has now been clarified. They were developed as coaching techniques, partly as FIFA did not have a detailed guidelines section in their LOTG publication until relatively recently. They are useful coaching tools, but are not part of the LOTG or of FIFA's own interpretations and guidelines. They have been applied by many officials for over a decade and remain useful supplementary coaching concepts to assist referees to identify good positions and to move to those positions as quickly as possible.

As FIFA has extended its coaching materials in recent years - it now has an extensive interpretation and guidelines section in the LOTG, you are expected to incorporate their positioning and movement techniques into your officiating style. You are encouraged to have a current edition of the LOTG and to revisit the guidelines and interpretations section frequently.

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



Here is a summary of FIFA's major positioning concepts and related elements.

When the ball is in play

Position yourself to the left of play (outside play) using a wide diagonal movement pattern.

Look into active play and across the pitch; that is, have play between you and your lead AR. This makes it easier to keep play, key players and the AR within your field of vision. Being able to look between competing players will also help you see illegal contacts and actions that would be missed if you were behind play looking into the back of only one of the competitors.

Be close to play, but not so close that you interfere with play, get in the players' way and reduce their tactical and passing options. Closeness will assist your management by heightening your presence, helping to 'sell' your decisions, sharpening your anticipation, and enhancing your preventative actions through rapid intervention.

The majority of the above elements are summarised in the *ACB* coaching technique.

In addition to seeking close positions you should also pay attention to other areas of the pitch and be ready to move instantly to deal with problems (see current LOTG for more detail and diagrams). This requires those good anticipation skills plus rapid recognition of developing problems. Desirable movements are encapsulated in the *WWG* coaching technique mentioned above. You rapidly identify where a problem is developing, decide where you should be to manage that problem, and move there instantly to intervene – hence why it is called **anticipation**. Developing problems might be:

- Incidents occurring off the ball e.g. aggression by one or more players;
- Players who have challenged each other for the ball, the ball has been passed away, but they are continuing to challenge each other;
- Offences in the next zone of play as opponents anticipating that the ball is coming to them jostle for position, holding, pushing and/or shoving each other.

Restarts after ball has gone out of play

FIFA notes that, in general, *the best position is one from which the referee can make the right decision*. Sounds simple enough - it's common sense and pretty obvious - but sometimes referees find themselves in poor positions, perhaps having to guess what is happening or what has just happened!

As the match unfolds you should be able to make mental notes about the styles of play, the teams' attitudes and skills, playing conditions, previous incidents. You should analyse these elements constantly to help create a big picture of the match. This will help you balance up the probability of particular events occurring (there's that *anticipation* skill again) and prompt appropriate movements and actions.

Refer to the FFA Laws of the Game publication particularly FIFA's "*Interpretation of the Laws of the Game and Guidelines for Referees*" section for images of the preferred positioning zones.

- Basic - select your positioning zone. Its size will vary according to the circumstances. It should be chosen as the area that is most likely to optimize (your) effectiveness. (ibid.) Using a zone, small or large, implies that you should not be standing rooted to the same spot every time a particular event occurs. You need to be flexible and mobile, shifting your position until your view is clear.
- Kick off - about 10m inside the half of the team taking the kick, just outside the centre circle and left-sided looking into active play.
- Goal Kick - in a zone just into the other half of the pitch, outside the centre circle, facing towards the centre with body half turned so you can see the keeper to your right, and other players in front of you and to your left. You may need to adjust this position - for example back further away from the centre circle towards touch - if you have noted from earlier GKs that the ball is likely to be played wider left or that attackers are expecting the ball to be delivered wide left, etc. Flexibility is important in choosing your position. Don't take up a single fixed position if earlier in the match the position proved to be unsuitable.
- Corner Kick - within a zone located on the PA left corner, or just inside the left corner of the PA, body turned so the kicker plus the players gathering to contest the ball in the PA and GA are in clear view. You should be mobile and shift quickly to maintain a clear view. Leaning your body to the side should be avoided - it says you need to shift - so move your feet!
- Free Kick - generally well forward of the ball, left sided, turned to look into the play and across the pitch to your lead AR. Also be able to monitor the kicker, the position of the opponents forming a defensive wall at least 9.15m back, and other players including those clearly positioning themselves to play the ball when it's kicked to them. Stay clear of the penalty arc area as this can be an important corridor for attacks or clearances. Once again mobility, flexibility and anticipation need to be applied.
- Indirect Free Kick (offside near PA) - near or in the PA, left side, with a clear view of the ball, the kicker, all active player zones, the opponents and their distance from the ball. You must be able to see through the players to your lead AR standing in line with the 2nd last defender checking OS.
- Throw-in left side (area not monitored by AR) - forward of play, positioned to see the thrower and colleagues preparing to receive the ball = (anticipation again). Avoid turning your back to the lead AR for more than a few seconds.

- Throw-in right side (area monitored by AR) - move right of centre towards thrower and edge of AR's zone; stay clear of penalty arc; forward of play, anticipate ball delivery by monitoring colleagues of the thrower.
- Penalty kick - about 5-6 metres into left side of PA, body very slightly angled left to look over the penalty mark to your AR standing at the intersection of the goal line and penalty area, able to see keeper, identified kicker and all players.

Angled View of Play

When talking to referees about positioning it is important to remember their level of competence and experience. Positioning skills are a bit like building blocks. Young children start with big *Lego* blocks and as they get more proficient they progress to small *Lego* and so on until they progress to *Meccano*, and then perhaps to chemistry sets. It is important to emphasise that the primary reason referees move around the field is to improve their view of play. In other words, referees are constantly trying to fulfil the following definition of good positioning:

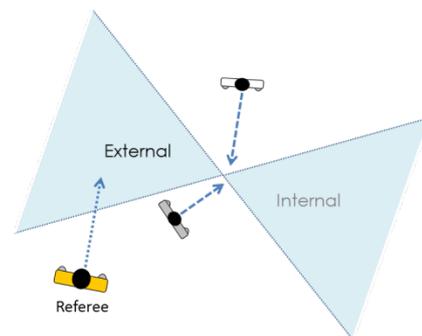
Good positioning is the place with the best view and close enough to react effectively.

In this Level 4 Referee program we will cover the first 'building block' in positioning angled view of play. You can use the following acronym to assist your understanding this concept - ACB.

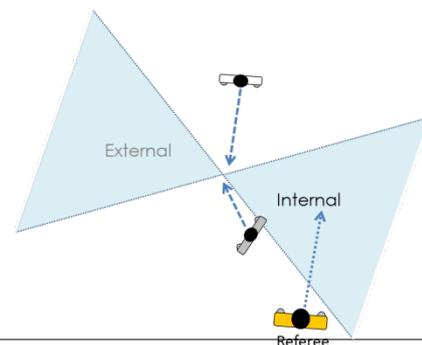
Angle

The first priority for a referee is to see what has happened, or is about to happen. In other words the referee must have an angled view on play. There are two basic types of angle.

External where the referee is outside or to the left of play. From this position the referee can see through the point of contact, will have the majority of players in view; and will have play between the referee and the assistant.



Internal where the referee is inside the play, that is, on the right side of play. In this case many players are not in the ref's view and the play is not between the referee and the assistant.



Close

Once the referee can see through the point of contact there is great value in being close to play. 'Close' should be interpreted as being between 10 to 15 metres from the ball. This increases the ability to 'sell the decision'.

Relationship to the Ball

The third component of good positioning is to try and keep the ball between the referee and assistant referee. The working relationship between the three officials encourages the assistants to take responsibility for their zone of play. The referee, therefore, should be positioned to maximise this interaction.

Unit 6 - Game Management 1 - Wall Management and Penalty Kicks

Unit Outline

Nominal Time

Approximately 30 minutes.

Aims

To analyse and practise recommended wall management protocols (WMP), penalty kick sequences and their common restart procedures.

Learning Outcomes

At the completion of this unit you will be able to describe and apply in a practice setting:

- the recommended steps in wall management sequence employed for free kick restarts;
- the recommended steps in the penalty kick sequence;
- the Procedures to Determine the Winner of a Match;
- other common restart techniques.

The Penalty Kick Sequence

Sometimes in a match the referee can follow a set routine and be better off by doing so. The penalty kick is one such case. We'll work through the following recommended steps.

Refer to the FFA *Laws of the Game* publication particularly FFA's "Additional Information for Australian Match Officials".

Quick Free Kicks

Quick free kicks - when and when not to allow them. Here is a guide to assist you.

- If an attacker is fouled close to the penalty area you need to consider that it may be advantageous for the attacking team to be provided with the opportunity to take a quick free kick.
- Once the whistle is blown for the foul ask the attacking team if they want to take a quick free kick.
- If they say 'yes' and they take the free kick quickly they have given up the right to re-take it (even if it hits a defender who is closer than 9.15m or they shoot for goal and miss).

Note: you should move quickly into position for the next phase of play.

- If they don't want to take it quickly then you commence the process for a formal (sometimes called 'ceremonial') free kick.

Formal Free Kick Wall Management

Formal free kicks (sometimes called ceremonial free kicks) require the management of both defending and attacking players. Refer to the FFA *Laws of the Game* publication particularly FFA's "Additional Information for Australian Match Officials" section. We'll work through the main steps now.

- Place the ball
- Show players your whistle
- Tell them not to take the free kick until you signal to do so
- Move sideways/backwards to the players lining up in the wall - keep eye on the ball
- Deal with the nearest problem - the closest defender
- Establish 9.15 metres from the ball whilst still keeping an eye on it
- Use voice and presence to take player back with you into the wall
- When the wall is established to your satisfaction move to one side, level with or slightly in front of the wall still keeping an eye on the ball
- Blow your whistle
- As the ball is played move through to judge offside

Procedures to Determine the Winner of a Match

There are three FIFA-approved methods to get a result where competition rules require there to be a winning team after a match has been drawn. Refer to the FFA *Laws of the Game* publication. We'll work through these options:

- **Away Goals** - although it is the responsibility of the competition organisers to determine if this method is to be used referees need to know if it is in use. FIFA states that: "...if the aggregate score is equal after the second match, any goals scored at the ground of the opposing team will count double."
- **Extra Time** - competition rules may provide for two further equal periods not exceeding 15 minutes, to be played. The conditions of Law 8 apply. (Note that any other methods laid down by a controlling association are not FIFA approved.)
- **Kicks from the Penalty Mark** - we'll briefly run through the steps.

Unit 7 - Assistant Referee Development 1 - Introduction

Unit Outline

Nominal Time

Approximately 45 minutes.

Aims

To provide a practical introduction to the duties of the assistant referee.

Learning Outcomes

At the completion of this unit you will be able to perform in a training environment the basic roles of an assistant referee.

Assistant Referee Signals and Positioning - Summary

A productive teaching process is to have each skill demonstrated followed by concentrated periods of practice. You will need an AR flag, and if possible a marked ground, or a line that can act as the touch line.

Always keep your flag unfurled when officiating.

Remember that the flag is an extension of your arm.

Maintain signals until acknowledged by the referee. Your flag offers advice it does not issue an order.

Refer to the FFA *Laws of the Game* publication particularly FIFA's "*Interpretation of the Laws of the Game and Guidelines for Referees*" section for images illustrating recommended positions, signals and movements.

The Key Techniques

Movement

- Sideways, side stepping, facing the pitch; unfurled flag carried in left hand (that's the side closest to the referee)
- Turn to sprint - keep shoulder to the field when running, unfurled flag on touch line side of your body
- Always be in line with second last defender; or ball if it's closer to goal
- Flag kept facing inside field of play - referee can always see it
- Flag kept stable when moving along touch line - wobbling flag could catch the referee's eye

Signals - in general

- Look for referee first: check referee's position, get eye contact;
- One-part signals preferred;
- Use the wait and see technique to allow play to continue if the team against which an offence has been committed seems likely to gain an advantage by not stopping play. Maintain eye contact with the referee.

Signals - specific

- Offside: right hand; show one of three ball positions for restart
- Goal kick: right hand
- Corner kick: right hand
- Throw-in: right hand = attacker's TI; left hand = defender's TI
- Foul: attacker's FK = raise flag with right hand ready to complete the signal if the referee accepts your advice;
- Foul: defender's FK = raise flag with left hand ready to complete the signal if the referee accepts your advice;
- Penalty: discuss and confirm required actions and advice with referee prematch
- Similarly a discrete hand gesture might give support to the referee - discuss this
- Time: use a discrete hand signal, as agreed
- Talk to me: gain eye contact; might agree on a discrete signal to confirm your request
- Substitution: use the recommended signal when the ball is next out of play

(BT: 01/2013 revision)

Unit 8 - Offside 1 - Basic Interpretations

Unit Outline

Nominal Time

Approximately 30 minutes.

Aims

To revise, analyse and apply the offside Law.

Learning Outcomes

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

- explain the basic components and interpretations of the Offside Law;
- apply correct sanctions for Law infringements shown in pre-recorded match clips.

Unit 9 - Referee Skill Development 2 - Match Records and Report Writing

Unit Outline

Nominal Time

Approximately 45 minutes.

Aims

- To identify match record requirements.
- To practise writing a match incident report.

Learning Outcomes

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

- list all elements you need to record during a match;
- write a mock report about an incident viewed in a pre-recorded match.

When you officiate you will be required to demonstrate your ability to complete a record of the match; and where required, submit reports to a Football Association.

The Referee's Notebook

Referees are required to keep a record of the match, as should the assistant referees. Most officials carry a small folder in their pocket to record the important details. They will help you to record easily **what** happens and **when** it happens. Ask colleagues to show you examples of the formats they use and adopt or develop a model that suits you. Alternatively, buy a commercially produced version.

What should be recorded?

Check what information your local associations may require to note and report. Here is a generic listing of the important data that you should record.

- Team names and shirt colours;
- Substitutes - players' numbers as recorded on team sheets;
- Shirt number of both captains - you may want to talk to a Captain;
- Team who kicked off;
- Actual times of kick off in each half - your stop watch may, um, stop?
- Length of each half;
- Goal scorers and times;
- Cautions (YC) - player number, team/colour, incident/reason and times;
- Send offs (RC) - player number, team/colour, incident/reason and times;
- Substitutions - the shirt number of players who come on and go off; and times;
- Shirt numbers of players to 'keep an eye on' - e.g. frequent offenders?
- Details of other incidents;
- If the match goes to *Kicks from the Penalty Mark* shirt numbers of players taking kicks and whether each kick results in a goal, or not.

At half time and full time check all key details with your assistants, just to ensure that you're all at the same match. You may choose to record other details. It's up to you.

(BT: 04/2013 revision)

A Guide to Writing Send Off Reports

Refer to the FFA Laws of the Game publication particularly FFA's "Additional Information for Australian Match Officials" section for information and instructions on writing send off reports.

Your instructor will show you a match incident and ask you to write a basic report on what you have seen occur and what actions were taken.

Units 10 and 11 - Practical Officiating

Unit Outline

Prerequisites and Nominal Time

Units 1 - 9 and two matches.

Aims

To officiate as an assistant referee (one match) and as a referee (one match).

Learning Outcomes

At the completion of these two unit you will have demonstrated your ability to perform the basic roles of an assistant referee (unit 10) and as a referee (unit 11) in a competitive environment.

Pre-match Checklist for Match Officials

This is a generic checklist for colleagues who are relatively new to officiating. Add other items you think should be on this list. **Check local requirements!**

Don't leave your preparation until the last minute - check a couple of days ahead that all items are in good order and that repairs needed are carried out. Everything should be clean, including your footwear. Give yourself plenty of time to pack your bag and check off items. If someone helps you to pack find a way to check that all your gear has been included. Amend this list to suit the needs of the competition(s) you service. Put some of the small items in a container such as a plastic lunch box.

Paperwork

Ground location guide and team details, e.g. Association Year Book	Appointment sheet
Ref's Guide, e.g. your Referee Manual or Branch Handbook	FFA Laws of the Game
Competition rules, including substitutions, times, payments, etc.	Road guide
Your notes covering your (referee) instructions to assistant referees	Vital phone numbers
Match Card (if not supplied by Clubs)	Ground entrance pass

Uniform and Footwear

Boots (suitable for ground conditions) in plastic bag	Officially approved hat
Inner soles or inserts if you use them	Spare laces
Socks (left and right feet)	Velcro or tape to hold 'em up!
Sports underwear	Shorts
Shirts (more than one in case of colour clashes)	Official referee badge (if detachable)

Equipment

Pair of clean assistant referee flags	Red and yellow cards
2 watches, at least 1 with a stop watch function	Note book/record sheet folder
2 pens/pencils	2 whistles
Ball gauge for pressure, weight and circumference	Coin
Ball valve (some colleagues also carry a pump)	Match officials communication equipment

Everything Else

Water - essential - on a hot day you could sweat 2 litres per hour!	Headache tablets
High energy snacks (e.g. jelly snakes for half time and end of match)	Elastic bandages, strapping
Rubbing cream: e.g. Metsal, Goanna Oil, Dencorub, etc	Towel and soap
Sunscreen with a high protection factor	Insect repellent
Band-aids, plasters, strapping, support bandages	Handkerchief, tissues
Scissors or knife - tried to undo wet knotted laces?	Eye drops, contact lens solution
Glucose/salt/essential elements tablets	Track suit
Mobile /smart phone or coins for phone if required to report match details as part of your duties	

Street Clothes

Your appearance **will** be noted when you arrive at your ground. Create a **positive first impression**. Where there are changing facilities ensure that you wear clean and tidy street clothes to the ground. If there are no suitable facilities make sure that your track suit is appropriate. If officiating at important matches take even greater care. Check what the players wear and dress at least as well as they do, if not better.

Your Additional Items

Add other items you need and review this list regularly.

(BT: 08/13 revision)

Program References and Resources

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

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

FIFA: Teaching Materials (various)

AFC: Teaching Materials (various)

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

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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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Whistling Skills Checklist

Referee's Name _____

Date Observed _____

Instructions

During this drill the observer should tick off the items as they are demonstrated. When an item has been ticked twice the referee can be considered to have achieved competency in that skill. Re-teach and drill as necessary.

General Items

	1st Check	2nd Check
Achieves clarity	<input type="checkbox"/>	<input type="checkbox"/>
Achieves acceptable quality	<input type="checkbox"/>	<input type="checkbox"/>
Volume variations - soft to loud	<input type="checkbox"/>	<input type="checkbox"/>
Length variations - short and clear	<input type="checkbox"/>	<input type="checkbox"/>
Length variations - long and clear	<input type="checkbox"/>	<input type="checkbox"/>

Specific Applications

Whistle for Captains pre-toss	<input type="checkbox"/>	<input type="checkbox"/>
Kick-off	<input type="checkbox"/>	<input type="checkbox"/>
End of period	<input type="checkbox"/>	<input type="checkbox"/>
End of match	<input type="checkbox"/>	<input type="checkbox"/>
Ball out of play - when deemed necessary	<input type="checkbox"/>	<input type="checkbox"/>
Contested corner kick / goal kick	<input type="checkbox"/>	<input type="checkbox"/>
Minor foul	<input type="checkbox"/>	<input type="checkbox"/>
Serious foul / offence	<input type="checkbox"/>	<input type="checkbox"/>
Serious incident - players running to location	<input type="checkbox"/>	<input type="checkbox"/>
To get immediate attention - serious	<input type="checkbox"/>	<input type="checkbox"/>
To get players' attention e.g. position for throw-in	<input type="checkbox"/>	<input type="checkbox"/>
Players' scuffling in group	<input type="checkbox"/>	<input type="checkbox"/>
Ball in net - goal disallowed	<input type="checkbox"/>	<input type="checkbox"/>

Unit Assessment Decision

Competent

Not Yet Competent

Assessor's name _____

Signature _____

Date _____

Assistant Referee Checklist

AR's Name _____ Date Observed _____

Instructions: During and at the end of the match the observer should tick off the items observed - use the boxes. When the item has been noted (once or twice - see below) the AR has demonstrated that competency. Observers are encouraged to write a coaching sheet to provide additional feedback. See sample format next page.

General Items	1st Check	2nd Check
Arrived in good time for the match	<input type="checkbox"/>	
Good personal appearance	<input type="checkbox"/>	
Uniform complete, clean, presentable	<input type="checkbox"/>	
Equipment complete, in good order	<input type="checkbox"/>	
Records significant events during the match	<input type="checkbox"/>	<input type="checkbox"/>
Positive attitude and presentation	<input type="checkbox"/>	<input type="checkbox"/>
Performance of Duties		
Attends pre-match instructions	<input type="checkbox"/>	
Carries out pre-match instructions	<input type="checkbox"/>	<input type="checkbox"/>
Basic positioning OK	<input type="checkbox"/>	<input type="checkbox"/>
Basic movement pattern OK	<input type="checkbox"/>	<input type="checkbox"/>
Signals: generally sharp and clear	<input type="checkbox"/>	<input type="checkbox"/>
Signals: correct for goal kick	<input type="checkbox"/>	<input type="checkbox"/>
Signals: correct for throw in	<input type="checkbox"/>	<input type="checkbox"/>
Signals: correct for corner kick	<input type="checkbox"/>	<input type="checkbox"/>
Signals: correct for penalty	<input type="checkbox"/>	<input type="checkbox"/>
Signals: one part when appropriate	<input type="checkbox"/>	<input type="checkbox"/>
Holds flag in appropriate hand	<input type="checkbox"/>	<input type="checkbox"/>
Didn't 'take over' from Ref	<input type="checkbox"/>	
Carries flag pitch side	<input type="checkbox"/>	<input type="checkbox"/>
Regular eye contact with ref	<input type="checkbox"/>	<input type="checkbox"/>
Enters and leaves field with colleagues	<input type="checkbox"/>	<input type="checkbox"/>
Gives support, assistance	<input type="checkbox"/>	<input type="checkbox"/>
Monitors Technical Area	<input type="checkbox"/>	<input type="checkbox"/>

Unit Assessment Decision

Competent

Not Yet Competent

Assessor's name _____

Signature _____

Date _____

Referee Checklist

Referee's Name _____ Date Observed _____

Instructions: During and at the end of the match tick off the items observed. When the item has been noted (once or twice - see below) the referee is considered to have demonstrated that competency. A coaching sheet may be provided for additional feedback.

General Items	1st Check	2nd Check
Arrived in good time for the match	<input type="checkbox"/>	
Good personal appearance, uniform clean	<input type="checkbox"/>	
Equipment complete, in good order	<input type="checkbox"/>	
Records significant events during the match	<input type="checkbox"/>	<input type="checkbox"/>
Positive attitude and presentation, body language	<input type="checkbox"/>	<input type="checkbox"/>
Specific Administration Items		
Checks field of play for personal safety (e.g. holes)	<input type="checkbox"/>	
Reports problems to Home Club to fix up	<input type="checkbox"/>	
Checks pitch equipment - corner & goal posts; nets	<input type="checkbox"/>	
Checks match balls	<input type="checkbox"/>	<input type="checkbox"/>
Gives clear & concise instructions to ARs	<input type="checkbox"/>	
Completes all match card details after match	<input type="checkbox"/>	
Performance of Duties		
Whistling: varied length, pitch, intensity	<input type="checkbox"/>	<input type="checkbox"/>
Whistling: matches the seriousness of offence	<input type="checkbox"/>	<input type="checkbox"/>
Whistling: shows authority	<input type="checkbox"/>	<input type="checkbox"/>
Communicates well with players	<input type="checkbox"/>	<input type="checkbox"/>
Basic Positioning at restarts - OK	<input type="checkbox"/>	<input type="checkbox"/>
Basic Positioning during play: angle - OK	<input type="checkbox"/>	<input type="checkbox"/>
Basic Positioning during play: closeness - OK	<input type="checkbox"/>	<input type="checkbox"/>
Acceptable Law interpretation	<input type="checkbox"/>	<input type="checkbox"/>
Consistent application of Law	<input type="checkbox"/>	<input type="checkbox"/>
Sound match control	<input type="checkbox"/>	<input type="checkbox"/>
Hand/arm signals - OK	<input type="checkbox"/>	<input type="checkbox"/>
Handled player dissent - OK	<input type="checkbox"/>	<input type="checkbox"/>
Decisions clear & confident	<input type="checkbox"/>	<input type="checkbox"/>
Cooperation with AR - OK	<input type="checkbox"/>	<input type="checkbox"/>

Unit Assessment Decision

Competent

Not Yet Competent

Assessor's name _____

Signature _____

Date _____

Program Evaluation Form - Level 4 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:

Personal Development 1 - Ethics, the Law and Your ImagePoor 1 2 3 4 5 Excellent

Laws of the Game 1 - Review of Fouls and Misconduct.....Poor 1 2 3 4 5 Excellent

Foul Identification 1 - Basic Interpretations.....Poor 1 2 3 4 5 Excellent

Referee Skill Development 1 – Referee Signals and Whistling.....Poor 1 2 3 4 5 Excellent

Positioning Concepts 1 - Angled View of PlayPoor 1 2 3 4 5 Excellent

Game Management 1 - Wall Management and Penalty Kicks.....Poor 1 2 3 4 5 Excellent

Assistant Referee Development 1 – IntroductionPoor 1 2 3 4 5 Excellent

Offside 1 - Basic Interpretations.....Poor 1 2 3 4 5 Excellent

Referee Skill Development 2 - Match Records and Report Writing.....Poor 1 2 3 4 5 Excellent

Practical Officiating – two matches.....Poor 1 2 3 4 5 Excellent

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

Demonstrations.....Poor 1 2 3 4 5 Excellent

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

10. Any other comments:

