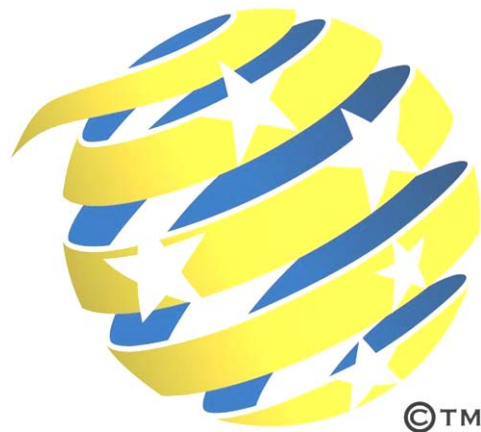


Football Federation Australia Match Official Development



**FOOTBALL
FEDERATION
AUSTRALIA**

Level 4 Referee

Workbook

Participant's Name or Course ID

May 2014

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

Part 1 - Home Study Exercise - Research

Use the unit resources provided and draw on your own experiences to respond to **at least 12** of the following questions including those marked **compulsory**.

1. You are now a referee. You hear a player racially abuse an opponent what do you think you should do?

2. Your rights - jot down some of the rights and responsibilities you think **you** have as a match official.

3. **(Compulsory)** Now jot down some of the rights and responsibilities you think the **players** have.

4. You've heard about 'sledging' in sport. What is it? Should you do something if you hear it? If so, what?

5. **(Compulsory)** You use *Facebook*, as do one billion other people - and that's significant. You've nominated your favourite team and rave about them in your entries. You're delighted when you are appointed to their next match. Your favourite team leads by the only goal throughout the match. It's a tough match and there are some close decisions including your advice to the ref that the potential equaliser shouldn't be allowed (offside). No issues then? Ah, some opposition supporters had found your *Facebook* posting and are quick to point out your clear bias, and claim that's why you flagged for offside. What potential problems might arise when match officials use social media? Make some **do** and **don't** notes.

6. Think about a recent match that you have seen. Jot down 3 things **you** liked about the referee's image, character and/or personality.

7. Think about the same match, but this time noting 3 things **you** didn't like about the referee's image, character and/or personality.

8. FIFA has encouraged the concept of fair play. Briefly say what you think fair play means. You can use practical examples to help explain what this means to you.

9. When you seek registration with FFA you are required to sign a *Code of Conduct*, and abide by the National Guidelines & Policies. Check them out and note down any questions you may have.

10. Think about the principles of *honesty, integrity, and ongoing self-improvement*. List and discuss simple definitions and examples.

11. **(Compulsory)** The FFA *Code of Conduct* states that: *A Member must not bring FFA or the game of football into Disrepute* (Section 2.1). Identify a couple of actions that a referee might take that would be considered as bringing the game into disrepute.

12. **(Compulsory)** You tune in to your local radio Football program. You hear a referee complaining about the players and home club crowd at the match she refereed yesterday. Some of her language is pretty crude, though apparently not bad enough for the station to cut her off! Do such comments offend the general ethical behaviour standards you expect of match officials? Explain how you feel about her actions.

13. ASC's Official's Code of Behaviour says that officials registered with them under NOAS (that's you when you complete this program) 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. Give a couple of examples of the dangers this clause is drawing to your attention.

14. **(Compulsory)** The above Code also says that you must put the safety and welfare of the (players) above all else. Give some practical examples of what a referee might do to ensure this requirement is met.

15. As a match official how could you contribute to the *professional conduct of matches*, as FFA's *Code of Behaviour* requires? (Hint: one of your other resources summarises match officials' ethical behaviour. You'll get ideas there!)

16. At training you chat to your best friends about the dreadful officiating you saw from another colleague recently - you name that colleague. Reflect on what you did. With hindsight say whether this is ethical behaviour or not.

17. **(Compulsory)** Last night was the party to all end all parties. You had a late night and you feel pretty bad this morning. You have a match at 11am. What do you do and why?

18. Team *Tryers* are losing 8-1 with 10 minutes to go. You feel sorry for them (quite understandable) and you overlook a couple of fouls they commit. You also award them a 'soft' penalty kick - they fail to score! So you order a retake as you think the opposing keeper just moved forward of his goal line before the PK was in play. Any problems in doing this?

19. It's a wet and miserable match day. You really can't be bothered about keeping up with play so you move fairly slowly and stay mostly around the centre. Surely there aren't any ethical problems about this, are there?

20. **(Compulsory)** Oh no! Both assistant referees are pretty useless, missing even the most obvious offside incidents, failing to flag for clear fouls right in front of them and stuffing up TI directions! After 60 minutes you've had enough. You run over to AR2 (who's just failed to flag for another TI (which you saw, of course) and tell him loudly: *You're hopeless! Even blind Freddy could have seen that was out!* A few spectators get the giggles. Well, you would do this, wouldn't you; such hopeless officials need to be told, right? Do they? Problems?

Part2 - Home Study -Managing the Environment, Creating Perceptions

Complete this worksheet for homework.

- 1. Research and summarise field and equipment specifications, player equipment requirements and other safety factors that have legal implications for referees.

- 2. What other legal responsibilities do you have as a match official?

- 3. What is your 'duty of care' whilst carrying out your role as a match official?

- 4. A player has collided heavily with a goal post, and has been knocked unconscious. Outline steps you would undertake to deal with this emergency.

5. Creating perceptions

Consider the impact of the following factors on us as match officials. Make brief notes covering positive and negative reactions. You'll have an opportunity to review responses in the next session.

- a) Dress codes, body image and other elements that impinge on your professional presentation as a match official;
- b) Perceptions that may be created by good and bad appearance standards and presentation;
- c) Speculate on the potential impact of these perceptions on your reputation as a match official.

Part 3 - Group Discussion

We will work through the homework quickly, and make frequent reference to the ASC's **Introductory Level Officiating General Principles (OGPs)**. These are explicit and essential components of a match official's preparation and should be treated with seriousness and care. As we discuss the various issues make additional notes about:

Rights and Responsibilities of Match Officials

Associated Responsibilities

FFA Code of Conduct and implications for you

Ongoing self-improvement

A player has collided with a goalpost and is knocked unconscious ... what do you do?

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

Fouls

This unit revises, develops and consolidates the introduction to the Laws you undertook in the Laws of the Game program - either online or in a classroom environment.

You will research the answers using your copy of FFA's *Laws of the Game* publication.

Fouls - Direct Free Kick

1. What conditions must be met for an offence to be considered a foul?

2. What seven fouls result in a direct free kick where a referee must consider whether the action is done carelessly, recklessly or with excessive force?

3. What other three fouls can result in a direct free kick?

Other notes regarding direct free kicks:

Fouls - Indirect Free Kick

1. Offences committed by a goalkeeper in their own penalty area?

2. What other fouls can result in an indirect free kick?

3. What is the restart of play for an indirect free kick?

Unit 3 - Foul Identification 1 - Basic Interpretations

Assessment Criteria

- Completion of the above workbook exercises
- Further assessment of these competencies will be undertaken during your matches

Fouls

Careless, Reckless, Using Excessive Force

1. What does *careless*, *reckless* and *using excessive force* mean?

Charging an Opponent

2. What does *charging* mean?

Other notes regarding charging an opponent:

Holding an Opponent

3. What does *holding* an opponent mean?

Other notes regarding holding an opponent:

Handling the Ball

4. What is handling the ball?

What does the referee have to take into consideration?

Disciplinary sanctions?

Offences by Goalkeepers

Offences against Goalkeepers

Playing in a Dangerous Manner

Impeding the Progress of an Opponent

Video Incidents

Your presenter will now take you through some video incidents. Two ticks (✓) are required for each video.

Free Kick place a ✓ in **one** of the following
None = No Foul **IDK** = Indirect Free Kick **DFK** = Direct Free Kick **Pen** = Penalty

Sanction place a ✓ in **one** of the following
None = No Sanction **YC** = Yellow Card/Caution **RC** = Red Card/Send Off

If you make a mistake put a line through the tick - ✗ - and tick another response.

| Video | Free Kick | | | | Sanction | | |
|-------|-----------|-----|-----|-----|----------|----|----|
| | None | IDK | DFK | Pen | None | YC | RC |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |

| Video | Free Kick | | | | Sanction | | |
|-------|-----------|-----|-----|-----|----------|----|----|
| | None | IDK | DFK | Pen | None | YC | RC |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |

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

Assessment Criteria

- Presenters/facilitators have a checklist to tick off the competencies you display;
- These competencies are checked again during your practical officiating;
- The assessment checklist includes:

General Items

- Achieves clarity
- Volume variations - soft to loud
- Length variations - long and clear
- Achieves acceptable quality
- Length variations - short and clear

Specific Applications

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

Referee Signals

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

Identify the following referee signals



6. Law infringement or minor foul = clear, short whistle

7. Serious foul = strong, longer whistling, high intensity, etc

8. Very serious foul, players scuffling, etc = persistent whistling, highest intensity, closeness

9. Getting rapid attention = multiple blasts, strong and insistent whistling

10. Restarts after breaks

Unit 5 - Positioning Concepts 1 - Angled View of Play

Assessment

- Presenters will check off each competence as it is observed.
- Assessments of these competencies will also be undertaken when you referee.

Angled View of Play

Positioning with Ball in Play

Play between the referee and the lead assistant referee

Outside of play - looking into pitch

Close enough without interfering

Ball out of play restart positions - basic

Positioning with Ball out of Play

Kick-off position

Goal kick positions

Corner kick positions

Penalty kick restart positions

Indirect free kick (off side) restart positions

Throw-in restart positions

3. It is likely that you'll be shown selected match clips and a summary of Law 11. If so, record below any **additional features of this Law** not noted above as you watch the clips.

4. Your presenter may stop each clip before the correct decision and reasons are given. There is space below for up to seven clips; record your decision and the key reasons for your decision below. How did you go?

Notes

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

Assessment Criteria

The incident report is assessable. It should contain the recommended elements discussed during this unit. Your matches will provide further evidence of your ability to keep full and accurate match records. There may also be incidents that will provide further evidence of your ability to create appropriate disciplinary reports.

Record Keeping

Firstly you will identify and list the details you need to record during a game. They are:

Incident Reports

One unwelcome task is writing disciplinary reports about a player or an official who has behaved inappropriately. For example: has been sent off by you for serious foul play or violent conduct; or an official has misbehaved. As Football organisations have different requirements your presenter will deal with the most common expectations.

Remember to check the organisation's needs before you referee their matches. The information that should be included in a report will be identified. You will also be alerted to the availability of *proforma* reports used by some referee groups and Associations. You will then write a mock report for an incident shown to you by your presenter - see below. The completion of your report might become a homework exercise.

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

Unit 10 - Practical Officiating 1 - Assistant Referee

Assessment Criteria

Completion of an *Assistant Referee Checklist*.

A Match as Assistant Referee

You are ready officially to don your uniform! Your referee group will appoint you as an assistant referee, preferably a match at junior or youth level. They have been asked to ensure that the appointment is likely to be within your ability, is appropriate for your age and is unlikely to place you or the match at risk.

A qualified observer will watch you and mark off on the program's *Assistant Referee Checklist* the competencies you exhibit during the match. As they are basic in nature you may be able to complete this unit during your first match; or may need further appointments.

Written feedback should also be provided to you indicating which competencies have and have not been observed. Once all competencies have been demonstrated and observed the unit is considered complete. Further appointments should be provided until you have displayed all unit competencies.

If your competencies are seriously lacking it may be necessary to delay your program until further training has been undertaken and you appear to possess the necessary competencies. Your enrolment in the program may be deferred or cancelled if such action is justified by the appropriate program officers.

Unit 11 - Practical Officiating 2 - Referee

Assessment Criteria

Completion of a *Referee Check List*.

A Match as a Referee

Your referee group should now appoint you as a referee in a match, preferably at junior or youth level. They have been asked to ensure that the appointment is likely to be within your ability, is appropriate for your age and is unlikely to place you or the match at risk.

A qualified observer will watch you and mark off on the program's *Referee Checklist* the competencies you exhibit during the match. As they are basic in nature you may be able to complete this unit during your first match; or may need further appointments.

Written feedback should also be provided to you indicating which competencies have and have not been observed. Once all competencies have been demonstrated and observed the unit is considered complete. Further appointments should be provided until you have displayed all unit competencies.

If your competencies are seriously lacking it may be necessary to delay your program until further training has been undertaken and you appear to possess the necessary competencies. Your enrolment in the program may be deferred or cancelled if such action is justified by the appropriate program officers.

When you have submitted all required unit exercises and met the competencies your FFA Referee Level 4 program is complete.

You should register with FFA and an affiliated Member Federation.

Once approved your FFA Referee Level 4 certificate will be issued by the organisation who conducted this program.

You can then begin your career as a referee and think about starting your FFA Referee Level 3 program. Congratulations!

Program References and Resources

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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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