



AUSTRALIAN OFFICIATING DEVELOPMENT PROGRAMS

**REFEREE  
TRAINING PROGRAMS**

**Level 4 Junior  
Referee**

**Workbook + Resources**

**NAME** .....



**FOOTBALL  
FEDERATION  
AUSTRALIA**



**ZURICH**®

**REFEREE EDUCATION PARTNER**

**January 2011 v2**

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**Power tends to corrupt  
and absolute power corrupts absolutely...  
There is no worse heresy than the fact that the office  
sanctifies the holder of it.**

**SIR JOHN DALBERG-ACTON [Lord Acton]  
[1834 - 1902]**



## **ACKNOWLEDGEMENTS AND COPYRIGHT**

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### **ACKNOWLEDGEMENTS**

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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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## **SECTION 1**

# **INTRODUCTION**

### **WELCOME TO REFEREEING!**

Congratulations on completing FFA's *Referee Level 4 Part 1* program. Now you have registered as an FFA Match Official\* and joined your local association, recognised referees' group or Member Federation you can undertake the pre-officiating units of FFA's *Referee Level 4 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 study further theoretical subjects. Working through these units and the accompanying resource materials will reinforce the foundations you've already begun to lay. The end result should be the beginning of an exciting career in Football.

You will need to refer back to your Part 1 *Workbook and Resources* manual, so have it handy. You will also find it useful to re-read the preliminary comments in that manual as much of the introductory material also applies to Part 2.

The program may be offered at any time suitable to the referee group. Many groups offer the preofficiating units preseason, with the practical assessments to follow very early in the main season. There is no time limit on this program though regular reviews of each participant's progress should occur.

#### **\* IMPORTANT NOTE**

**Only FFA members who have registered using the NRR10 form may undertake this [and higher] FFA Referee Training Programs. If you have not yet applied for or been granted Registration please consult the Secretary of your referee group or your appropriate Football officer for guidance on how to register.**

### **UPDATING PROCEDURES**

Once you complete the full program, and receive your full FFA Referee Level 4 Certificate [Part 1 + Part 2], you'll be able to continue your development, including re-accreditation activities. Your certificate is valid for up to 4 years. There are three ways to retain recognition as a referee before your accreditation expires, *viz*: complete:

- another Referee Level 4 program; **or**
- the Referee Level 3 program; **or**
- 24 hours of logged and approved activities of which up to 18 hours shall be officiating and at least 6 hours shall be from the FFA list of other activities. State Referee Coaches, Referee Standing Committees and other officers have details of acceptable activities.

See the *updating* resource at the end of this manual for more details.

## **PROGRAM CONTENTS - SUMMARY**

The program's competencies are shown in your Part 1 manual.

Part 2 has a concentrated pre-officiating program of about 5-6 hours [units 9 to 16], two practicals [units 17 and 18], and the consolidation and review unit [19]. Units 1-16 provide the essential competencies you must possess before you officiate in any match. They are formal prerequisites for units 17, 18 and 19.

The Part 2 program structure is:

- Unit 9 Introduction; Ethics; the Law; Your Image**
- Unit 10 Offside 1 - Basic Interpretations**
- Unit 11 Referee Skill Development 1 - Whistling**
- Unit 12 Foul Identification 1 - Basic Interpretations**
- Unit 13 Assistant Referee Development 1**
- Unit 14 Positioning Concepts 1 - ABC**
- Unit 15 Player Management 1**
- Unit 16 Match Records and Report Writing**
- Unit 17 Practical Officiating 1 - Assistant Referee [at least one match]**
- Unit 18 Practical Officiating 2 - Referee [at least one match]**
- Unit 19 Consolidation and Program Evaluation**



### **40+ YEARS AGO...**

#### **“International Board Decision #2**

**The Law does not insist that football boots must be worn, but the Board is of the opinion that, in competition matches, Referees should not allow one or a few players to play without wearing football boots, when all the other players do wear them.”**

*[From: The Football Association: Referees' Chart and Players' Guide to the Laws of the Game 1967-68. Revised Edition. London, August 1967, p.11]*



**SECTION 2**  
**PROGRAM UNITS**

**UNIT 9**

**INTRODUCTION; ETHICS; THE LAW; YOUR IMAGE**

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**AIM** To review and enhance participants’ understanding of their professional responsibilities as match officials.

**LEARNING OUTCOMES**

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

- describe the requirements and implications of FFA’s *Code of Conduct*;
- state the legal responsibilities of a match official;
- identify the authority, powers and duties of the referees as implied by Laws 1 - 6.
- identify the components that make up the concepts of integrity and ethical conduct;
- explain the implications of these concepts for your role as a match official.

The practical application of these competencies is assessed in Units 17 and 18.

**CONTENT**

1. Introduction to program administration, requirements and structures.
2. 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.

[**Note:** you will need a set of AR flags for use in this program.]

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3. **FFA’s Code of Conduct** was introduced to you during the first part of this program. There is a summary in your Part 1 manual. As a member of an affiliated referee group it is expected that you will have signed this [or a similar] undertaking. You will briefly re-examine the Code and discuss its practical implications for referees.

4. **Legal Responsibilities of a Match Official** form a key part of the NOAS *Officiating General Principles* component - *Managing the Environment*. The Australian Sports Commission's *OGP* document [reprinted in the resource section of this manual] is a key unit resource. We draw together elements already considered during Part 1 and expand on them, with reference to your...*legal and ethical responsibilities...risk management...identifying hazards...strategies to minimise the risk of harm* [and]...*dealing with an emergency*... This should create a clearer picture of your responsibilities.

Laws containing legal consequences and requirements include:

- Law 1: safe playing field; flagposts - specifications; goal posts secure
- Law 2: safety check of match balls
- Law 4: safety of players' equipment including jewellery requirements
- Law 5: authority, powers and duties of the referee including player protection, application of the Laws, injuries to players and the 'blood rule', suspension or termination of matches; disciplinary actions
- Law 6: duties of the assistant referees

Now complete the following worksheet. [You might be asked to do most of this for homework and bring it back to the next session].

**Worksheet: MANAGING THE ENVIRONMENT**

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

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

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

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

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5. **Rights and responsibilities of match officials** will be discussed with reference to the ASC materials and the sample *Match Officials Code of Ethics* - see the resources section of your Part 1 manual. Can you identify practical examples of the rights match officials might reasonably expect and the responsibilities others expect them to display?

Discuss why it is essential that match officials **display integrity**. What is integrity in our context?

6. Finally, the vital issue of **creating perceptions** and the impact of these on us as match officials will be considered. Your presenter may help you:

- a. discuss dress codes, body image and other elements that impinge on your professional presentation as a match official;
- b. examine 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.

**ASSESSMENT CRITERIA**

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

## UNIT 10

# OFFSIDE 1 - BASIC INTERPRETATIONS

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**AIM** 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.

### CONTENT

This session revises the Part 1 materials and uses match segments to expand and consolidate your skills.

1. We will revisit and consolidate the main elements of Law 11. We'll also examine FIFA's interpretations - see current Law book. Use the space below to make notes as your presenter works through this section with you. Here are the **key elements**.
  - a. It is not an offence in itself to be in an offside position
  - b. When a player is in an offside position
  - c. Three occasions when a player may be penalised for being in an offside position
  - d. Current FIFA interpretations and advice
  - e. Sanction [punishment] for offside
  - f. Assistant ref's position and signal for offside [this will be practised in unit 13]
  - g. Type of restart
  - h. Referee's signal for restarting the match from an offside

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2. 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.

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3. 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?

- a. ....
- b. ....
- c. ....
- d. ....
- e. ....
- f. ....
- g. ....

4. The group will now check and review the key parts of this Law; add any further notes.

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**ASSESSMENT**

- Satisfactory completion of the above workbook exercises.
- During your matches you are required to demonstrate that you are able to apply a basic and correct level of interpretation of the offside Law.

## UNIT 11

# REFEREE SKILL DEVELOPMENT 1 - WHISTLING

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### AIMS

- 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:

- 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.

### CONTENT

Your presenters have been asked to demonstrate and drill basic whistling techniques listed below. The emphasis should be on: variation in length, volume and intensity; the position of the referee; when to use and not use your whistle.

#### THE WHISTLE AS YOUR PRIMARY COMMUNICATION TOOL

1. When and when not to use the whistle
2. Holding and carrying the whistle
3. Ball out of play: minimal use unless unclear that ball has gone out of play; danger of overuse and devaluing of whistle's impact
4. Wait = short, firm whistle [for subs, etc.]
5. Law infringement or minor foul = clear, short whistle
6. Serious foul = strong, longer whistling, high intensity, etc
7. V. serious foul, players scuffling, etc = persistent whistling, highest intensity, closeness
8. Getting rapid attention = multiple blasts, strong and insistent whistling
9. Restarts after breaks

Make notes soon [before you forget!] to remind you of the techniques you have developed.

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## UNIT 12

# FOUL IDENTIFICATION 1 - BASIC

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**AIM** 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:

- identify and distinguish between fouls punished by a DFK or an IFK;
- recognise players acting recklessly, carelessly or using excessive force;
- state FIFA's *Seven Steps to Foul Identification*;
- interpret and apply Law 12 to make basic level decisions about incidents in pre-recorded match segments.

### CONTENT

1. This unit revises, develops and consolidates the earlier introduction to these Laws. Your presenter will introduce this unit.
2. Research, record below and discuss FIFA's ***Seven Steps to Foul Identification***.

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3. Your presenter has been asked to play some match incidents. Watch each incident, decide on the appropriate sanction, if any, and record your decision below with a brief explanation. Remember to focus on:
  - use of *careless, reckless or excessive force* by a player on an opponent
  - when a DFK is awarded
  - when an IFK is awarded

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## UNIT 13

# ASSISTANT REFEREE DEVELOPMENT 1

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**AIM** 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.

### CONTENT

1. You will be taught basic assistant referee signals, movements and participation; and will practise each element. Study the *Guidance for Assistant Referees* article in FFA's *Laws of the Game* book and see the resource in this manual.
  - Body language: erect and confident
  - Position on and square to line
  - Assistant referee and the 2<sup>nd</sup> last opponent
  - Flag carrying: flag always facing referee
  - Switching flag hand to hand when turning to sprint along line
  - Side stepping
  - Basic flag signals for *ball out*; followed by correct flag for *TI*, *GK* or *CK*
  - Positions for restart: *GK*; *CK*; *TI*, etc
  - *Offside* signal; position of ball for restart
  - *Talk to me* signal
  - *Substitution ready* signal
  - General cooperation with the referee and other assistant referee
  - Any other elements

### ASSESSMENT

Your presenters will check off the signalling and movement competencies you display. Further assessment will be undertaken when you officiate as an assistant referee.

### NOTES

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## UNIT 14

# POSITIONING CONCEPTS 1 - *ABC*

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**AIM** To analyse and practise the *ABC* movement techniques.

### LEARNING OUTCOMES

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

- describe the key elements of the *ABC* movement and positioning concept;
- implement this concept in a training setting.

### CONTENT

In this practical session you will be taught the basic movements associated with the *ABC* concept. Details are provided in this manual's resources section. These techniques will then be practised and refined; and consolidated when you officiate. Summarise the elements:

#### A = Angle

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#### B = Ball

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#### C = Close

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### ASSESSMENT

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

## UNIT 15

# PLAYER MANAGEMENT 1

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**AIM** To provide practical applications of the wall management and penalty kick techniques.

### LEARNING OUTCOMES

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

- the recommended steps in the penalty kick sequence;
- the recommended steps in the free kick wall management sequence.

### CONTENT

#### 1. 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.

- Observe the incident
- Decide whether to stop the match or play on. If you decide to stop the match...
- Whistle!
- Point to the spot
- If a caution or expulsion is required do this now
- Run to the junction of the goal line and the goal area line on the left hand side of the goals whilst checking over your shoulder to see if there is any trouble
- Turn and face the players
- Use your hand as a stop sign to prevent players coming over to argue. Caution if necessary
- Walk to the penalty mark
- Ask: "Who is taking the kick?"
- Have that player place the ball. If you are not happy with the ball placement get the player to move it - DO NOT TOUCH the ball yourself
- Tell the goalkeeper to stand on the goal line between the goal posts
- Ensure all the other players, other than the goalkeeper and the player taking the kick, are outside the penalty area and behind the ball
- Tell them: *No one comes in until the kick is taken. No one! No one comes in!* as you back up to the left hand corner of the goal area
- Check that the goalkeeper is standing on the goal line
- Face up the field at 45 degrees
- Blow the whistle
- Watch for encroachment - you can see the kicker out of the corner of your eye
- As the player taking the kick places a foot next to the ball pivot about 135 degrees [that's 1½ right angles]. If the goalkeeper hasn't moved forward by this stage any subsequent movement will be irrelevant
- If the ball doesn't come immediately the kicker may have baulked

## 2. FORMAL FREE KICK WALL MANAGEMENT

Formal free kicks require the management of both defending and attacking players. A recommended routine is presented in the article **Wall Management**, included in FFA's recent editions of *The Laws of the Game*. We'll go through the main steps.

- Quick free kicks - when and when not to allow this
- When to use a 'ceremonial free kick'
- 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
- Stop at the nearest defender
- Establish 9.15m whilst still keeping an eye on the ball
- Use voice and presence to take player back with you into the wall
- When wall 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 whistle
- As ball is played move through to judge offside

### ASSESSMENT CRITERIA

No assessment during the unit. Your competencies will be assessed when you referee.

### NOTES

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## UNIT 16

# MATCH RECORDS AND REPORT WRITING

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### 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.

### CONTENT

1. We go back to the classroom to view prerecorded match segments. Firstly you will identify and list the details you need to record during a game. They are:

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2. 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 associations have different requirements your presenter will deal with the most common expectations.

Please remember to check each association'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.



## UNIT 17

# PRACTICAL OFFICIATING 1 - ASSISTANT REFEREE

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**PREREQUISITES** Units 1 - 16

**AIM** To officiate as an assistant referee.

### LEARNING OUTCOMES

At the completion of this unit you will have demonstrated your ability to perform the basic role of an assistant referee in a competitive environment.

### CONTENT

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've been asked to ensure that the appointment is likely to be within your ability and is appropriate for your age.

A qualified observer will watch you and mark off on an assistant referee checklist the competencies you exhibit during the game. As they are basic in nature you may be able to complete this unit during your first game; or you 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 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.

### ASSESSMENT CRITERIA

Completion of *Assistant Referee Checklist*

## UNIT 18

# PRACTICAL OFFICIATING 2 - REFEREE

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**PREREQUISITES** Units 1 - 16

**AIM** To officiate as a referee.

### LEARNING OUTCOMES

At the completion of this unit you will have demonstrated your ability to perform the basic roles of a referee in a competitive environment.

### CONTENT

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

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 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.

### ASSESSMENT

Completion of *Referee Check List*

## UNIT 19

# CONSOLIDATION AND PROGRAM EVALUATION

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**PREREQUISITES** Units 1 - 18

**AIMS** To review, consolidate and evaluate the program.

### LEARNING OUTCOMES

On completion of this unit you will:

- have revisited aspects of the Laws and officiating;
- be able to describe the *Procedures to Determine the Winner of a Match*
- have completed a program evaluation.

### CONTENTS

#### 1. QUESTIONS AND ANSWERS

We'll participate in a free flowing, participant-directed session covering anything you and your colleagues want to discuss. Having undertaken real [!] officiating it's likely you'll have tales to share and concerns to discuss. These will help consolidate your program.

#### 2. PROCEDURES TO DETERMINE THE WINNER OF A MATCH

There are three FIFA methods to get a result in a drawn match [or home-and-away tie] if this is a requirement of the competition. 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. As away goals count double referees apply the calculation to decide if further play is needed after the second leg.
- **Extra Time** - standard procedure is 2 equal periods not exceeding 15 minutes; other methods set by a controlling association may not be FIFA approved.
- **Kicks from the Penalty Mark** - brief check of the steps.

#### 3. PROGRAM EVALUATION

You are asked to complete a program evaluation - thank you.

### ASSESSMENT CRITERIA

Nil

### CONGRATULATIONS!

When you have submitted all required unit exercises and met the specified competencies you have completed FFA's Referee Level 4 program.

You will need to provide your details to FFA and your Member Federation. Once they have been submitted your FFA Referee Level 4 certificate and FFA accreditation card will be prepared. You can then be invited to start your Referee Level 3 program.

**SECTION 3**  
**RESOURCE MATERIALS**

**UNIT 9 RESOURCES: ETHICS; THE LAW; YOUR IMAGE**  
**ASC RESPONSE GUIDE - OFFICIATING GENERAL PRINCIPLES**  
**ISSUES**

---

New officials are required to study the OGP topics. This 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.

**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

## **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

## **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'

## **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

**UNIT 9 RESOURCES: ETHICS; THE LAW; YOUR IMAGE**

**IMAGE ISN'T EVERYTHING - IT'S THE ONLY THING!**

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You may have heard people say: *Do not judge a book by its cover*. 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 a professional and appropriate manner they will gain a BAD impression of you [their **perceptions**] and they will be less likely to accept your decisions.

Therefore you MUST:

- look confident and in charge: look it, feel it, be it!
- be dressed like a referee when you arrive at the ground. Be neat, tidy and well groomed;
- speak like a referee: be polite, firm and clear. This is sometimes called being assertive. 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 and polished; socks pulled up and secure; uniform clean, pressed and in good repair; hair combed, etc;
- blow your whistle with authority and confidence; little tweets tell the players that you are either nervous or lacking confidence in the decisions you are imposing;
- give clear and strong signals, using confident body language;
- speak confidently to players, but don't hold 'meetings': you are in charge - say clearly what you want.

***Confidence breeds respect  
Hesitancy creates doubt***

[BT: 6/2008]

**UNIT 9 RESOURCES: ETHICS; THE LAW; YOUR IMAGE**  
**BE A *COMPLETE* REFEREE**

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**It's not just about applying the Laws!**

Are you serious about being the best referee you can possibly be? If so there are many basic elements to develop, including the following:

**YOUR PREPARATION**

- PHYSICAL PREPARATION:** Pre-season build up  
Long term goals  
Tomorrow's match: ▶ Fuel up  
▶ Hydration and rehydration  
Recovery techniques
- MENTAL PREPARATION:** Stress control  
Review of previous match  
Planning improvements

**APPLICATION**

- INTERPERSONAL SKILLS:** Communicate with: ▶ Players  
▶ Officials  
▶ Colleagues  
Using oral and body language
- MATCH SKILLS - 3 KEY AREAS:**  
Control of match  
Decision making: ▶ Law application  
▶ Law interpretation  
Communicating [see above]

**REVIEW AND PLANNING**

**SELF ASSESSMENT - THE CYCLE OF:**

- R**eview & evaluation  
**I**dentify what to improve  
**P**lanning improvement  
**A**ction

[BT: 11/2008]

**UNIT 11 RESOURCES: WHISTLING**  
**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.

<b>GENERAL ITEMS</b>	<b>1<sup>st</sup> Check</b>	<b>2<sup>nd</sup> Check</b>
♦ 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"/>
♦	<input type="checkbox"/>	<input type="checkbox"/>

**COMMENTS**

**COMPETENT**

**NOT YET COMPETENT**

**SIGNATURE** .....

## UNIT 11 RESOURCES: WHISTLING

# FIFA GUIDELINES: WHISTLE USE

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FIFA's Law Book has an extended section covering additional interpretations and guidelines for match officials. The following is FIFA's listing of when the whistle *is* and *is not* needed. It is assumed that referees will use common sense and use this listing as a guideline rather than a fixed set of directives.



### The whistle *is needed* to:

- Start play: 1<sup>st</sup> half; 2<sup>nd</sup> half; additional periods; after a goal
- Stop play:
  - ❖ For a free kick or penalty kick
  - ❖ When the match is suspended or terminated
  - ❖ When a period of play ends due to the expiration of time
- Restart play at:
  - ❖ Free kicks when the wall is ordered back the appropriate distance
  - ❖ Penalty kicks
- Restart play after it has been stopped due to:
  - ❖ The issue of a yellow or red card for misconduct
  - ❖ Injury
  - ❖ Substitution

### The whistle *is not needed* to:

- stop play for a goal kick, corner kick or throw-in
- stop play for a goal
- restart play from a free kick, goal kick, corner kick, throw-in

A whistle which is used too frequently or unnecessarily will have less impact when it *is* needed. When a discretionary whistle is needed to start play the referee should clearly announce to the players that the restart may not occur until after that signal.

[Adapted from FIFA: *Laws of the Game*, various editions]

**RESOURCES FOR UNIT 12: FOUL IDENTIFICATION**  
**FIFA'S 7 STEPS FOR FOUL RECOGNITION**

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In June 2002 FIFA devised a 6 points scheme to assist referees to:

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

More recently FIFA's coaching materials have identified a seventh factor. 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 new factor - 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 being proactive in our control.

FIFA has also clarified that factor #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.

**[Note: FIFA issues interpretations and guidelines from time to time. New interpretations may impact on the above.]**

[BT: 12/09 revision]

**RESOURCES FOR UNIT 13: AR DEVELOPMENT 1**  
**AR SIGNALS AND POSITIONING - SUMMARY**

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The best teaching process is to have each skill demonstrated, and then undertake 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. Check the Law book for photographs.

**THE KEY ISSUES**

**MOVEMENT**

- Sideways, side stepping; flag in left hand
- Turn to sprint - keep shoulder to the field when running
- Always in line with 2<sup>nd</sup> 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 AR is moving along touch line

**SIGNALS - IN GENERAL**

- Look for referee first: check ref's position, get eye contact;
- One-part signals preferred

**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: right hand = attacker's FK; left hand = defender's FK
- Penalty: discuss and confirm with referee prematch
- Time: see Law book photo
- *Talk to me*: see Law book photo
- Substitution: see Law book photo

[BT: 01/2010 revision]

**RESOURCES FOR UNIT 14: POSITIONING CONCEPTS 1 - ABC**  
**POSITIONING CONCEPTS: KEYS TO SUCCESSFUL REFEREEING**

**Positioning concepts are *tools, not rules!***

Positioning is not static. It is determined by the ebb and flow of the match. Therefore, there is no such thing as a single position that is perfect every time. It varies as the match changes. The chosen position can be evaluated in terms of whether it assisted the referee to get the decision correct.

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:

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

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Good positioning can be recognised from the implementation of its three components: **Angle, Ball, and Close**. This is the ***ABC of Positioning***.

This simple tool is ideal in helping referees understand the dynamics of good positioning. As they master each component they add the next component [like adding another *Lego* block], each time adding to the knowledge and skills they need to acquire the techniques of good positioning. The positioning sequence is:

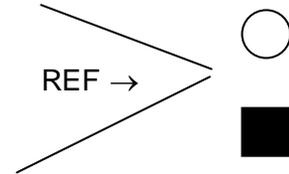
1. **ABC**
2. **ABC + diagonal**
3. **ABC + diagonal + WWG**
4. **ABC + diagonal + WWG + targets**
5. **ABC + diagonal + WWG + targets + *X Factor***

## ELEMENT 1: ABC

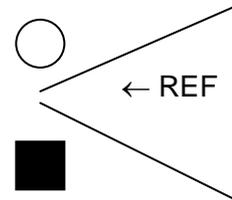
### ANGLE

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.



### RELATIONSHIP TO THE BALL

The second 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.

### 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'.

**Gary Power**

[Edited by Alan Kibbler July 2008]

**RESOURCES FOR UNITS 16, 17, 18: MATCH RECORDS AND REPORT WRITING**

**PRE-MATCH CHECKLIST FOR MATCH OFFICIALS**

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

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 identified and fixed well before you will need them. 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**

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

**UNIFORM AND FOOTWEAR**

- Boots (suitable for expected ground conditions) in plastic bag
- Inner soles (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
- Officially approved hat - for scorching weather and AR facing the sun

**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
- Coin
- Ball gauge for pressure, weight and circumference
- Ball valve (some colleagues also carry a pump)

### EVERYTHING ELSE

- Sunscreen with a high protection factor
- Band-aids, plasters, strapping, support bandages
- *Vaseline* to reduce chaffing
- Glucose/salt/essential elements tablets
- Water - essential - on a hot day you could sweat 2 litres per hour!
- High energy snacks [e.g. jelly snakes for half time and end of match]
- Rubbing cream: e.g. *Metsal*, *Goanna Oil*, *Dencorub*, etc
- Headache tablets
- Scissors or knife - tried to undo wet knotted laces?
- Elastic bandages, strapping
- Towel and soap
- Insect repellent
- Comb, small mirror [size depends on ego?]
- Handkerchief, tissues
- Eye drops, contact lens solution
- Track suit
- Mobile phone, coins, phone card for emergencies; and for phoning in the scores after the match if required 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: 11/09 revision]

**RESOURCES FOR UNITS 16, 17, 18: MATCH RECORDS AND REPORT WRITING**

**THE REFEREE'S NOTEBOOK**

---

The referee is required to keep a record of the match, as should the assistant referees. Most officials carry a small folder in their back pocket which contains sheets on which 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 record sheet.

It is recommended that you record at least the following:

- **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?**
- **Required 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 - number of players on and off; and times**
- **Shirt numbers of players to 'keep an eye on' - e.g. frequent offenders?**
- **Details of other incidents**
- **Players taking kicks [and whether each kick results in a goal, or not] if the match goes to *Kicks from the Penalty Mark*.**

At half time and full time check key details with your assistants, just to ensure you all have the same picture of the match.

You may choose to record other details. It's up to you.

[BT: 12/2009 revision]

**RESOURCES FOR UNIT 16, 17, 18: MATCH RECORDS AND REPORT WRITING**

**SAMPLE SEND OFF REPORT**

---

I was the referee at the match ..... v .....

Grade/Division .....

Played at ..... Date ..... KO .....

Name of Player ..... Number ..... Club .....

Send Off Code .....; details of the incident .....

.....

Time of incident .....

Location of incident .....

Who was involved? .....

.....

What caused the incident to happen?

.....

.....

What Happened? What was said? (Use exact words)

.....

.....

.....

Did anything happen after dismissal?

.....

.....

Do you recommend more than the automatic suspension?

.....

.....

Referee ..... Date .....

[Based on format used by Rockhampton Referees' Association, Queensland]

**RESOURCES FOR UNIT 16, 17, 18: MATCH RECORDS AND REPORT WRITING**

**SAMPLE REPORT FORM**

MATCH ..... vs .....

GROUND ..... DATE ..... AGE GROUP .....

**SUMMARY** [Tick box A or B]

- A.  **Player sent off:**       Serious foul play                       Violent conduct  
    [Tick one option]             Spitting                                       Second caution  
    Denying obvious goal scoring opportunity [hand ball]  
    Denying obvious goal scoring opportunity [other penal offence]  
    Offensive or insulting or abusive language and/or gesture

**Player's name, Club and shirt number:**

.....

B.  **Report on behaviour of person other than a player - Name, Club, role [if known]:**

.....

**REPORT DETAILS** [Mention time, place of incident, what was said by whom, any other facts]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**NAME & SIGNATURE** ..... **DATE** .....

[Based on format provided by Elizabeth and Districts Referees Association, SA]

**RESOURCES FOR UNIT 16, 17, 18: MATCH RECORDS AND REPORT WRITING**

**A GUIDE TO WRITING SEND OFF REPORTS**

---

One of the more unpleasant tasks the referee has to do is fill out the necessary reports after sending a player from the field of play. The purpose of this article is to assist referees in completing that task by offering some helpful hints. If the job is not done properly the referee is letting himself down as well as his colleagues and the code.

The only way to do it well is to think and practice, but that doesn't mean that you have to send players off to get that practice. It can be easily done by watching recorded incidents at coaching sessions.

**PURPOSE OF A SEND OFF REPORT**

To tell a complete and accurate story about an incident to a group of people who weren't present i.e. a Judiciary Committee [or Disciplinary Committee, or whatever your association calls the group]

**ELEMENTS OF A SEND OFF INCIDENT FROM THE REFEREE'S PERSPECTIVE**

To understand a send off situation better let's reduce it to its different phases. Before sitting down to write a send off report the referee **MUST** have the following details:

- Saw an incident – what happened and noted the players involved
- Where was the incident on the field
- What was the minute of the match when it happened
- Stopped the match
- Position of referee in relation to the incident and did referee have a clear view
- Applied the sanction i.e. shown the player(s) the red card and made notes
- How the match was re-started
- Write the report after the match

**DO AND DO NOT - ESSENTIAL FEATURES OF A SEND OFF REPORT**

**1. When should the referee write reports?**

If a match has been particularly tense the circumstances might not be right to complete the report at the venue. In any case it is suggested that the referee goes somewhere where the ref can relax and give it 100% concentration.

**2. Usually the send off report form is a pre-printed form and the match details go in the boxes and/or spaces on the top of it which are the same as on the official team sheet.**

The boxes and spaces on a send off report form are put there for a purpose, e.g. the players' names, numbers and the dates. Failing to fill them in technically makes the report illegal. Email makes lodging these reports an easy process.

**3. Draft the report before writing the official copy.**

4. Get the charge correct - refer to the law book if unsure.

- Serious Foul Play
- Violent Conduct
- Spits at an opponent or any other person
- Denies the opposing team a goal or an obvious goal scoring opportunity by deliberately handling the ball (except the goalkeeper in his own penalty area)
- Denies an obvious goal scoring opportunity to an opponent moving towards the player's goal by an offence punishable by a free kick or a penalty kick.
- Using offensive, insulting or abusive language and/or gestures.
- Receives a second caution in the same match.

**POINTS TO NOTE BEFORE GOING ANY FURTHER**

1. There are differences between **Serious Foul Play** and **Violent Conduct**:

- Foul play must be one of the ten penal offences.
  - *A player is guilty of serious foul play if he uses excessive force or brutality against an opponent when challenging for the ball when it is in play. A tackle that endangers the safety of an opponent must be sanctioned as serious foul play. [FIFA Laws of the Game 2009-10, p 118]*
  - *A player is guilty of violent conduct if he uses excessive force or brutality against an opponent when not challenging for the ball. He is also guilty of violent conduct if he uses excessive force or brutality against a team-mate, spectator, match official or any other person.*
  - *Violent conduct may occur either on the field of play or outside its boundaries, whether the ball is in play or not. [ibid p 119]*
  - Just because a player has been shown the yellow card earlier doesn't mean serious foul play becomes persistent misconduct after receiving a caution - that is taking the soft option.
2. Get time of offence correct as per the report sheet, eg. 5th minute of the second half is 50th minute of match.
3. Relay incident correctly and in logical sequence i.e. tell the story.

**SUGGESTED CHECK LIST FOR SEND OFF STORY TELLING**

- What did I see?
  - What players were involved?
  - Where was it on the pitch?
  - Who had the ball?
  - What happened?
  - Where was I and did I have a clear view?
  - What did I do?
  - How did I restart the match?
  - Does the offence warrant more than one week?
4. Use plain simple language - avoid flowery language or sarcasm.
5. Just relay the facts; avoid giving opinions.
6. If more than one player is involved in the incident name both of them in your report.

7. Foul language used must be noted in the report - if the referee feels they might offend someone in the association's office then put the words used in a sealed envelope and refer it to the Judiciary Chairman dealing with that report.
8. If someone is sent off after earlier being cautioned, then the caution report sheet must still be completed. For all offences, other than for a second caution, your report must be sent to the Judiciary for a decision. Otherwise the referee becomes the arresting officer, judge, jury and executioner. It also helps the consistency as some referees do it and some don't.
9. How many copies do I have to do? - Minimum 3
10. Who can help if I get into trouble? Regional Coach, Mentor, other senior referees. Do not be afraid to ask!!!
11. What do I do with reports?
  - Original to the Football controlling authority
  - One copy to your referee group's secretary
  - Retain one copy for yourself

**[NB: Check local requirements - some advice may not apply to your competition]**

**Barry Such: 6/2006**

[BT: 12/09 revision]



## **MORE FROM 40 YEARS AGO...**

### **Advice to Referees**

Examine the goal-nets before every match, seeing that...there are no holes in them. [The Football Association *op.cit.* p. 7]

### **Advice to Players**

If any argument does arise, always support the Referee. [*ibid.* p.15]

### **Advice to Secretaries**

Notoriously bad characters should be refused admission to the ground. Post bills respecting misconduct towards the Referee, threatening immediate expulsion of any spectator so guilty. [*ibid.*]



**RESOURCES FOR UNIT 17: AR OFFICIATING  
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.

<b>GENERAL ITEMS</b>	<b>1<sup>st</sup> Check</b>	<b>2<sup>nd</sup> Check</b>
▫ 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"/>

**ASSESSMENT DECISION:**      **COMPETENT**       **NOT YET COMPETENT**

**COMMENTS**

**ASSESSOR'S SIGNATURE:**

**RESOURCES FOR UNIT 17: AR OFFICIATING  
ASSISTANT REFEREE COACHING SHEET**

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<b>Name</b> .....	<b>Date</b> .....
<b>Match</b> .....	<b>versus</b> .....
<b>Ground</b> .....	<b>Grade</b> .....

---

**Appearance:** e.g. Uniform; body language; image; confidence; alertness

**Flag:** e.g. Control; carrying pitch side; visibility; preferred hand; signal quality

**Judgments:** e.g. Active/passive offside; ball out of play; GK or CK; TI directions; incidents

**Cooperation:** e.g. Assists Ref; avoids interfering; checks nets, time, subs; control of Tech Area

**Physical** e.g. Fitness; speed; stamina; reactions; acceleration; side stepping

**Positioning:** e.g. At CK, PK, Penalty; 2nd last defender/ball; runs square to and off field

**ADDITIONAL COACHING ADVICE**

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**Name & signature** ..... **Date** .....

**RESOURCES FOR UNIT 17, 18: AR OFFICIATING  
GENERAL COACHING SHEET**

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Name .....	Referee or AR .....
Match .....	Versus .....
Date .....	Grade .....

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**STRENGTHS:** Keep doing the following:

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**AREAS TO WORK ON:** Pick a couple of the following to develop:

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**NAME & SIGNATURE** ..... **DATE** .....

**RESOURCES FOR UNIT 18: OFFICIATING - REFEREE**  
**BRIEF GUIDE TO REFEREE ASSESSMENT**

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The following summary highlights the main features that I look for when assessing a referee. If you would like further details I recommend you check FFA's *Inspector Training Program* notes. You will also find the Hyundai A League *Guidelines for Referee Assessment* useful.

I have identified six main areas that could be observed.

### 1. APPEARANCE

**Does the referee:**

- look clean, smart and alert?
- have clean boots and laces?
- have socks that stay up during the match?
- approach the pitch confidently and smartly?

### 2. POSITIONAL PLAY AND FITNESS

**Does the referee:**

- seem fit?
- keep up with play?
- run a strict diagonal, or varies position depending on where the ball is?
- take up a position where a clear view of play can be gained?
- Have appropriate set play re-start positions, e.g. GKs, TIs, CKs?
- Apply FFA positional policies?
- run goal line to goal line?
- enter the penalty area?
- generally take up positions where the ARs' flags can be seen?

### 3. USE OF WHISTLE AND SIGNALS

**Does the referee:**

- blow immediately the incident occurs, except when calling 'advantage'?
- blow the whistle in such a way that it can be heard all over the field of play? The use of the whistle reflects the referee's authority. There is a tendency for some referees to blow using a short 'Beep'; continuing to do this can be annoying to players and spectators alike.
- use appropriate whistle variation to suit the occasion? Good strong blasts for serious offences, and a short blast for less serious offences would be expected.
- give a clear indication of the award of an indirect free kick?
- give other clear signals to the players, and therefore to the spectators?
- Use vocals to confirm and consolidate decisions?

#### 4. CHARACTERISTICS

**A good referee:**

- is not a 'show off', although at times it is necessary to be an actor;
- should not need to act out with arms or feet the player's offence in order to give players a clear understanding of the decision. Nor should this be needed to ensure that the free kick is taken properly;
- does not need to remonstrate with players in a loud voice, or to point to players, or to lay hands on them.

#### 5. HANDLING TROUBLE EFFECTIVELY

**Check if the referee:**

- has a particular approach to trouble;
- shows doubt and uncertainty;
- is firm but friendly with players and officials;
- asserts the authority of the referee's position;
- has particular effects on the players - positive or negative;
- gets over any trouble quickly;
- appears to have stopped the trouble at the first attempt.

#### 6. CONTROL

**Does the referee:**

- deal with misconduct correctly and sensibly?
- deal appropriately with incidents of dissent from decisions given?
- talk to players naturally, other than in the course of undertaking the duties of a referee?
- act too casually, suggesting that the referee is not sufficiently interested in the match?
- allow the ARs to control the match?
- look to the ARs for confirmation of decisions that were clearly the referee's responsibility?
- Portray an image of being at ease throughout the match?

#### **AND, FINALLY...**

- Do you come away from the match with the clear impression that you have seen a good match officiated by a good referee?

**Jim Rossis**

SA Referees: Federation Branch

FFA Referee Inspector Level 1

[Revised 12/09]

## RESOURCES FOR UNIT 18: OFFICIATING - REFEREE

### 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.

<b>GENERAL ITEMS</b>	<b>1<sup>ST</sup> CHECK</b>	<b>2<sup>ND</sup> CHECK</b>
▫ 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"/>
 <b>SPECIFIC ADMINISTRATION ITEMS</b>		
▫ 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"/>	
 <b>PERFORMANCE OF DUTIES</b>		
▫ 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"/>

**ASSESSMENT DECISION:**      **COMPETENT**       **NOT YET COMPETENT**

**COMMENTS**

**ASSESSOR'S SIGNATURE:**

**RESOURCES FOR UNIT 18: OFFICIATING - REFEREE**  
**REFEREE COACHING SHEET**

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NAME ..... DATE .....  
MATCH ..... VERSUS .....  
GROUND ..... GRADE .....

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For section details see FFA Inspector resources - *Guidelines for Referee Assessments*

**INTERPRETATION & APPLICATION OF THE LAWS**

**DISCIPLINE**

**PERSONALITY**

**FITNESS**

**MOVEMENT & POSITIONING**

**PERFORMANCE OF DUTIES**

**STRENGTHS, COACHING POINTS AND HOW TO IMPROVE**

OBSERVER'S NAME & SIGNATURE ..... DATE .....

## FFA UPDATING POLICY

# REFEREES, INSPECTORS AND INSTRUCTORS

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### INTRODUCTION

FFA has adopted the key features of the ASC-NOAS Updating Policy for all training programs. In summary, match officials who are accredited and licenced have the choice of up to three methods to renew [or update] their licences. They are: repeat the same status program; complete the next level program, if available; or undertake the required hours of specified activities.

Possession of an FFA - NOAS licence assumes the holder is an active match official. Most officials will retain their current status and will have little difficulty in meeting FFA updating requirements. The procedures are flexible, relatively simple and are designed to meet the needs of our sport. The ASC guidelines recommend total hours and broad categories of updating activities. These have been adapted to suit the needs and circumstances of FFA match officials.

A key tool is the use of a **Log** issued by FFA to licenced officials. You should receive this with your Certificate and this document.

### HOURS REQUIRED TO RENEW LICENCES

FFA has three groups of programs, numbered from the lowest levels [4, 3 or 2] to the highest level [1]. FFA has broadly adopted the ASC guidelines to the range of hours of activities to be completed during the currency of an official's four years licence. They range from 24 - 48 hours [introductory level] to 72 - 96 hours [senior levels]. Activity should occur in at least two of the four years. This expectation sensibly accommodates the needs of officials who have to be, or choose to be, inactive for up to two years of their four years licence period. The specified hours range from an average of 6 hours to 24 hours of activities per year over four years. These requirements are reasonable, achievable and sensibly professional in orientation. They can be expected to enhance the status and reputation of FFA officials.

#### FFA PROGRAMS AND MINIMUM HOURS OF ACTIVITIES TO RENEW LICENCE

FFA QUALIFICATIONS	MINIMUM HOURS IN ≤ 4 YEARS*		
	TOTAL = OFFICIATING + OTHER ACTIVITIES		
REFEREE 4	24	18	6
REFEREE 3	48	36	12
REFEREE 2	72	54	18
REFEREE 1	96	72	24
INSPECTOR 3	24	18	6
INSPECTOR 2	72	54	18
INSPECTOR 1	96	72	24
INSTRUCTOR 2	24	18	6
INSTRUCTOR 1	72	54	18

[ \*Certificates issued after January 1 will expire on December 31 three calendar years later. For example: a certificate issued on July 17 2010 will expire on December 31 2013.]

Up to 75% of the above updating hours may be logged from officiating activities [refereeing, inspecting, instructing/coaching]. A minimum of 25% of the hours are logged from a wide range of other activities as described below. Approximately half of the practical hours must be signed off by an authorised colleague or official; the balance is self monitored.

### **REQUIRED OFFICIATING ACTIVITIES**

Examples of practical requirements over a four years period are:

- Referee 3 - officiate for a total of up to 36 hours and record in the Log Book;
- Referee 1 - log up to 72 hours of officiating [about 36 x 90 mins games plus 30 mins reporting procedures];
- Inspector 2 - log up to 54 hours observing referees, preparing and giving feedback;
- Instructor 2 - log up to 18 hours instructing/coaching.

### **REQUIRED EDUCATION AND SELF EDUCATION ACTIVITIES**

At least 25% of the required hours are devoted to other activities selected from the suggested listing. Once again officials should undertake these activities during at least two of their four years licence period. In general the activities are logged and signed off by an authorised officer. There is no required maximum or minimum number of hours to be spent on any one activity. Officials are encouraged to suggest additional activities that are of interest to them and can be shown to be relevant to their Football role. Approved activities include:

- Attend coaching sessions, courses, seminars - local, regional, state, national
- Directed observation of a senior colleague [e.g. HAL referee]
- Observation of colleagues and provision of feedback [e.g. Instructor 2 observing Instructor 1 at work; or Level 1 Referee watching a Level 3 colleague]
- Mentor a colleague; supervise colleagues' activities
- Participate in a Referee Association
- Read articles and books on refereeing - logged comments
- Write articles
- Formal tertiary/TAFE sports-related education, including external courses and units
- Leadership and communication courses
- Appropriate Sports Medicine Australia courses
- Appropriate ASC and State Recreation and Sport units and courses
- Recognised First Aid course
- Other activities as negotiated



FFA DOCUMENT PRODUCTION - BILL TATTERSALL

