



**FOOTBALL
FEDERATION
AUSTRALIA**

**MATCH OFFICIAL
DEVELOPMENT**



Level 4 Referee

PARTICIPANT MANUAL

NAME

SEPTEMBER 2016

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Overview

Welcome to the Level 4 Referee training program.

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

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. There is a two-year time limit to complete this program.

Referee Career Development

There are four levels of referee qualifications ranked from lowest (Level 4) to highest (Level 1):

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

Databases and Qualifications

MyFootballClub

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

Gaining the Qualification

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

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

Maintaining Your Qualification

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

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

There are three options to maintain a referee qualification:

- revalidate by undertaking the Level 4 Referee program again; or
- revalidate by being an active referee for 4 matches and attend one formal coaching session* each year; or
- upgrade by undertaking the Level 3 Referee program.

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

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

Program Resources

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

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

Program Summary

This training program consists of 9 theory units that should take approximately 6 contact hours. Additional time should be allowed for breaks.

Unit 1 should be completed prior to attending the course.

There are also two practical assessments (units 10 and 11) that require additional time - normally one match per unit. You **must** complete units 1 to 9 **before** you undertake units 10 and 11.

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

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

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

Program Competencies

On graduation from this program you will be able to:

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

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

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

Unit Outline

Nominal Time

This unit is completed as 'home study' and should be done prior to attending the course followed by a 30 minute class discussion.

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

Aims

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

Learning Outcomes

On completion of this unit you will be able to:

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

Resource requirements and reference materials

You'll find the home study questions on the following pages.

Assessment Criteria

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

Australian Sports Commission - Officiating General Principles

This is based on excerpts from the ASC Online Learning Portal - "Introductory Level Officiating General Principles" 2015.

Self-Management

Officials need to be of strong character if they are to cope with the officiating environment in a positive manner. It is important that officials know their own strengths and weaknesses in order to undertake effective self-management.

Officials should be aware that their approach to officiating can influence participants' experience and enjoyment of the sport. (e.g. junior competitions are usually designed to focus on fun and skill development, rather than winning.) Officials provide participants with leadership and guidance, facilitating and ensuring that the competition is conducted in a safe and fair manner.

Qualities such as integrity, honesty, trustworthiness and respect are integral to the role of the official. The official's actions should be linked to these qualities, including the manner in which they behave and relate to others prior to, during and following competition, how they present as an official and how they go about undertaking their role.

The role and responsibilities of the official

It is important for officials to understand the important role that they play, and the impact they have on participants and others. An official needs to display ethical behaviour at all times, and show integrity, empathy and respect to others. Officials should be aware of the needs of various groups, including juniors, athletes with a disability, indigenous athletes and other cultural groups. Most sporting organisations will have policies, such as junior sport policies, member and/or child protection policies and disability action plans that officials should become familiar with. Officials can contribute to an inclusive environment within a sport.

Professional presentation and approach to officiating

Officials can be the 'public face' of a sporting organisation, as they are often the first person that a participant comes into contact with when involved in a sport for the first time. It is important that officials demonstrate professional presentation and behaviour. Officials should be:

- well presented
- trustworthy and responsible
- punctual and prepared
- courteous and respectful.

What do you consider to be the key roles and responsibilities of the official?

How can officials adapt their approach when working with specific groups of participants, such as children or people from different cultures?

What can officials do to present a professional image?

Case Study : Integrity of officials

Officials are often placed under pressure from participants, coaches and spectators when making decisions. This pressure can be tough on the official, but it's important to always stay impartial.

Q 1. What strategies can you use to ensure that you remain impartial?

Case Study : Working with children

Jane is an experienced referee coach and knows many of the referees and their parents. The next state titles are two weeks away and 150 kilometres from Jane's home. Most of the referees can get to the tournament with their parents, however one of the referees - Greg who is 14 years of age - cannot as his parents will be overseas and he is staying with an aunty who does not have a car. Jane has been asked to drive Greg to the tournament.

Q 2. What are the issues in this situation, and how should Jane respond?

Quick Tips - Child-protection

- Officials should be familiar with child-protection policies and practices designed to keep children safe from harm. Go to www.ausport.gov.au/supporting/ethics/child_protection and the Play by the Rules web site www.playbytherules.net.au for further information.
- Although child-protection requirements vary in different states and territories, most require people who work with children, such as officials, to undergo a national criminal history check to determine their suitability for working with children.
- Officials should avoid situations in which an adult may be alone with a child; for example, dressing rooms or in a vehicle when children need to be transported.

Case Study: Working with children

Bill has been refereeing football for many years at senior grades. Because of a number of referees being unavailable Bill has been appointed to some junior matches, something he hasn't done for some years.

Q 3. How should Bill modify his approach when officiating young children?

Quick Tips - Working with children

- Officials must use positive and acceptable language when talking about or to a child.
- Officials should develop a calm and non-confrontational behaviour-management style.
- Any physical contact with children (or adults, for that matter) should be in a way that makes them feel comfortable; for example, shaking hands, or a congratulatory pat on the back.
- Officials should encourage children to be a 'good sport', to recognise that they have a right to feel safe, and know what they can do if they do not feel safe.

Quick Tips - Working with people from a range of cultures and backgrounds

- Officials should acquire a basic understanding of cultural issues.
- Officials need to be aware of cultural sensitivities and beliefs, for example:
 - direct eye contact is not regarded by some Indigenous people as an essential part of communication and shouldn't be regarded by non-Indigenous people as a lack of interest
 - physical contact is sometimes regarded by Indigenous people as an invasion of personal space, unless friendship, mutual respect and trust has been established.
- Officials should make it clear to participants that racist jokes, language and behaviour are not acceptable.
- It is important for officials to understand that people who are new arrivals to Australia may lack an awareness and understanding of the sport.
- Language can act as a barrier to approaching and becoming involved in a sport. Officials should look for alternative communication methods as necessary.

ProfessionalismOfficials need to communicate effectively with coaches

Officials should strive to work cooperatively with coaches. Respect between coaches and officials is important. Officials can contribute to a good relationship with coaches by getting to know them "off the field" and engaging in rational, fruitful discussions regarding officiating issues. Each official becomes the 'face' of officiating at competitions. People often judge all officials by how an individual official behaves, hence the need for professional and responsible approaches when dealing with coaches.

Working cooperatively with the players is important

It is important to remember that the competition in which the official is officiating is the most important competition that day to those participating in it. Officials can gain the respect and trust of the participants by speaking and behaving in a courteous and respectful manner, including the use of appropriate language. Officials should be respectful towards all participants.

Working cooperatively with other officials is vital

Working cooperatively with other officials is important for a competition to run smoothly. The way that each official undertakes their role often impacts on other officials. Aspects such as being punctual, understanding each other's roles, working cooperatively, sharing information, and completing their own duties are important for an officiating team to work effectively. Officials should support each other and provide encouragement to other officials to contribute to the officiating team.

Managing Environment

Officials need to manage the risks of officiating in competition, and abide by the legal responsibilities expected of an official. Officials have the responsibility to enforce both the rules of the particular sport and to abide by all relevant laws.

Officials have a duty to take reasonable care to avoid injury to participants, and this includes keeping up to date on the rules of the sport, particularly rules relating to safety aspects. Officials have a role in identifying potential risks and hazards in the competition environment (facilities, playing area, equipment and athletes) and taking action to ensure that there is a safe environment for all.

Officials also have a role in managing injury and emergency situations. This may be as simple as enforcing safety rules such as the blood rule, or more complex if a serious injury has occurred.

Legal responsibilities of the official

Officials have legal responsibilities that will protect participants from harm. These include:

- Duty to enforce the rules
- Duty to warn participants
- Duty to control and supervise the competition
- Duty to protect participants
- Duty to ensure that the sport can be conducted safely

There are a number of areas of law that affect officials. These include:

- negligence and duty of care
- Child-protection legislation
- Anti-Discrimination laws (including disability discrimination and sex discrimination)
- Privacy laws
- Criminal law (for example assault and battery)

Risk management for officials

Risk management is a systematic approach to managing possible exposure to liability. The process generally involves identifying and assessing risks, then designing and implementing a risk-reduction plan. Regular review and modification of the plan, as well as good record keeping are all important elements of risk management.

Specific elements of risk management for officials may include:

- Inspecting equipment
- Checking for potential risks and hazards in the competition environment
- Checking that they are covered by insurance
- Minimising risks during competition
- Enforcing safety rules and controlling the conduct of participants

Emergency management procedures

In the event of an injury or emergency situation, officials have an important role to play. Officials should ensure that they are familiar with their sport's procedures for dealing with an injury or emergency situation. Officials play an important role in stopping play, and enforcing safety rules such as the blood rule. While officials may often be the first on the scene in the event of an injury, there are limits to the official's role if they are not trained in first aid.

How can officials assist in creating a safe environment for the participants?

Which safety rules in your sport are vital for officials to implement?

What do you think the official's role should be in the event of an on-field injury or emergency?

Case Study: Safe environment

Tony is a football referee, and is about to officiate a match at a ground that he has never been to before. An important role of the referee is to ensure that the playing field, equipment and surrounds are safe.

Q 4. What should Tony be looking for in his pre-match inspection?

Quick Tips - Tips for ensuring the safety of playing areas

Ensure that:

- the playing area is level, firm and free from obstructions, for example, holes or exposed sprinkler heads.
- permanent fixtures such as goal posts are padded, flexible and highly visible.
- corner posts and other field posts cannot injure participants on contact (these should be made of cardboard or other 'non-threatening' material).
- there is adequate lighting if playing at night.
- there is adequate matting where necessary, for example, gymnastics or high jump.
- perimeter fences are well back from the playing area.
- spectators are kept well away from the playing area.

Case Study: Safe environment

Sam is a hockey umpire and is refereeing a match in an outdoor setting. Storm clouds are brewing, and there are rumbles of thunder and flashes of lightning nearby. The storm appears to be heading towards the playing venue. A couple of players have suggested to Sam that he will have to stop the match. Sam recalls that there was a recent instruction to officials about what to do in the event of a thunderstorm and lightning.

Q 5. What should Sam do in this situation?

Quick Tips - Risk management tips for officials

- Always inspect and clear the competition area of visible dangers.
- Cancel the contest or event if there is inclement or dangerous weather (for example, extreme heat or thunderstorms where lightning is likely).
- Inspect and control use of both competition and protective equipment.
- Enforce the rules of the sport and control the conduct of participants (a warning to 'tone down' behaviour before things get out of hand can be effective).
- Know how to deal appropriately with injury situations.
- Keep an officiating diary and record any incidents that occur during a competition.
- Seek regular evaluation of your performance and make sure you know about changes to the rules.
- Undertake training in conflict management.
- Have insurance to cover potential claims made against you and also to cover medical expenses or lost income if you are injured.

Spotting risks

Think about the environment you officiate in and give some thought to the types of risks you may encounter. You may be responsible for identifying and minimising risks when you officiate. Your sport's rules will determine your responsibilities in this area

Quick Tips - Legal responsibilities of officials

An official has a duty to:

- enforce the rules/laws of the competition.
- protect participants.
- warn participants.
- ensure that the sport can be conducted in a safe manner.
- control and supervise the competition.

Case Study: Emergency situation

The match has been going along without incident until suddenly a goalkeeper dives to catch a ball and hits the goal post with his shoulder, yells out in pain and lies on the ground holding his shoulder.

Q 6. What action should the referee take?

Quick tips - For officials dealing with emergency situations

- Be aware of the emergency management plan for the venue/event
- Remain calm and composed in an emergency situation
- Ensure no additional harm is done
- Co-operate with other people or services - assist where you can
- Take mental notes of events/actions as a critical incident report may be required.

People Management

The success of an official is strongly linked to how well they manage and get on with people in the sporting community. Effective people management skills are essential for officials working at any level of sport. The official is involved in interacting with a wide range of people, including other officials, coaches, administrators, participants, parents and passionate supporters.

Officials have a vital role in managing themselves, participants and others during competition. The official sets the tone for the way in which the competition will be conducted, including the conduct of participants, and what will be accepted or tolerated in terms of participant behaviour. Communication is an important skill that the official needs to develop, as it plays a key role in many aspects of the official's role during competition.

Communication

An important ingredient in managing people is communication. Good communication is not just about speaking well and delivering clear messages. It is about the quality of the connection between the sender of the message and the receiver. Important aspects include:

- Confidence when communicating
- Listening skills
- Communication with a diverse range of groups
- Use of communication tools including voice, whistle, signals, flags, written reports and body language

Working with other officials as part of an officiating team

Officials in many sports work as part of a team with other officials. Working together as a team is imperative to the success of the event at hand.

Important aspects of working as an officiating team include:

- Cooperation
- Understanding each other's roles within the officiating team
- Communication

Minimising and dealing with on-field conflict situations

The officiating environment can be challenging, potentially hostile and competitive. In most sporting situations, the potential for conflict between players is ever-present. Good officiating relies on dealing with threatening behaviour in a professional and positive manner.

Important aspects of dealing with conflict include:

- Preventing conflict before it arises (e.g. building rapport, ensuring your approach and manner suits the level of competition)
- Dealing with conflict in a calm, professional and constructive manner.

Dealing with abuse from spectators and others

Comments from spectators at sporting competitions are part of the officiating environment. As a group, spectators usually exhibit highly emotional responses and often take delight in antagonising officials. Their behaviour can be off-putting, not only to the inexperienced official.

Important aspects of dealing with spectator abuse include:

- Displaying a positive approach and manner when officiating staying calm
- Blocking out the abuse
- Remaining focused on the job at hand, and not getting distracted
- Knowing what to do if spectator abuse escalates to a point where the environment is dangerous.

How can you work cooperatively with other officials in your sport to effectively officiate a competition / event?

How do you react when a participant, coach or parent questions you about a decision you have made during a competition / event?

Communication Tools

Body Language

Body language is an important part of communication. It can let others know information about us, and can alert us to the intentions of others. Officials can create a positive atmosphere with their own body language. Think about the following:

- Make eye contact, but don't stare or glare
- Keep your head up and smile when possible
- Nod when someone else is talking to indicate you are listening
- Use your hands confidently when talking
- Don't slouch, sit up straight and relax your shoulders
- Don't cross your arms or legs as it might make you seem defensive or guarded

Communication and listening tips

Officials need to use a range of communication styles, appropriate to each situation. There are times when the official needs to be assertive e.g. when a participant is questioning a decision in a demonstrative manner. At other times, the official will use a less-assertive and calm approach, such as when the competition is being conducted in a good spirit.

It is often said that how officials 'sell' their decision is the most important thing. This includes the official using:

- a strong clear voice
- a confident, decisive manner
- appropriately chosen words

Officials also need to listen effectively, so they can respond appropriately. Officials should ensure that they:

- Listen attentively
- Listen reflectively by restating in ordinary speech what the person said
- Do not interrupt
- Avoid emotional responses (listening stops when an exchange becomes heated).

Officials need to communicate effectively with players

Officials need to use a range of communication styles, appropriate to each situation. There are times when the official needs to be assertive and at other times, a calm quiet approach works best. The official needs to use their voice effectively, by being clear, concise and confident when they speak. They also need to listen effectively, so they can respond appropriately.

Case Study: Working with other officials

Gary is an Australian football field umpire. He is umpiring a match with two goal umpires and two boundary umpires. The match is progressing well. During the final quarter a player has a quick kick at goal. The goal umpire is not in good position to judge the score but the boundary umpires are standing in the correct position behind the behind post. Gary detects that the goal umpire is unsure of the score and appears a little flustered.

Q 7. Players are hassling the goal umpire to signal a goal. What can Gary do?

Quick Tips - Working as an officiating team

- Communicate with colleagues in a clear and concise manner.
- Co-operate with colleagues in a positive way.
- Support each other, this helps build a strong team.
- Be honest and share information with each other.
- Be aware of your roles/responsibilities in certain situations, this can reduce confusion and ultimately strengthen a team's performance.

Quick Tips - Dealing with spectator abuse

- Remain composed.
- Don't respond in any way to the abuse, either verbally or non-verbally.
- Block out the abuse by focussing on the matter at hand.
- Develop a simple strategy to regain concentration if you have been distracted by spectator abuse - this could be a couple of questions to yourself about some aspects of officiating e.g. technical or procedural "where is the ball/players, where should I be positioned at the moment?"
- Be aware of actions you can take, or are expected to take in response to abuse.

Quick Tips - Dealing with conflict with a participant

- Prevention is always better than cure! If action is taken early in the match, conflict is less likely to occur.
- Make participants aware of your presence by reacting immediately to rule/law infringements (when appropriate).
- Be approachable and be prepared to listen to what a participant has to say.
- Remain objective, no matter what prior knowledge of participants/teams you have.
- Be definite and firm with decisions and communication.
- Look sharp and act sharp - this will gain respect for you as an official.
- Speak clearly and firmly in heated situations. This will indicate confidence in managing the situation.
- Stay cool and calm if things starts to get heated.

Quick Tips - Dealing with conflict with a coach

- Don't take criticisms personally.
- Remember that coaches see the competition from a different perspective to the officials.
- Be prepared to listen to a coach (only if you are treated respectfully).
- Allow the coach to have their say (don't interrupt).
- Focus only on the issue/s and don't be distracted.
- Reinforce - "I can only call it as I see it"

Model Answers

Q 1. What strategies can you use to ensure that you remain impartial?

The official could use some of the following strategies:

- Blocking out the comments from players, coaches and others and ensuring that they focus on what is happening in the competition.
- Ensuring that they always behave professionally, and make decisions based on what they see, rather than responding to pressure from others.
- Avoiding any situation that may lead to a conflict of interest.

Q 2. What are the issues in this situation, and how should Jane respond?

- The main issue is Greg potentially being alone in a car with an adult, which is not advisable.
- Jane should speak with Greg and his aunty to see if they are happy for Greg travel with her.
- Jane should ensure that there is another person travelling in the car along with Greg. This would minimise a potential risk of harm occurring to Greg and any innuendo directed at Jane.

Q 3. How should Bill modify his approach when officiating young children?

- Bill should check if any modified rules are in place for the age group he is umpiring.
- He should remember that junior players will not have the same physical strength or skill as senior players, so this may affect his positioning.
- Bill can assist players by offering encouragement and taking a 'teaching' role and try to ensure that the young players have an enjoyable experience.

Q 4. What should Tony be looking for in his pre-match inspection?

- Inspect the playing surface - check for dangers such as broken glass, exposed sprinkler heads, or holes in the ground. He should also check whether the ground is too wet or dry.
- Check the equipment and surrounds - including goal post padding and signage not too close to the playing area
- Check player's personal equipment - this includes boots, pads, clothing, jewellery, nails and other equipment.

Q 5. What should Sam do in this situation?

- Sam should keep an eye on the approaching storm, and be in contact with the ground officials who may make the decision to stop all matches.
- Sam may need to use his own judgement about stopping the match if the weather changes rapidly.
- Sam should liaise with the team captains and explain that the match may be stopped. He should ask them to cooperate with him and assist in getting the players to leave the ground and seek shelter if needed.

Q 6. What action should the referee take?

This should include:

- stopping the match immediately and request medical assistance.
- remain calm and show leadership to others.
- ensure that the goalkeeper is safely removed by qualified medical personnel before re-commencing the match.

Q 7. Players are hassling the goal umpire to signal a goal. What can Gary do?

- Gary should ask the players to move away from the area and calling the goal umpire and boundary umpires together to discuss the situation.
- The discussion should be carried out quickly and calmly, seeking input from everyone to reach the correct decision.
- Once the decision is made and communicated, Gary needs to be alert for any player who tries to dispute the decision or argue with the goal umpire, as he may need to take further action.

FFA National Code of Conduct

The FFA *National Code of Conduct* is available from the FFA website by clicking [here](#) or by checking the “*Statutes and Regulations*” link at the bottom of the FFA website home page at www.ffa.com.au.

Some excerpts from the Code are duplicated below. Consult the FFA website for full wording.

1. Application and scope

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

2. Bringing the game into disrepute

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

3. Liability for supporter and spectator conduct

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

4. Betting, match fixing and corruption

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

5. Disparaging media statements

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

What are implications for you in the FFA Code of Conduct?

Who do you report issues to?

Be a Complete Referee

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

Your Preparation

Physical Preparation	Pre-season build up Long term goals Tomorrow's match: • 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 **RIPA** cycle:

Review you think about the match you have just officiated.

Identify skills or techniques you believe you carried out really well. That's the good bit. Now identify skills and techniques you think you could and should improve.

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

Action! carry out your plans when you next officiate. You could also tell a mentor or an observer, if one is present, what you intend to do. These people can then focus on those elements and give you some specific feedback.



(BT: 03/2013 revision)

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

Unit Outline

Nominal Time

Approximately 30 minutes.

Aims

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

Learning Outcomes

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

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

Careless, Reckless and Excessive Force

According to FIFA's Laws of the Game:

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

“*Reckless*” means that the player has acted with complete disregard to the danger to, or consequences for, his opponent.

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

Free Kicks

1. When can free kicks be awarded?

2. What are the seven fouls that result in a direct free kick where the action must be careless, reckless, or excessive force?

3. What are the other fouls that also result in a direct free kick?

Other notes regarding direct free kicks:

4. What are the offences committed by a goalkeeper in their own penalty area that result in an indirect free kick?

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

Other notes regarding indirect free kicks:

Unit 3 - Foul Identification 1 - Basic Interpretations

Unit Outline

Nominal Time

Approximately 45 minutes.

Aims

To examine the practical applications and implications of Laws relating to fouls.

Learning Outcomes

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

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

Fouls

1. What do the terms “*careless*”, “*reckless*” and “*excessive force*” mean?

Careless: _____

Reckless: _____

Excessive force: _____

2. What is the definition of “*charging*”?

Other notes regarding charging an opponent:

3. What does *holding* an opponent mean?

Other notes regarding holding an opponent:

4. What is the definition of handling the ball?

What must the referee take into consideration?

Are there any goalkeeper restrictions or exemptions?

Handball and a caution for unsporting behaviour?

5. What is the definition of "*playing in a dangerous manner*"?

What are the disciplinary sanctions?

6. What is the definition of impeding the progress of an opponent?

7. What are the caution offences for delaying the restart?

8. Notes regarding when an object (including the ball) is thrown.

What is the restart?

9. What is the definition of “*denying a goal or goal-scoring opportunity*”?

unless ...

Goalkeepers

1. When is the goalkeeper considered to be in control of the ball?

2. When is the goalkeeper not permitted to handle the ball?

3. What are the offences against a goalkeeper that result in an indirect free kick?

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

Unit Outline

Nominal Time

Approximately 45 minutes on a playing field.

Aims

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

Learning Outcomes

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

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

Resource Requirements & Reference Materials

- Whistle
- This document

Resources for this unit are contained within FFA's publication of the *Laws of the Game* and the following pages:

Page 21 - Referee signals

Page 85 - Use of whistle

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

Specific Applications

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

1. Holding and carrying the whistle.

Unit 5 - Positioning Concepts 1 - Angled View of Play

Unit Outline

Nominal Time

Approximately 30 minutes on a playing field.

Aims

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

Learning Outcomes

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

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

FIFA Definition

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

IFAB Laws of the Game 2016/17

Positioning

Positioning with the ball in play

Recommendations

The play should be between the referee and the lead assistant referee.

The lead assistant referee should be within the referee’s field of vision. The referee should use a wide diagonal system.

Staying towards the outside of play makes it easier to keep play and the lead assistant referee within the referee’s field of vision.

The referee should be close enough to see play without interfering with play.

“What needs to be seen” is not always in the vicinity of the ball. The referee should also pay attention to:

- Aggressive individual player confrontations off the ball
- Possible offences in the area towards which play is heading
- Offences occurring after the ball is played away.

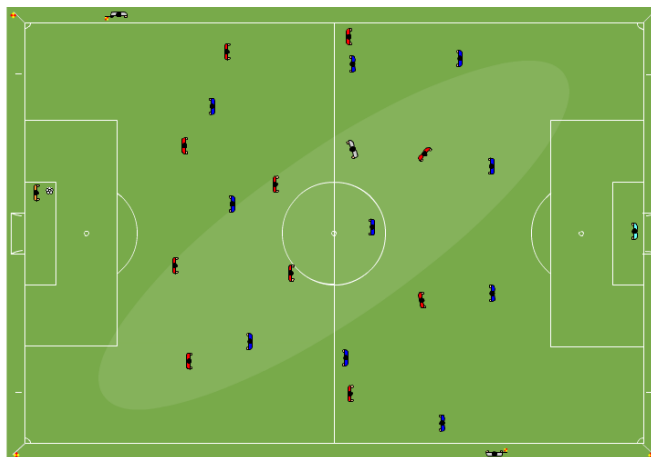
Positioning in ball out of play situations

The best position is one from which the referee can make the right decision. All recommendations about positioning are based on probabilities and must be adjusted using specific information about the teams, the players and events in the match up to that point.

The positions suggested in the following graphics are basic and recommended to referees. The reference to a “zone” is intended to emphasise that every recommended position is actually an area within which the referee is most likely to optimise his effectiveness. The zone may be larger, smaller or differently shaped depending on circumstances at the moment in question.

Additional Notes

Wide Diagonal System

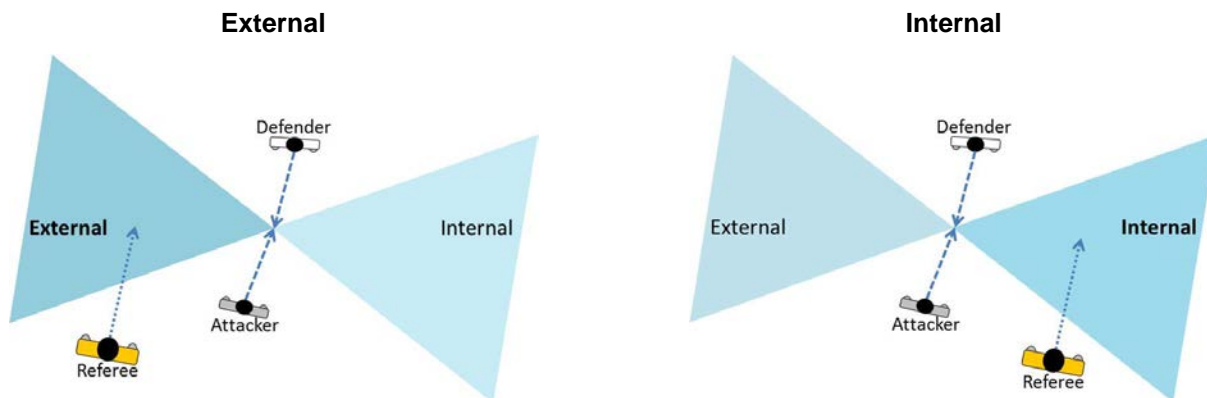


Additional Notes

Angled View of Play

In this program we will cover the first aspect of positioning - the angled view of play.

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.



Where the referee is **outside** or to the left side 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.

Additional Notes

Where the referee is **inside** the play or to the right side of play.

In this case many players may not be in the referee's view and the play may not be between the referee and the assistant.

Unit 6 - Game Management 1 - Wall Management, the 9.15m and Penalty Kicks

Unit Outline

Nominal Time

Approximately 30 minutes on a playing field and classroom.

Aims

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

Learning Outcomes

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

- the recommended steps in wall management sequence employed for free kick restarts;
- the recommended steps in the penalty kick sequence;
- other common restart techniques.

Formal Free Kick Wall Management

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

1. Place the ball

For a ceremonial free kick the ball should be placed where the offence occurred. Move to this spot and have the ball put on the ground.

2. Show the whistle

Hold up your whistle so the attacking players can see it and tell them not to take the kick until the whistle is blown.

3. Move to the wall

When the attackers clearly acknowledge that the kick cannot be taken until the whistle is blown, move either sideways or backwards maintaining a view of the ball. Do not walk away with your back to the ball as an attacker may move the ball away from the correct spot.

4. Deal with the nearest problem

Often referees will keep moving to where most of the defenders are, walking past other defenders nearer to the ball. Deal with the closest players first and have them come back with you to the 9.15m.

5. Establish the 9.15 metres

Move to where you want the wall. Use your voice and presence to bring the wall back as you move. Avoid using your whistle as it may be mistaken for the restart signal.

6. Once the wall is placed

Move out to one side, slightly in front of the wall but where you can still be seen by the players in the wall. Referees need to be aware of attackers pushing, charging or holding in the wall.

7. Blow the whistle

When all is in readiness and players are settled whistle to restart the match.

8. As the kick is taken

Move towards the goal line and into the next phase of play. This will put you in a place where you can clearly see what happens. If the attack breaks down just move to monitor the next zone of play.

Additional Notes

Quick Free Kicks

Quick free kicks - here is a guide to assist you:

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

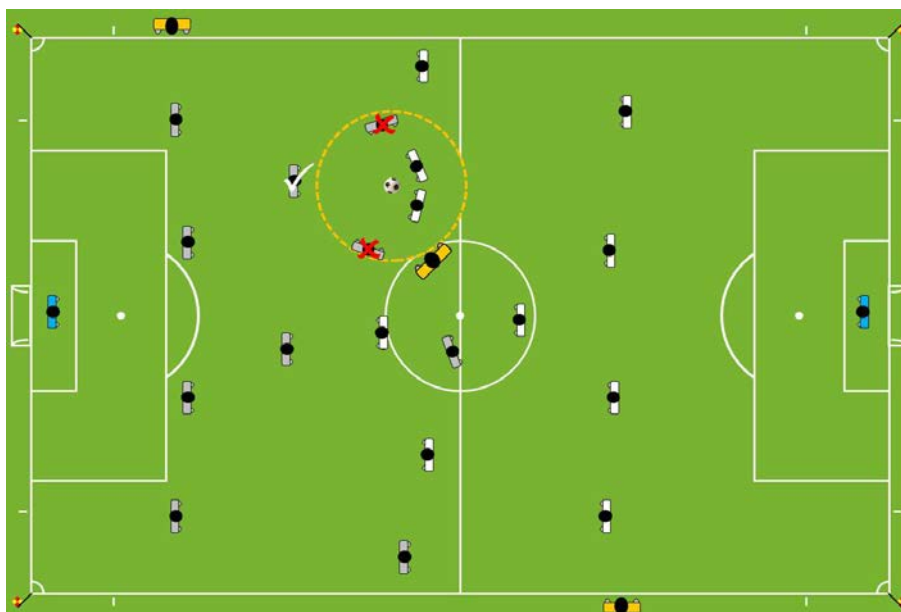
Note: you should move quickly into position for the next phase of play.

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

Additional Notes

Managing the 9.15m

Remember that defending players must be 9.15m from the ball at free kicks. This includes in front of the ball, to the side or even behind.



Additional Notes

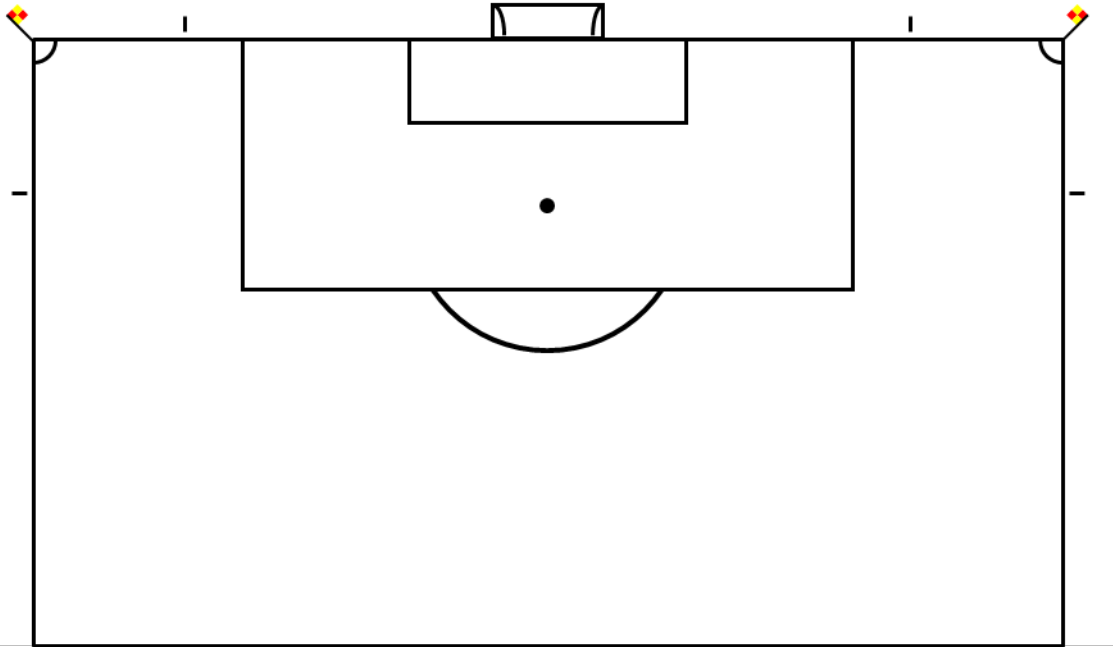
The Penalty Kick Sequence

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

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

1. Note on the field below the position of:

R = referee **AR** = assistant referee **K** = kicker **GK** = goalkeeper



Additional Notes

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

Unit Outline

Nominal Time

Approximately 45 minutes.

Aims

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

Learning Outcomes

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

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

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

The Referee's Notebook

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

What should be recorded?

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

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

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

(BT: 04/2013 revision)

Additional Notes

Sample Notebook Page

Use the space below to complete a sample page in a notebook for the records of one match.

--	--

A Guide to Writing Send Off Reports

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

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

Who do your send off reports or incident reports get lodged and by when?

Additional Notes

Units 10 and 11 - Practical Officiating

Unit Outline

Prerequisites

Units 1 - 9 must be completed before undertaking these units.

Aims

To officiate as an assistant referee and as a referee.

Learning Outcomes

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

Pre-match Checklist for Match Officials

These are generic lists for colleagues who are relatively new to officiating.

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

Paperwork

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

Uniform and Footwear

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

Equipment

Pair of clean assistant referee flags	Red and yellow cards
2 watches, at least 1 with a stop watch function	Note book/record sheet folder
2 pens/pencils	2 whistles
Ball gauge & valve for pressure, weight and circumference	Coin

Everything Else

Water - essential - on a hot day you could sweat 2 litres per hour	Sports glasses (if needed)
High energy snacks (e.g. jelly snakes for half time and end of match)	Towel and soap
Sunscreen with a high protection factor	Insect repellent
Band aids, strapping, support bandages	Track suit

Street Clothes

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

Your Additional Items

Add other items you need and review this list regularly.

(BT: 08/13 revision)

Program References and Resources

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

Australian Sports Commission (ASC): online *Officiating General Principles 2015*

Fédération Internationale de Football Association (FIFA): Teaching Materials (various)

Football Federation Australia (FFA): *2016/17 Laws of the Game*, Sydney NSW, 2016

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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.



Referee Education
Football Federation Australia
Level 22, 1 Oxford St, Darlinghurst NSW 2010
phone: (02) 8020 4000
email: refereeing@ffa.com.au
web: www.ffa.com.au

Whistling Skills Checklist

Name _____

Date Observed _____

Instructions

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

General Items

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

Specific Applications

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

Any additional coaching advice

Assessment Decision

Competent

Not Yet Competent

Assessor's name _____

Signature _____

Date _____

Assistant Referee Checklist

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 assistant referee has demonstrated that competency. Observers are encouraged to write a coaching sheet to provide additional feedback.

General Items

1st Check

2nd Check

- | | | |
|--|--------------------------|--------------------------|
| Arrived in good time for the match..... | <input type="checkbox"/> | |
| Good personal appearance..... | <input type="checkbox"/> | |
| Uniform complete, clean, presentable..... | <input type="checkbox"/> | |
| Equipment complete, in good order..... | <input type="checkbox"/> | |
| Records significant events during the match..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Positive attitude and presentation..... | <input type="checkbox"/> | <input type="checkbox"/> |

Performance of Duties

- | | | |
|--|--------------------------|--------------------------|
| Attends pre-match instructions..... | <input type="checkbox"/> | |
| Carries out pre-match instructions..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Basic positioning OK..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Basic movement pattern OK..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Signals: generally sharp and clear..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Signals: correct for goal kick..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Signals: correct for throw in..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Signals: correct for corner kick..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Signals: correct for penalty..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Signals: one part when appropriate..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Holds flag in appropriate hand..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Didn't 'take over' from Ref..... | <input type="checkbox"/> | |
| Carries flag pitch side..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Regular eye contact with ref..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Enters and leaves field with colleagues..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Gives support, assistance..... | <input type="checkbox"/> | <input type="checkbox"/> |
| Monitors Technical Area..... | <input type="checkbox"/> | <input type="checkbox"/> |

Any additional coaching advice

Assessment Decision

Competent

Not Yet Competent

Assessor's name _____

Signature _____

Date _____

Referee Checklist

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 referee has demonstrated that competency. Observers are encouraged to write a coaching sheet to provide additional feedback.

General Items

1st Check

2nd Check

Arrived in good time for the match.....

Good personal appearance, uniform clean

Equipment complete, in good order.....

Records significant events during the match.....

Positive attitude and presentation, body language.....

Specific Administration Items

Checks field of play for personal safety (e.g. holes).....

Reports problems to Home Club to fix up

Checks pitch equipment - corner & goal posts; nets

Checks match balls.....

Gives clear & concise instructions to ARs.....

Completes all match card details after match

Performance of Duties

Whistling: varied length, pitch, intensity

Whistling: matches the seriousness of offence

Whistling: shows authority

Communicates well with players

Basic Positioning at restarts - OK

Basic Positioning during play: angle - OK

Basic Positioning during play: closeness - OK

Acceptable Law interpretation.....

Consistent application of Law.....

Sound match control

Hand/arm signals - OK

Handled player dissent - OK.....

Decisions clear & confident.....

Cooperation with AR - OK.....

Any additional coaching advice

Assessment Decision

Competent

Not Yet Competent

Assessor's name _____

Signature _____

Date _____

Program Evaluation Form - Level 4 Referee

Names of presenter(s) _____

Program date(s) _____ Venue _____

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

1. To what extent did this program meet your expectations? 1 2 3 4
2. Were the sessions well organised? 1 2 3 4
3. Was the balance between practical and theoretical topics suitable? 1 2 3 4
4. Were the program's venue(s) and length suitable and appropriate? 1 2 3 4
5. Comment on the lead presenter by circling the appropriate number between 1 (poor) and 4 (very good)
Knowledge of subject.....1 2 3 4 Planning / preparation1 2 3 4
Teaching skills1 2 3 4 Technology / resources.....1 2 3 4
Enthusiasm.....1 2 3 4 Time for questions1 2 3 4

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

7. Any topics you would add or delete?

8. What aspects of the program were most helpful?

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

- | | | | | |
|--|---|---|---|---|
| Personal Development 1 - Ethics, the Law and Your Image | 1 | 2 | 3 | 4 |
| Laws of the Game 1 - Review of Fouls and Misconduct..... | 1 | 2 | 3 | 4 |
| Foul Identification 1 - Basic Interpretations..... | 1 | 2 | 3 | 4 |
| Referee Skill Development 1 - Referee Signals and Whistling | 1 | 2 | 3 | 4 |
| Positioning Concepts 1 - Angled View of Play | 1 | 2 | 3 | 4 |
| Game Management 1 - Wall Management and Penalty Kicks..... | 1 | 2 | 3 | 4 |
| Assistant Referee Development 1 - Introduction | 1 | 2 | 3 | 4 |
| Offside 1 - Basic Interpretations | 1 | 2 | 3 | 4 |
| Referee Skill Development 2 - Match Records and Report Writing | 1 | 2 | 3 | 4 |
| Practical Officiating..... | 1 | 2 | 3 | 4 |
| Resource materials..... | 1 | 2 | 3 | 4 |
| Demonstrations | 1 | 2 | 3 | 4 |
| Your workbook..... | 1 | 2 | 3 | 4 |

10. Any other comments:

