



*National Officiating Accreditation Scheme (NOAS)*

**Officiating General Principles Curriculum**

**Introductory Level  
Officiating**

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## ***How to use this document***

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The role of the officiating general principles has recently changed within the NOAS. For the entry level of accreditation, NSO's training programs **should** meet the minimum competency standard outlined in the Introductory Level Officiating curriculum. This is to ensure that there is a minimum standard of competency set for officials across the entire NOAS. (Note that there is flexibility available to NSOs who can demonstrate that the type of official they are training does not require all of the competencies outlined in the Introductory Level Officiating curriculum. This should be discussed with the ASC's Coaching and Officiating Unit staff on a case by case basis.)

While the ASC has a number of agencies that deliver the general principles modules, it should be noted that completion of the general principles component alone does not provide an accreditation. Completion of all requirements as stipulated by the NSO is needed to gain accreditation.

The Officiating General Principles Curriculum document is designed to be used by:

- **National Sporting Organisations** designing entry level training for officials; and
- **State Coaching and Officiating Centres and Agencies** delivering the Officiating General Principles.

### ***National Sporting Organisations (NSOs)***

As stated above, NSOs should incorporate the Introductory Level Officiating competencies within their first level of officials' accreditation. This is to ensure that there is a minimum standard of competency set for officials across the NOAS. Please note that NSOs may set a higher standard of competency for their entry level officials than is outlined in this document. NSOs may wish to refer to the ASC's Advanced Level Official general principles modules (which are optional) to include in their training programs if they wish to set a higher standard.

When incorporating the competencies into their training, NSOs may structure the modules in a different manner than is outlined in this document, and build them into their own sport specific modules. NSOs may also use different assessment methods than those outlined in this document. The only requirement is that the competencies are included and are assessed suitably. A range of assessment tools are provided within this document. These can be used and modified by each NSO.

### ***State Coaching and Officiating Centres and Agencies***

When delivering the Officiating General Principles, State Coaching and Officiating Centres and agencies should ensure that the competencies are delivered and assessed as outlined in this document. There is scope for flexibility in the delivery of the modules (eg. depending on the group the training is being delivered to, modules may be modified and the time spent on each module may vary). However, the assessment outlined in this document should be adhered to in order to maintain national consistency.

### **Resources to support the delivery of the Officiating General Principles**

The following resources can be used to deliver the Introductory Level Officiating General Principles:

- *Introductory Level Officiating* manual (aimed at course participants)
- Introductory Level Officiating - Presenters Kit (aimed at course deliverers)

These resources are available through the ASC bookshop on Ph (02) 6214 1915 or by email to [pubs@ausport.gov.au](mailto:pubs@ausport.gov.au).

It should be noted that the worksheets for assessment are available on the ASC website, and can be downloaded by course deliverers or participants.

# Introductory Level Officiating

## ***Competency Statements***

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At the completion of this training program, the official will be able to:

1. Display professionalism, integrity and ethical conduct in their role as an official.
2. Prepare for the requirements of officiating, and review their own performance after a competition.
3. Manage the risks of officiating in competition, and abide by the legal responsibilities expected of an official.
4. Use a range of communication strategies to develop effective relationships, minimise conflict, and deal with disputes effectively.

## ***Overview of Introductory Level Officiating General Principles Modules***

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	<b>Approx. Duration</b>
1. Self Management	2 hours
2. Managing the Competition Environment	1 hour
3. People Management	3 hours

### **Notes on duration of each module:**

Times allocated to each module within this training program are based on a ratio of one presenter to 15 learners. Larger groups may require additional time to be allocated to each module to allow for effective learning.

Completion of assessment tasks has not been factored into the hours allocated to each module. Additional time may need to be allocated for assessment. (Note: see page 9 for further detail on assessment.)

### **Notes on delivery of each module:**

Suggested delivery strategies are outlined within each module of this curriculum document. Further information and ideas for delivery are contained within the ASC's Introductory Level Officiating - Presenters Kit. These delivery strategies are not compulsory, and presenters have the flexibility to modify the delivery of the modules to suit the particular group.

## **Presenter and Assessor Requirements**

Presenters of the Introductory Level Officiating General Principles should possess:

- presentation skills (eg have successfully completed a course presenter, workplace trainer or presentation skills course, or similar); AND
- a current NOAS accreditation, OR
- be a recognised specialist in the module topic in which they are presenting with a minimum of two years practical experience in the sporting field.

For professional development purposes, presenters may also wish to undertake a Disability Education Program module. For further information [www.ausport.gov.au/dsu/dep.asp](http://www.ausport.gov.au/dsu/dep.asp) or email [dep@ausport.gov.au](mailto:dep@ausport.gov.au) on Ph 02 6214 1415

Assessors should have:

- generic assessment skills (eg. have completed a workplace assessor or other sport specific assessor training course); AND
- hold a current NOAS accreditation, OR
- be a recognised specialist in the module topic in which they are assessing with a minimum of two years practical experience in the sporting field.

Note: Presenters may also perform the role of assessor where they have appropriate qualifications.

## **Recognition of Prior Learning/Current Competence**

Participants undertaking this training program are able to apply for Recognition of Prior Learning/Current Competence (RPL/RCC). RPL/RCC will be granted when all the stated competencies and related learning outcomes of this training program have been met. The ASC's RPL/RCC Information Kit (see Attachment A) should be used to guide applicants through the various steps involved in the RPL/RCC process.

## **Pre-requisites to this Training Program**

There are no pre-requisites to this training program.

## **Module 1 - Self Management**

### **Competencies:**

At the completion of this module, the official will be able to:

- Display professionalism, integrity and ethical conduct in their role as an official.
- Prepare for the requirements of officiating, and review their own performance after a competition.

### **Approximate duration**

2 hours

<b>Learning Outcomes</b>	<b>Content</b>
1. Outline the ethical responsibilities of an official	<ol style="list-style-type: none"><li>1. Applying the principles of honesty, integrity and ongoing self improvement</li><li>2. Code of conduct for officials, and relevant components of the member protection policy in your sport</li><li>3. The requirements of your sport's Junior Sport Policy</li><li>4. The requirements of your sport's Disability Action Plan (where applicable)</li><li>5. Ensuring people are treated with integrity, respect and empathy, regardless of gender, race, disability or age</li></ol>
2. Present professionally as an official	<ol style="list-style-type: none"><li>1. Appropriate dress to officiate in a competition, as well as before and after a competition</li><li>2. Professionalism in dealings with athletes, coaches and administrators</li></ol>
3 Prepare physically and mentally to officiate	<ol style="list-style-type: none"><li>1. Physical requirements of an official in particular sports</li><li>2. Basic mental preparation techniques for officials</li></ol>
4. Analyse own performance after a competition	<ol style="list-style-type: none"><li>1. Receiving and responding to feedback on performance from other officials and advisors in a constructive and reflective manner</li><li>2. Implementing basic self-reflection techniques to improve own officiating performance</li></ol>
5. Identify the roles and information needs of the official	<ol style="list-style-type: none"><li>1. Where to go in order to develop your officiating knowledge, skills and attitudes</li><li>2. Sourcing information on officiating in your sport</li><li>3. Who to contact to maintain your officiating accreditation or seek additional accreditation</li></ol>

### **Delivery strategies**

Presentation

Group activities

Completion of 'Play by the Rules' online training course for officials (optional)

Discussion

Ethical Scenarios and Role Plays

### **Resource requirements**

Play by the Rules website – [www.playbytherules.net.au](http://www.playbytherules.net.au)

*Introductory Level Officiating* manual (aimed at course participants)

Introductory Level Officiating - Presenters Kit (aimed at course deliverers)

ASC Code of Conduct for Officials

## **Module 2 - Managing the Competition Environment**

### **Competencies:**

At the completion of this module, the official will be able to:

- Manage the risks of officiating in competition, and abide by the legal responsibilities expected of an official.

### **Approximate duration**

1 hour

<b><i>Learning Outcomes</i></b>	<b><i>Content</i></b>
1. Incorporate risk management practices into your officiating of competition	<ol style="list-style-type: none"><li>1. Legal responsibilities of an official</li><li>2. Identifying potential risks and hazards in the competition environment (facilities, playing area, equipment and athletes)</li><li>3. How to minimise the risk of harm occurring during the competition</li><li>4. Implementing safety rules within your sport (eg. blood rule)</li><li>5. Awareness of legislation that may impact on the official (eg. state child protection legislation)</li></ol>
2. Follow emergency incident management procedures	<ol style="list-style-type: none"><li>1. Procedures for dealing with an emergency situation</li><li>2. Limitations to the role that the official is able to play in injury management if they are not trained in first aid</li></ol>

### **Delivery strategies**

Presentation  
Group activities  
Discussion  
Scenarios  
Role Plays

### **Resource requirements**

*Introductory Level Officiating* manual (aimed at course participants)  
Introductory Level Officiating - Presenters Kit (aimed at course deliverers)

## **Module 3 - People Management**

### **Competencies:**

At the completion of this module, the official will be able to:

- Use a range of communication strategies to develop effective relationships, minimise conflict, and deal with disputes effectively.

### **Approximate duration**

3 hours

<b>Learning Outcomes</b>	<b>Content</b>
1. Communicate effectively with others	<ol style="list-style-type: none"><li>1. Communication techniques that can be applied to a range of situations</li><li>2. Barriers to effective communication</li><li>3. Communicating decisions verbally and visually to athletes and coaches with confidence</li><li>4. Listening to athletes and other officials, and responding in a cooperative and timely manner</li><li>5. Communicating effectively with a diverse range of athletes (eg. athletes with a disability, athletes from culturally diverse backgrounds.)</li><li>6. Completing written/verbal reports clearly, accurately and in a timely fashion</li></ol>
2. Work as part of a team	<ol style="list-style-type: none"><li>1. The need to work as part of a team in your sport</li><li>2. The roles of other officials in a competition situation</li><li>3. Working with other officials in an effective manner during a competition</li></ol>
3. Minimise and deal with on-field conflict situations	<ol style="list-style-type: none"><li>1. Situations where conflict is likely to arise</li><li>2. Strategies to prevent conflict from arising</li><li>3. Planning and implementing strategies to resolve conflict</li></ol>
4. Deal with abuse from spectators and others	<ol style="list-style-type: none"><li>1. Preventative strategies to minimise hostility from spectators and others</li><li>2. Dealing with the pressure created by spectator comments and behaviour</li><li>3. Procedures for situations where spectator behaviour becomes serious and contravenes the rules of the sport</li><li>4. Seeking support/counselling from others to deal with ongoing spectator abuse</li></ol>

### **Delivery strategies**

Presentation

Video

Group activities

Scenarios

### **Resource requirements**

“People Management for Sports Officials” video

*Introductory Level Officiating* manual (aimed at course participants)

Introductory Level Officiating - Presenters Kit (aimed at course deliverers)

## Assessment Overview

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### Overview of how each competency / module is assessed.

Competency	Module	Assessment Tasks	
		Worksheet	Role Play Scenario
1. Display professionalism, integrity and ethical conduct in their role as an official.	1. Self Management	✓	
2. Prepare for the requirements of officiating, and review their own performance after a competition.	1. Self Management	✓	
3. Manage the risks of officiating in competition, and abide by the legal responsibilities expected of an official.	2. Managing the Competition Environment	✓	
4. Use a range of communication strategies to develop effective relationships, minimise conflict, and deal with disputes effectively.	3. People Management	✓	✓

### Overview of the assessment tasks, including how and when assessment will occur, conditions of assessment and evidence required.

**A. Short answer worksheets:** The worksheets are aimed at assessing candidates' comprehension of various underpinning knowledge aspects of the general principles modules. There are worksheets for Modules 1-3. The worksheets are used as both a learning and assessment tool. An answer guide is available to assessors marking the worksheets. All questions must be answered to the standard outlined in the answer guide to successfully complete this aspect. Candidates are permitted to access all course materials, and may consult with others when completing the worksheets. Candidates may re-submit the worksheets as many times as necessary to meet the requirements of this assessment task.

#### **B. Role Play Scenario**

This assessment task is aimed at assessing candidates' ability to respond appropriately to a conflict situation between an official and an athlete. Candidates are required to role play a scenario involving a conflict situation between an official and an athlete. This assessment task is used as both a learning and assessment tool, for Module 3. The role play activity may be completed during the course (although there is flexibility when time constraints prevent this). The role play scenario must be completed satisfactorily to successfully complete this aspect. An assessment checklist is provided for assessors to check the skills/competencies that the official must demonstrate. Candidates are permitted to access all course materials, and may consult with others when completing the assessment task. Candidates may re-do the assessment task as many times as necessary to meet the requirements.

#### **(C) Details of flexible assessment practices that will be provided for officials with special needs, disabilities or who are from rural/remote areas.**

The ASC and general principles deliverers are committed to providing flexibility in the assessment methods used. This includes:

- using oral instead of written presentation for Assessment task A where appropriate

- using video of the role play scenario or practical officiating task for assessment purposes where necessary (eg. for an official in a remote area)
- considering any request from candidates for flexibility, within the framework of ensuring fairness for others, and integrity of the assessment process overall.

**(D) Copies of assessment tools:**

**A. Worksheets**

Copies of the worksheets can be downloaded from the ASC website at [www.ausport.gov.au/coachofficial](http://www.ausport.gov.au/coachofficial). An answer guide is also available to authorised deliverers of the general principles, on request from the ASC. Email [officiating@ausport.gov.au](mailto:officiating@ausport.gov.au) for a copy.

**B. Role Play Scenario**

A detailed description of the scenario to be used and an assessment checklist are provided on the following page.

# Assessment Checklist

## Assessment Task B. Role Play Scenario

Candidates are required to role play either of the scenarios below, involving a conflict situation. Candidates should work in pairs, each playing the role of the official, and the athlete/spectator in turn. Alternatively, the assessor may play the role of the athlete/spectator if needed. If candidates are working in pairs, it is recommended that a different scenario is used for each candidate.

Scenario 1:

***An athlete approaches you after a competition with a query regarding a rule. You provide an explanation to the athlete regarding your interpretation of the particular rule. The athlete disagrees with you, and is becoming very heated. A few onlookers are starting to gather and you need to get the situation under control quickly. How will you respond to the athlete?***

Scenario 2:

***A spectator has been heckling you throughout the match that you have been officiating. You have chosen to ignore the comments, as they have been minor and of no consequence. However, just before the end of the match, the spectator has become incensed at a decision you have made, and has made a verbally abusive comment of a personal nature. At the end of the match, the spectator has approached you. How will you respond to them?***

Name of Candidate: \_\_\_\_\_

Performance Criteria	Comment	Competent	Not yet competent
Use non-verbal communication techniques effectively (eg. maintain eye contact)			
Utilise active listening techniques			
Promote cooperation and good relationships			
Deal with the person in a professional manner, and demonstrate empathy			
Implement strategies to resolve conflict			

**ASSESSMENT DECISION:**    **COMPETENT**

**NOT YET COMPETENT**

**COMMENTS:**

**ASSESSOR SIGNATURE:**

**DATE:**

## **Attachment A – Recognition of Prior Learning / Current Competence (RPL/RCC) Guide for Officiating General Principles**

Participants undertaking general principles courses can apply for Recognition of Prior Learning or Current Competence (RPL/RCC). You can apply for RPL/RCC if you think your prior learning and experience mean you already have the competencies of the particular training course.

### **How can prior learning be recognised?**

There are many ways that you can show evidence of the competencies you hold. RPL/RCC can only be granted on current evidence, that is, work that has been completed within the last four years. Some examples of evidence that can be provided to demonstrate your competencies include:

- Copies of certificates, qualifications achieved from other courses, school or tertiary results
- Statements outlining courses and/or study that you have undertaken and the learning outcomes/competencies achieved from these.
- Resume of experience
- Reports from people within your sport
- Relevant work samples eg. video of you officiating.
- Evidence of home/self directed study which may include a list of recent readings, synopsis of seminars attended, reports of own research/analysis undertaken.

### **Who can conduct the RPL/RCC assessment?**

<b>Training Program</b>	<b>RPL/RCC Responsibility</b>
Officiating General Principles	<ul style="list-style-type: none"><li>• ASC recognised officiating principles agencies</li><li>• National or State Sporting Organisation's</li></ul>
Sport Specific NOAS courses	<ul style="list-style-type: none"><li>• National or State sporting organisations</li></ul>

### **RPL/RCC procedure**

#### **Step 1 – complete application and send to course coordinator**

1. Applicants will need to gather all relevant supporting documentation and complete the RPL/RCC application form. Forward this with supporting documentation, and the relevant fee, to the relevant body (as outlined in the table above).

#### **Step 2 – assessment**

The application will be reviewed by an RPL/RCC assessment panel. The panel will compare the evidence provided by the applicant with the competencies required for the training program. A judgement will be made about whether the applicant wholly or partially meets the requirements.

In the event of partial completion of the competencies, the panel will outline which ones still need to be achieved, and preferably what evidence is still required.

### **Step 3 – notification**

The applicant will be notified of the decision within two months of receiving the application. In the event of partial completion of the course competencies, the panel will outline which competencies still need to be achieved, and preferably how.

Options include :

- Complete further training
- Work with a senior coach/official
- Complete prescribed home study options

Successful applicants for RPL/RCC will receive the appropriate certification, and where appropriate, will be placed on an ASC database.

### **Step 4 – appeal**

The applicant has the right to appeal the RPL/RCC assessment panel's decision, if they believe the decision is unfair, unjust or if the panel has misinterpreted the evidence.

In the case of an appeal, a new assessment panel will be established. The new assessment panel will review all material available and make a decision. The RPL/RCC review assessment panel will notify the applicant of the decision within two months of receiving the appeal.

# RPL/RCC Application Form

## SECTION 1 – Personal details

Name:.....

Organisation:.....

Position: .....

Address:.....

.....Postcode.....

Phone:.....Fax:.....

Mobile:.....

Email:.....

## SECTION 2 – Evidence

Competencies	Summary of evidence provided Please attach copies of supporting documentation.
<b>Introductory Level Officiating</b>	
1. Display professionalism, integrity and ethical conduct in their role as an official.	
2. Prepare for the requirements of officiating, and review their own performance after a competition.	
3. Manage the risks of officiating in competition, and abide by the legal responsibilities expected of an official.	
4. Use a range of communication strategies to develop effective relationships, minimise conflict, and deal with disputes effectively.	

**I declare that the evidence I have provided is a true and accurate record of my work and life experiences:**

\_\_\_\_\_  
Signature of applicant

\_\_\_\_\_  
Date

# RPL/RCC Assessor Report

Applicant's name:.....

Competencies	Evidence Supplied	Validity <i>(is the evidence relevant ?)</i>	Sufficiency <i>(is there enough evidence?)</i>	Authenticity <i>(does the evidence belong to the candidate)</i>	Current <i>(within the last four years?)</i>	Comments
<b>Introductory Level Officiating</b>						
1. Display professionalism, integrity and ethical conduct in their role as an official.	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
2. Prepare for the requirements of officiating, and review their own performance after a competition.	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
3. Manage the risks of officiating in competition, and abide by the legal responsibilities expected of an official.	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
4. Use a range of communication strategies to develop effective relationships, minimise conflict, and deal with disputes effectively.	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	

**All performance criteria met:** (please tick)     YES             NO (please advise the applicant additional evidence they are still required to supply)

Date of Assessment:..... Name of Assessor:.....

Position:..... Contact number:.....