

GUIDELINES FOR REFEREE EVALUATION

FORM – RC7

The RC7 Evaluation Reports are a very important element of the Referee Grading process. The evaluations provide *evidence* which will be considered, alongside other elements, when reviewing referee grades. Such decisions cannot be made on hearsay. Consequently, *it is important, in fairness to colleagues, that all referees participate in the process.*

- On each occasion you are the higher grade member of the referee team for a match, you are requested by Referee Commission to *submit* an RC7 to the Director for Referee Development ***within five days.***

Please check the grade of the referee with him/her, to establish the baseline performance expected – do not rely on the NVL Handbook.

Please title file as:-

Surname.initial Match Number date (e.g. 12.09.07) 1st or 2nd Your initials (as evaluator)

- If you are not the ‘senior’ member then it is in your interest to request that an evaluation is submitted
- If both referees are of the same grade they may choose to evaluate each other and submit the RC7s
- If you not officiating but are attending a match where colleagues of a lower grade have been appointed please submit an evaluation on each
- In the case of a tournament, an RC7 may be completed to cover the referee’s performance over the whole event. However, when individual match performances can be evaluated it is more desirable to have an RC7 for each. The latter may be the case for semi-finals or finals.
- **The Trained Observers appointed by the Staff Director to major events or National League matches, in which they are not personally officiating, will be supplied with relevant forms by the Staff Director. Observers may attend matches without prior notice. When a full Observation is being made it is not necessary to submit an RC7.**

In many cases the form can be filled in with the partner referee, so that you jointly identify and *agree targets* for the future. It will also mean that he/she is fully aware of what has been written. **The post match discussion/debrief is a major element in the development of referees. The evaluator has a responsibility to ensure the referee is involved in this important process. The referee should be making notes on his/her REFEREE LOG during the debrief and should record the ‘Agreed Targets’.**

NOTE THAT SECTION TITLES ON THE FORM RELATE DIRECTLY TO THE ‘KEY PERFORMANCE OBJECTIVES’ WHICH HAVE BEEN PRODUCED FOR EACH GRADE. BASELINE IS THE LEVEL OF PERFORMANCE EXPECTED FROM A REFEREE OF HIS/HER GRADE.

On the RC7 it is important to HIGHLIGHT THE NAME OF THE REFEREE WHOSE PERFORMANCE IS BEING EVALUATED, not yourself as evaluator if you were the referee partner.

The following is not meant to be a comprehensive manual for the RC7 but hopefully the questions posed for the numbered sections, in this example for a 1st Referee evaluating the performance of a 2nd, will prove valuable stimulus, and will lead to evaluators considering similar questions for a 2nd Referee evaluating a 1st.

It is appreciated that it is not always easy to evaluate a partner's performance when refereeing, but it will prove invaluable when considering gradings if as much evidence as possible can be provided.

Key Objectives:

1. What elements of pre-match were tackled, any omitted? Did the referee know/keep to his/her responsibilities? Was there good co-operation?
2. Did your partner referee make good eye contact? Were the correct signals used, in the right sequence and at the right pace? Was there good use of 'subtle' signals? Did he/she inform you of 2nd T-O and 5th/6th subs when relevant? Did he/she look at his/her line judge? How well did the 2nd Referee work with the scorer before, during and after the match?
3. Did your 2nd Ref respond immediately to requests for official interruptions? In an appropriate manner? Did he/she deal appropriately with the coach when situations arose?
5. How well did he/she control the areas within his/her jurisdiction, e.g. benches, warm-up areas, the scorer, game situations – including floor wiping? If the inclination is to write, 'Had a good game', provide evidence of what led to that decision? E.g., performed all tasks efficiently, movement around the post was good and adopted good positions so that faults were quickly and correctly identified?

It may prove useful to read through the Key Objectives for your partner's grade prior to the match and have a copy to hand.

Skills:

3. If evaluated e.g. as **AB**, why? What was particularly good, needed to be maintained/further developed? **A good chance to give encouragement?**
4. Was the 2nd referee focused on the net – not 'ball-watching'? Were faults whistled positively and immediately? Was it evident that only faults 'in the action of playing the ball' were penalised? Was attention paid to centre line infractions? Emphasis should be placed on the quality of the skills involved.
5. Presence? How did he/she generally relate to all concerned from entrance to exit? Level of professionalism?

REMEMBER:- Do not forget to:

- **identify what is being done well**
- **identify and agree targets which are achievable and measurable**