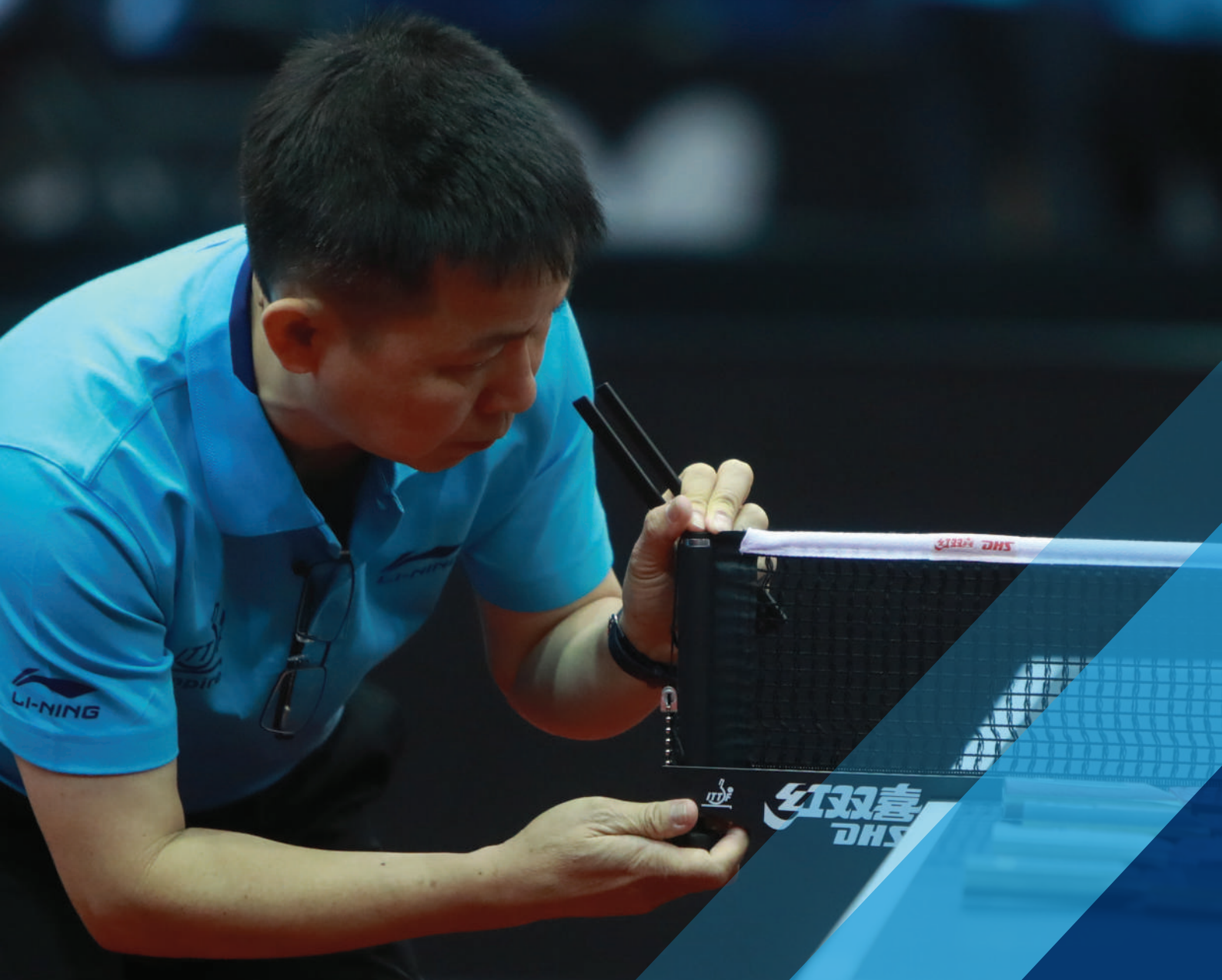




Enhancing the skills of Sport Officials in Europe



HANDBOOK OF TRAINING MODULES FOR SPORT OFFICIALS IN EUROPE

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BACKGROUND AND CONTEXT

A. THE ONSIDE PROJECT

The ONSIDE project (full title: 'Innovative Education to Enhance the Skills of Sport Officials in Europe') brought together key stakeholders from the world of sport officiating for the first time at the European level to develop a strategic approach to training and development.

Working under the leadership of the European Observatoire of Sport and Employment (EOSE, www.eose.org), the ONSIDE partners represent a unique combination of stakeholders dedicated to the advancement of sport officiating – three international/European sport federations, two national sport federations, one national sports council, one national Olympic committee, one university and two national associations of sport officials.

PARTNERSHIP OF THE ONSIDE PROJECT



COORDINATOR OF THE PROJECT

France / Europe

European Observatoire
of Sport and Employment



France

Association Française du
Corps Arbitral Multisports



United Kingdom

Sports Officials UK



Malta

SportMalta



United Kingdom

British Wheelchair
Basketball



Switzerland / Europe

European Athletics



Luxembourg / Europe

European Table Tennis Union



Austria / Europe

European Handball
Federation



Bulgaria

National Sports
Academy «Vassil Levski»



Romania

Romanian Football
Federation



Netherlands

Dutch Olympic Committee
* Dutch Sports Federation

The partners worked together through an intense three-year programme of meetings and activity which culminated in an International Event on Sport Officiating, held online on 20 November 2020, which attracted 250 participants from 39 countries in Europe and beyond.

EOSE and the ONSIDE partners are particularly proud that their efforts have helped establish the International Federation for Sports Officials (IFSO, www.ifso.sport), founded at The Peace Palace in the city of The Hague (Netherlands) in March 2019. It is the first global membership organisation whose aim is to enhance officiating across all sports and nations. The ONSIDE partners see IFSO as the perfect vehicle to continue to promote the project's outputs to member organisations and the international sport sector on a sustainable basis. It was unanimously agreed, therefore, that IFSO should become the ONSIDE 'Legacy Partner'.



The ONSIDE project officially operated from January 2018 to December 2020 with funding from the Erasmus+ Sport Programme of the European Union, although the partners, along with the legacy partner IFSO, will continue to pursue its aims and promote the implementation of the innovative outputs through an agreed sustainability action plan.

Further information about the project can be found at www.onside-sport.eu and about IFSO at www.ifso.sport

B. PROMOTING AND DEVELOPING THE VITAL ROLE OF SPORT OFFICIALS

Sport officials are known by a variety of titles, but whatever they are called; organised sport cannot exist without them. The majority of sport officials work on a voluntary basis or only receive a nominal fee for their services, yet these are the people who keep almost all competitions from grassroots participation to elite level performance happening all year round. The simple message is 'NO SPORT OFFICIAL = NO SPORT' and that applies everywhere.

The sport official's exact title and role will depend on the sport in which they operate. Some of the main examples include:

- | | | |
|---------------------|------------|-----------------|
| ▲ Assistant referee | ▲ Marshal | ▲ Timekeeper |
| ▲ Commissioner | ▲ Official | ▲ Touch Judge |
| ▲ Fourth Official | ▲ Referee | ▲ Umpire |
| ▲ Judge | ▲ Scorer | ▲ Video Referee |
| ▲ Linesman | ▲ Starter | |

Despite the importance of sport officials, they face many challenges. Their vital role is often not given the attention it deserves, and when they are noticed, the degree of respect they receive from competitors, coaches and spectators is rarely equal to the preparation, concentration and effort they put in when working under close scrutiny and huge pressure, often heightened by the increasing use of technology.

Thus, the fundamental work which sport officials do in keeping sporting events going, week by week and year by year, has generally been overlooked, undervalued and sometimes harshly and unfairly criticised. In many sports, their training and development can focus too narrowly on the technical aspects of their sport at the expense of broader competences such as communication, teamwork, conflict management and continuous improvement. They are often isolated within their specific sport and have few, if any, opportunities to learn from relevant practices in other sports.

ONSIDE, therefore, has worked tirelessly to increase the visibility, recognition and development of sport officials through the following activities:

- ▲ Conducting and disseminating reliable and valid research to underpin European sector-wide activity in the area of sport officiating;
- ▲ Boosting the profile of sport officiating to all key stakeholders in the world of sport;
- ▲ Encouraging networking so that officials in different sports can learn from each other;
- ▲ Defining the generic skills, knowledge and competences of sport officials, which are common across all sports and nations;
- ▲ Promoting education in the area of sport officiating and proposing new training pathways and development opportunities for sport officials to enhance their skills through innovative learning methods, including e-learning modules.

Finally, the ONSIDE project also promotes sport officiating as a voluntary activity in sport that enhances social inclusion and equal opportunities for all.

C. THE LIFELONG LEARNING STRATEGY FOR SPORT – “THE 7 STEP MODEL”

A Systematic Approach to Developing Standards and Training Programmes for Sport Officials

In order to realise its ambitions for sport officiating, the ONSIDE Project has implemented the Lifelong Learning Strategy for Sport, known as the “7 Step Model”¹. This model was devised by EOSE and has been tried and tested through other similar projects in the sport and physical activity sector.

The model provides a strategic framework which ensures that appropriate education, training and qualifications exist to support the development of the sector’s workforce of paid staff and volunteers. It was developed in response to the main education and employment challenges in the sector and aligns with the main EU policies and tools in the fields of sport, employment and vocational education and training (VET).

Implementing the 7 Step Model within the ONSIDE project has united the worlds of employment and education and built on the expertise of many experienced sport officials from a range of sports to ensure that the innovative education and training provision is fit for purpose and consistent with the needs and expectations of sport officiating.

The project has adopted a generic approach to sport officiating, i.e., it has tried to identify all of the main features of sport officiating, regardless of the individual sport, and identified all of the functions a competent sport official should be able to carry out at any level and in any context.

¹For an in-depth description of the model, see Gittus, B & Favre, A, *The Lifelong Learning Strategy for the Sector: the 7 Step Model*, in Gouju, JL & Zintz, T (Eds) (2014) *Sport: linking education, training and employment in Europe, an EOSE Network Perspective*. Presses Universitaires de Louvain. See also description of 7 Step Model on EOSE website: <http://eose.org/approach/7-step-model/>

The following steps have been implemented through the ONSIDE project:

STEP 1	The model began with the collection of Labour Market Information (LMI) by conducting wide desk and primary research into the realities, characteristics and tendencies in sport officiating.
STEP 2	The next step in the model produced an Occupational Map which further expands on the key characteristics of the sport officiating workforce of paid staff and volunteers.
STEP 3	The model then described the different roles in sport officiating and facilitated the development of an Occupational Descriptor for sport officiating.
STEP 4	The project supported the sport officiating employment and education stakeholders and expert partners to develop a Functional Map outlining all of the main functions a competent sport official should be able to carry out.
STEP 5	The stakeholders and expert partners in sport officiating developed the functional map to a greater level of detail to produce Occupational Standards . These standards take each of the functions in the functional map and add performance criteria which will enable an official's performance to be evaluated, and requirements for knowledge and understanding which will be used to underpin future education and training for the sector.
STEP 6	This step requires the development of qualifications and learning outcomes. For ONSIDE, the partners agreed the most appropriate and useful product for sports officials would be a Handbook of Training Modules . This contains 13 generic (i.e., not sport specific) module outlines and learning outcomes based on the occupational standards and knowledge requirements. This Handbook also includes advice to organisations wishing to develop education to support the generic competence-based development of sport officials.
STEP 7	Quality assurance is the final step. To address quality assurance, the project has created a Guide for Sustainability and Quality Assurance Strategies to ensure the occupational standards and training modules are optimally implemented going forward.

7STEP^{MODEL}

LIFELONG LEARNING STRATEGY FOR SPORT





INTRODUCTION TO THE HANDBOOK OF TRAINING MODULES FOR SPORT OFFICIALS

INTRODUCTION TO THE HANDBOOK OF TRAINING MODULES FOR SPORT OFFICIALS

This Handbook of Training Modules is the key output from Step 6 in the model and absorbs the outputs of all previous steps. It promotes an approach to the education and training of sport officials which is firmly rooted in a detailed analysis of the knowledge and skills they need to perform competently in their role and meet the expectations of competitors, clubs, federations and everyone who takes an interest in sport.

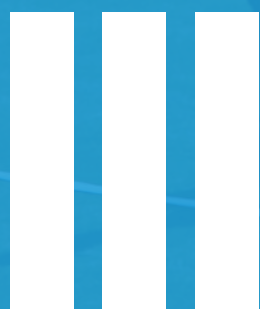
The occupational standards, in particular, have provided a key reference point for the design of exemplar modules with generic (i.e., not sport specific) learning outcomes which specify what the sport official must know, understand and, crucially, be able to do.

The target groups for this Handbook are organisations across Europe (and potentially worldwide) who are responsible for the training and development of sport officials. At the international level these will be international or European sport federations. Target groups also include national sport federations, which are the bodies most often responsible for education of officials at the national level. This Handbook will be relevant for sport officials' associations, leagues and national sport agencies where they play a role in the development of the officiating workforce. Finally, it will be of great value to providers who offer education and training services to the sport sector with a specific focus on the development of sport officials.

All of these organisations should have an interest in developing the generic competences of sport officials, and the aim of this Handbook is to give them hints, tips and advice about how they can create development pathways and improve their competence in this vital but challenging role in sport. The modules presented in the Handbook can be taught face-to-face or through online e-learning.

The Handbook contains:

- ▲ Module Outlines including learning outcomes for thirteen exemplar modules which cover generic competences for sport officials
- ▲ Detailed indicative content for six of the Module Outlines
- ▲ Information under key topics related to education of sport officials which may be useful to education providers seeking to deliver sport officials education, including EU initiatives in vocational education, accreditation and assessment.



DEVELOPING GENERIC SKILLS IN SPORT OFFICIATING

DEVELOPING GENERIC SKILLS IN SPORT OFFICIATING

A key outcome of the ONSIDE project is to define and develop generic skills in sports officiating. It is not the intention for the project to cover sport specific skills and knowledge as these are the responsibility of the individual sports.

The ONSIDE partnership concentrated on generic skills which are common to all sports – such as communication, teamwork and managing conflict. These are relevant for all sports in all countries.

Generic skills in the ONSIDE project were defined in the Functional Map for Sport Officials which can be found below. Each of these functions were then developed further into detailed occupational standards containing the key aspects of performance and knowledge needed to carry out the role of a sport official.

INNOVATIVE EDUCATION TO ENHANCE THE SKILLS OF SPORT OFFICIALS IN EUROPE

FUNCTIONAL MAP FOR SPORT OFFICIALS

KEY PURPOSE / MISSION FOR SPORT OFFICIALS

**ENABLE
PARTICIPANTS
TO COMPETE WITHIN
THE SPIRIT OF
THE SPORT THROUGH
THE IMPARTIAL
APPLICATION OF
THE RULES/LAWS
AND ETHICS OF
THE SPORT**

KEY ROLES

- A - PERSONAL COMPETENCY DEVELOPMENT

—
Evaluate and develop own
performance as a sport official

- B - RELATIONSHIPS

—
Establish and maintain
effective relationships with
other sport officials, with
competitors and others
involved in the competition,
including the media

- C - COMPETITION

—
Manage competition within
the rules/laws
and ethics of the sport

- D - INFORMATION

—
Manage information
as required by the officiating
role



Enhancing the skills of Sport Officials in Europe



FUNCTIONS

A1 ▶ Evaluate own officiating practice

A2 ▶ Develop own performance as a sport official

B1 ▶ Operate with other sport officials

B2 ▶ Operate with competitors and their representatives

B3 ▶ Operate with event staff

B4 ▶ Liaise with the media (NB this function is appropriate to sport officials who have a role in liaising with the media)

C1 ▶ Ensure the competition environment meets the rules/laws and ethics of the sport

C2 ▶ Apply duty of care for competitors and officials

C3 ▶ Monitor competition and apply the rules/laws and ethics of the sport

C4 ▶ Monitor competition and judge the quality of performance according to the standards of the sport/competition

C5 ▶ Manage conflict as part of the sport official's role

D1 ▶ Collect, record and store information as required by the officiating role

D2 ▶ Provide information to others as required by the officiating role

IV

TRAINING MODULES FOR SPORT OFFICIALS IN EUROPE

TRAINING MODULES FOR SPORT OFFICIALS IN EUROPE

Through the establishment of occupational standards for sport officiating within the ONSIDE project four key areas were established as follows, as can be seen in the functional map above:

KEY ROLE A: PERSONAL COMPETENCY DEVELOPMENT

Evaluate and develop own performance as a sport official

KEY ROLE B: RELATIONSHIPS

Establish and maintain effective relationships with other sport officials, with competitors and others involved in the competition, including the media

KEY ROLE C: COMPETITION

Manage competition within the rules/laws and ethics of the sport

KEY ROLE D: INFORMATION

Manage information as required by the officiating role

Within each key area, a number of standards were developed and specific standards have then been mapped to underpin the proposed modules in this handbook, which is made up of a series of module outlines.

Each module outline stands alone and can be delivered separately or as a part of a training package with other modules or topics.

The specific standards which were used to underpin each course are listed underneath the module title. These standards are identified by the title of the standard and if the mapping is not to the total standard then mapping is provided to the relevant performance criteria (PC) and knowledge and understanding (K) contained in the standard.

There is also a summary of each module presented above the learning outcomes to be achieved during the module.

13 modules are presented in the next section. In the following section indicative learning content is presented for the first 6 modules.

Note: the indicative content for this module can be found on page 34

SUMMARY

We tend to think that our main form of communication is through what we say but in fact, communication is far more complex than simply speaking or making sounds. We are actually capable of communicating very complex non-verbal messages just by our behaviour – for example, the way we dress sends messages to those who observe us, whether we sit or stand and how we do so also sends messages, whether we fidget in our chair or play with our pens in certain situations, smiling, the position of our heads etc. are all ways of communicating.

It is very easy to say what we don't mean with words but extremely difficult to hide what we really do mean as our non-verbal communication is extremely difficult to manipulate because we are usually not even aware of the signals we are giving off.

INDICATIVE LEARNING OUTCOMES (LO)

- L01.** Identify different forms of communication
- L02.** Display competence in selling our decisions through positive communication
- L03.** Identify who to communicate with and how to do so appropriately
- L04.** Recognise how and when to use communication skills and body language
- L05.** Describe what is meant by conscious and non-conscious communication and how we can demonstrate it more effectively

MAPPING TO ONSIDE OCCUPATIONAL STANDARDS

- Standard A2. Develop own performance as a sport official (PCA2.2, KA2.3)
- Standard B1. Operate with other sport officials (PCB1.1, PCB1.6, KB1.5)
- Standard B2. Operate with competitors and their representatives (PCB2.4, PCB2.5, PCB2.8, KB2.7)
- Standard B3. Operate with event staff (PCB3.7, KB3.5)
- Standard B4. Liaise with the media (PCB4.6)
- Standard C3. Monitor competition and apply the rules/ laws and ethics of the sport (PCC3.6, KC3.9)
- Standard C4. Monitor competition and judge the quality of performance according to the standards of the sport (PCC4.5, KC4.5)
- Standard C5. Manage conflict as part of the sport official's role (PCC5.5, KC5.6)
- Standard D2. Provide information to others as required by the officiating role

Note: the indicative content for this module can be found on pages 35-36-37

SUMMARY

Identifying what causes conflict and managing confrontational situations is crucial in our role as sports officials. Without understanding what causes these situations, it becomes increasingly difficult to manage them effectively.

It is important to understand what causes confrontation, how to recognise our own behavioural traits when dealing with people and situations and how to effectively manage these with respect.

INDICATIVE LEARNING OUTCOMES (LO)

- L01.** Describe what conflict management is and why it is so important.
- L02.** Identify what causes conflict.
- L03.** Recognise conflict management situations and how to manage these situations with respect
- L04.** Identify positive behaviours for dealing with conflict
- L05.** Demonstrate conflict management techniques including mutual respect
- L06.** Recognise and demonstrate managing difficult conversations

MAPPING TO ONSIDE OCCUPATIONAL STANDARDS

- Standard C5.** Manage conflict as part of the sport official's role (PCC5.2, PCC5.3, PCC5.4, PCC5.5, PCC5.6, PCC5.8, KC5.1, KC5.3, KC5.4, KC5.5, KC5.6, KC5.7)



Note: the indicative content for this module can be found on pages 38-39

SUMMARY

Observation and decision making under pressure is fundamental to our role as a sport official; it is what we do whether in recreational sport or the elite level. We firstly have to make sure our observation skills are developed in order for us to understand and identify what we have seen, then we can take the appropriate action SEE / THINK/ RECOGNISE / ACT.

Sport officials have to make decisions under pressure. It is important to understand pressure and how we can manage it in our role to enable us to be effective sport officials. We also need to be able to think about and record our own practices, undertake tasks and finally assess and record responses.

INDICATIVE LEARNING OUTCOMES (LO)

- L01.** Recognise the importance of observation skills and how to improve them to enhance your decision making
- L02.** Evaluate how you process information as an individual
- L03.** Appraise what you see, how you recognise it, and what you do about it
- L04.** Define the added skills of anticipation and awareness and how to use them effectively to support correct decision making
- L05.** Explain what causes pressure, where it comes from and coping strategies to deal with it
- L06.** Experience and assess your decision making under pressure

MAPPING TO ONSIDE OCCUPATIONAL STANDARDS

- Standard B2. Operate with competitors and their representatives (KB2.9)
- Standard C3. Monitor competition and apply the rules/laws and ethics of the sport
- Standard C4. Monitor competition and judge the quality of performance according to the standards of the sport
- Standard C5. Manage conflict as part of the sport official's role (PCC5.7, KC5.7)

Note: the indicative content for this module can be found on pages 40-41-42

SUMMARY

Sport has been associated with honesty, ethics and fair play right from its conception. It was believed that the development of the mind, spirit, and body were linked, and an athletic victory was considered a credit to both the athlete's physical and moral virtues. This idea, although somewhat faded and tarnished at times, is still the foundation of sport as we know it through respect, friendship, honesty, team spirit, fair competition, and respect for written and unwritten rules such as equality, integrity, solidarity, tolerance, care, excellence and joy. These are the building blocks of fair play not only for any sporting event, but in everyday life.

Sport federations bestow all appropriate authority and power on officials. This privileged position, therefore, must be taken seriously and managed with dignity, integrity, competence, respect, responsibility and professionalism. As sport officials we carry a responsibility to ourselves and our profession.

INDICATIVE LEARNING OUTCOMES (LO)

- L01.** Explain the importance of honesty and integrity in sport as an official
- L02.** Demonstrate an understanding of what is meant by ethics and fair play in sport and its importance
- L03.** Identify your own values and moral compass as a sport official
- L04.** Explain the contribution, role and responsibilities of the sport official in maintaining a fair ethical sporting environment
- L05.** Identify possible perceived barriers and pressures
- L06.** Reflect on your own practices of honesty, ethics and fair play in your role as a sports official

MAPPING TO ONSIDE OCCUPATIONAL STANDARDS

- Standard A1. Evaluate own officiating practice (PCA1.1, KA1.8, KA1.9, KA1.10)
- Standard A2. Develop own performance as a sport official (PCA2.1, PCA2.2, KA2.2, KA2.3)
- Standard B2. Operate with competitors and their representatives (PCB2.4)
- Standard C1. Ensure the competition environment meets the rules/laws and ethics of the sport (PCC1.2, KC1.3)
- Standard C2. Apply duty of care for competitors and officials (PCC2.3, PCC2.5, PCC2.6, KC2.4, KC2.6)
- Standard C3. Monitor competition and apply the rules/ laws and ethics of the sport (PCC3.5, KC3.1, KC3.8)
- Standard C5. Manage conflict as part of the sport official's role (PCC5.7)

Note: the indicative content for this module can be found on pages 43-44-45

SUMMARY

In order to deal with people in a respectful appropriate manner we must firstly identify our own behaviour styles, as how we manage ourselves in given situations will help us understand how to deal with others with respect. This will help determine how we approach different types of situations we come across as sports officials to achieve successful outcomes.

INDICATIVE LEARNING OUTCOMES (LO)

- L01.** Understand and describe what is meant by 'Personal Brand' and why it is so important
- L02.** Understand and define how you perceive yourself and how others perceive you
- L03.** Explain how to create a positive first impression
- L04.** Identify our personal management traits and how you respond to situations
- L05.** Recognise how you behave in situations
- L06.** Identify how you can become more self-aware and promote personal enhancement
- L07.** Review and reflection of own skills and performance
- L08.** Learn and apply empathy towards others and enhance social competence

MAPPING TO ONSIDE OCCUPATIONAL STANDARDS

- Standard A1. Evaluate own officiating practice
- Standard A2. Develop own performance as a sport official
- Standard B1. Operate with other sport officials (PCB1.2)
- Standard B2. Operate with competitors and their representatives (PCB2.1, KB2.2, KB2.3)
- Standard B3. Operate with event staff (PCB3.2)
- Standard C3. Monitor competition and apply the rules/laws and ethics of the sport (PCC3.1, KC3.2)
- Standard C5. Manage conflict as part of the sport official's role (PCC5.5, KC5.6)

Note: the indicative content for this module can be found on pages 46-47

SUMMARY

As a sport official we are very aware of our individual role and responsibilities and carry out our tasks in an organised systematic way according to the rules/laws of our individual sport. However, there are times throughout our officiating career when we will be required to work with peers in a team. In order to be an effective part of an officiating team it's important that we understand our role within it and ensure we carry out our duties to create an enjoyable and safe environment for the athletes.

INDICATIVE LEARNING OUTCOMES (LO)

- L01.** Describe how to set clear roles and responsibilities
- L02.** Recognise the expectations of the role and have the courage to play your part in the team
- L03.** Identify how to develop and implement team rules together
- L04.** As part of the officiating team help create a positive experience for the athlete
- L05.** Identify how to learn from each other's performance
- L06.** Explain how to share feedback from each other on individual performance

MAPPING TO ONSIDE OCCUPATIONAL STANDARDS

- Standard A1.** Evaluate own officiating practice (PCA1.2, PCA1.4, KA1.8)
- Standard B1.** Operate with other sport officials (PCB1.1, PCB1.4, PCB1.7, KB1.1, KB1.2, KB1.3, KB1.4, KB1.5)
- Standard C4.** Monitor competition and judge the quality of performance according to the standards of the sport (PCC4.4, KC4.6)

SUMMARY

Whilst we appreciate the importance of the standard we perform to as sports officials when undertaking our role during the competition, equally important is the administration we are expected to undertake before, during and after the competition. This will be identified by the sport with the expectation that all administration will be carried out in a timely and efficient manner.

INDICATIVE LEARNING OUTCOMES (LO)

- L01.** Identify the expectations of the sport and competition of the sports official regarding administration duties
- L02.** Describe the role of the sports official in ensuring the administration of the competition is properly managed
- L03.** Apply a clear process for your individual administration practices
- L04.** Define how to ensure the quality of your administration is fit for purpose
- L05.** Recognise the importance and process of reporting
- L06.** Employ and manage the procedures for reporting discipline

MAPPING TO ONSIDE OCCUPATIONAL STANDARDS

- Standard C3. Monitor competition and apply the rules/ laws and ethics of the sport (PCC3.10)
- Standard C4. Monitor competition and judge the quality of performance according to the standards of the sport (PCC4.4)
- Standard C5. Manage conflict as part of the sport official's role (PCC5.8)
- Standard D1. Collect, record and store information as required by the officiating role
- Standard D2. Provide information to others as required by the officiating role (PCD2.3, KD2.3)

SUMMARY

Duty of care in sport is about ensuring that the safety, wellbeing and welfare of everyone involved, regardless of their role, is at the centre of all decisions and actions. This is a shared responsibility for everyone involved in sport.

As officials we have a moral and in certain case legal duty to ensure that everything possible has been done to remove inherent risk from the field of play as well as a duty to report any concerns around the safety and wellbeing of athletes, officials and other participants in the sport.

INDICATIVE LEARNING OUTCOMES (LO)

- L01.** To understand the officials' role in relation to the safety and wellbeing of others
- L02.** To understand what would be defined as harm or abuse
- L03.** To understand what is meant by appropriate behaviour
- L04.** To be aware of procedures for raising a concern
- L05.** To be aware of support networks for officials own wellbeing

MAPPING TO ONSIDE OCCUPATIONAL STANDARDS

- Standard C2.** Apply duty of care for competitors and officials (PCC2.1, PCC2.2, PCC2.3, PCC2.4, PCC2.5, PCC2.6, PCC2.7, PCC2.8, KC2.1, KC2.2, KC2.3, KC2.4, KC2.5, KC2.6)



▲ SUMMARY

In order to reach our potential and be considered for promotion to higher levels of operation as sports officials we have a clear responsibility for our own personal development. It is also hoped there would be opportunities for development available from the sport, such as a clear open and transparent development pathway and mentoring and coaching opportunities in order to learn from peers and senior officials.

▲ INDICATIVE LEARNING OUTCOMES (LO)

- L01.** Create an action plan for individual development, monitor and evaluate effectiveness
- L02.** Identify your own areas of development as a sports official
- L03.** Identify and employ personal skill training
- L04.** Demonstrate a clear understanding of the development pathway in your sport
- L05.** Identify the process required for promotion and how to meet the relevant criteria
- L06.** Identify mentoring and coaching opportunities for sports officials

▲ MAPPING TO ONSIDE OCCUPATIONAL STANDARDS

- Standard A1. Evaluate own officiating practice
- Standard A2. Develop own performance as a sport official

SUMMARY

Psychology is the science of behaviour. Active sports officiating incorporates an understanding of many areas of behaviour including those associated with environmental events, personality characteristics, human development, mental abilities and social interactions. It is impossible to demonstrate expertise in all of these areas, but as sports officials we must demonstrate a clear working understanding and application of the areas that affect our role. Depending on the individual sport, the need for managing behaviours will differ immensely but will be intrinsically linked to decision making under pressure and management of people.

Each sport will have a different need for physical fitness as it is totally dependent on the individual role and responsibilities in the sport, whatever the requirements of the sport as officials we have a clear responsibility to ensure we are fit enough to undertake our role.

INDICATIVE LEARNING OUTCOMES (LO)

- L01.** Develop coping strategies to support your officiating role
- L02.** Create a physical fitness plan appropriate to the individual role
- L03.** Identify and implement practices to support healthy lifestyles
- L04.** Identify and appraise possible issues around mental health and well-being as sports officials
- L05.** Define how to manage conflict within the role of sports officiating
- L06.** Display an understanding of decision making under pressure

MAPPING TO ONSIDE OCCUPATIONAL STANDARDS

- Standard A2. Develop own performance as a sport official (PCA2.2 , KA2.3)
- Standard C3. Monitor competition and apply the rules/ laws and ethics of the sport (PCC3.1 , PCC3.4, KC3.2, KC3.3)
- Standard C5. Manage conflict as part of the sport official's role (PCC5.2, PCC5.5, KC5.1, KC5.4)

SUMMARY

Sports officials frequently go to locations unknown to them, usually alone, by the very nature of the role, the sports official will make many decisions that are not popular, this could cause a risk to them personally if others choose to question in an aggressive or physical manner. As sports officials we should have proactive strategies in mind as a precaution for any such eventualities to protect our personal safety.

INDICATIVE LEARNING OUTCOMES (LO)

- L01.** Describe how you would plan your travel and arrival times
- L02.** Identify your pre-event preparation
- L03.** Describe how you inspect the competition area and what you look for
- L04.** Demonstrate what you need to do to understand the competitors
- L05.** Identify the essential emergency processes and practices
- L06.** Identify the communication and decision making process in case of emergency

MAPPING TO ONSIDE OCCUPATIONAL STANDARDS

- Standard C1.** Ensure the competition environment meets the rules/laws and ethics of the sport (PCC1.2, PCC1.4, KC1.3, KC1.4)
- Standard C2.** Apply duty of care for competitors and officials (PCC2.5, PCC2.7, KC2.2.2, KC2.6)
- Standard C5.** Manage conflict as part of the sport official's role (PCC5.1)

SUMMARY

As sports officials we make decisions in all good conscience, with fairness and without bias; we must therefore be objective and not influenced by any of the different stakeholders in the sport.

The main role of a sports official consists of guaranteeing the integrity of the result of competitions, respecting the rules and laws of the sport and applying them in a fair, open and transparent manner; this is essential to ensure the enjoyment of the sport by the athletes and all other stakeholders. Errors must be kept to a minimum; therefore continuing development of sport officials is imperative to keep up to date with current practice.

As sport officials we must also ensure we are not influenced by external events, by intimidation or by gifts which would question the integrity of our role and the outcome of the competition.

INDICATIVE LEARNING OUTCOMES (LO)

- L01.** Describe what conflict of interest is and how to avoid it
- L02.** Identify areas that could question a sports official's integrity and provide good practice principles
- L03.** Illustrate best practice on how the appointment and announcement of sports officials is made in order to lessen the chance of outside influence
- L04.** Ensure the remuneration to sports officials for their services complies with the rules and laws of the sport
- L05.** Describe the reporting procedures in order to judge any attempted breach of the sports official's integrity

MAPPING TO ONSIDE OCCUPATIONAL STANDARDS

- Standard A1. Evaluate own officiating practice (KA1.9, KA1.10)
- Standard A2. Develop own performance as a sport official (PCA2.2, KA2.3)
- Standard D2. Provide information to others as required by the officiating role

SUMMARY

In a world where technology has an increasing role in sport, officiating is an area of sport that should not be missed out. It is undeniable that technology plays a certain role in officiating. However, it is crucial for us as officials to be aware of technology's benefits but also its limitations, whether it concerns analysing the officials' performance on video or technologies that assist the decision making process. Technology also has an important impact on officials' communication, their administrative tasks as well as their personal development.

INDICATIVE LEARNING OUTCOMES (LO)

- L01.** Be aware of the available technology in your sport
- L02.** Understand how to benefit from technology as an official
- L03.** Identify added values technology brings in the fields of communication, administration and personal development
- L04.** Ensure to optimise the procedures of using technology within your sport
- L05.** Be conscious about the limitations of technology that might affect your decision making
- L06.** Understand that technology is a tool to assist you as an official

MAPPING TO ONSIDE OCCUPATIONAL STANDARDS

- Standard A2. Develop own performance as a sport official (PCA2.2, KA2.3)
- Standard B1. Operate with other sport officials (KB1.5)
- Standard C3. Monitor competition and apply the rules/ laws and ethics of the sport (KC3.12)
- Standard D1. Collect, record and store information as required by the officiating role (PCD1.4, PCD1.5)



V

**SPORT OFFICIALS GENERIC SKILLS
INDICATIVE LEARNING CONTENT
(MODULES 1 – 6)**

▲ INDICATIVE LEARNING CONTENT

▲ Different forms of communication

The following are some of the different forms of communication and those that are most effective as a sports official:

- | | | |
|------------------------|----------------------------|-------------------------|
| ▲ Verbal communication | ▲ Non-verbal communication | ▲ Written communication |
| - Tone | - Body language | - Socials media posts |
| - Active listening | - Gestures and signals | - Emails |
| | - Eye contact | |
| | - Appearance | |

▲ Non-verbal communication

Non-verbal communication is a non-conscious part of our behaviour which is a deeply rooted part of our entire makeup; in fact, it is the most basic part of our personality. This refers to things we do in our body language that we are not conscious of, such as mannerisms and the way we react to different situations.

▲ Body language

Participants should be able to look at different examples and consider:

- ▲ Was the message positive/negative, how did you recognise it?
- ▲ Could the message be interpreted in a different way?
- ▲ How could it be improved?

▲ Evaluate the impact of communication skills and how you can improve them

The effects of communication and in particular how non-verbal communication can send a strong message.

The tone of your voice, its pitch, volume, quality, and speed affect what you say but your body language can:

- ▲ Repeat the message your words are saying
- ▲ Contradict what your words are saying
- ▲ Be a substitution for your verbal message
- ▲ Add to the meaning of your message
- ▲ Accent or make the message stronger
- ▲ Enable you to get on well with others in a productive way.
- ▲ Promote positive communication skills

Communicate fully and effectively by using verbal and non-verbal skills

- ▲ Promote the use of your voice to ensure it's not monotone or one paced, be sure to emphasise important words, pause to allow the individuals to process what you have said.
- ▲ Ensure your body language supports what you are saying, for example are your arms crossed in a manner which says your body is closed and not open to anything that someone is saying to you?

INDICATIVE LEARNING CONTENT

What is Conflict Management and why is it so important?

It is all about conflict, a normal and natural part of our workplace and personal and sporting lives.

- Conflict can be helpful in making necessary changes within the home, work or sporting environment.
- However, unresolved conflict can result in feelings of dissatisfaction, unhappiness, hopelessness, depression and other emotions.
- It can result in behaviours such as physical or emotional withdrawal, resignation from jobs, dissolution of personal relations, aggression, and even violence.
- Most people fear conflict and see it as something to avoid. In fact, conflict is a normal and natural part of our lives, both professionally and personally. Conflict in the right setting, handled in the right way, can be beneficial. It is through conflict that an awareness of the need for some necessary changes can be made - at work and at home.

What causes conflict

Identifying what causes them, and managing confrontational situations is crucial to your role as a sports official. Without understanding of what causes these situations, it becomes increasingly difficult to manage them effectively.

In order to manage conflict we must first recognise what the 'trigger points' are that can cause it, if we can identify this, we have a chance to either adopt pro-active approaches to prevent it from happening in the first place or to prevent it from growing into a more serious situation. Within this section we identify some of the possible areas of conflict in sport.

Competition

- Win or lose
- Nature of the Sport
- Outcomes – losers can be more aggressive
- Frustration at being out-performed / different levels of skill

Opponents

- Opponent – Pressure, last time we competed, outcome win / lose
- Crowd / Spectator Behaviour
- Performer / athlete reactions
- Close or equal scores / times / performance

Interpretations

- Difference in score line – Individual and Team / Fouls / Infringements / Misconducts / Disciplinary sanctions
- Athletes / Volunteers agitated, wound up by situations, perceived or otherwise

► Interpretations / Perceptions

- ▲ Perceived cause of events, fair play / bias
- ▲ Reaction often an over- reaction – decisions / judgemental
- ▲ Body Language – positive or negative / conscious or non-conscious
- ▲ Verbal Exchange - communication
- ▲ Skill Factors

Conflict arises from a clash of perceptions, goals, or values in an arena where people care about the outcome.

The breeding ground for conflict may lie in confusion about, or disagreement with, the common purpose and how to achieve it while also achieving individual goals within an organisation. In addition, the competition for limited (internal and external) resources will feed conflict. Perceptions and negative beliefs can cause you to lose track of reality and therefore create conflict.

► Conflict management situations

Modules can cover conflict situations and how we use our individual behavioural traits to manage ourselves, others and conflict situations with respect, this can be done using 'live issues' in groups where we can look at finding a suitable resolution, this will enable the module participants to understand the journey to achieving the outcome is the key factor.

► Identify positive behaviours for dealing with conflict

When dealing with conflict situations it's important to firstly make sure you focus on your main objective, that is to find a suitable outcome for both parties and for the sport. This could be based on objective or subjective information, it could be linked to laws/rules of the sport or competition; whatever the outcome is you must keep this in sight. From here you will need to set aside your own opinions and those of others and allow positive skills to help you manage the conflict. We will identify these through a range of activities.

- ▲ Active listening
- ▲ Positive body language and eye contact
- ▲ Making sure you have all the facts

► Conflict management techniques

There are many techniques that can be used to manage conflict. In your role as a sports official we have identified those which we believe will have the most positive outcome.

- ▲ Treat everyone with respect and dignity, make individuals feel important. remembering and using people's names helps.
- ▲ Be empathetic, always try to see the other person's point of view and try to understand why others feel the way they do.
- ▲ Listen attentively with the purpose of understanding what is being said. whilst maintaining eye contact, resist distractions.
- ▲ Assist others in their growth and development, share ideas, skills, experiences and pertinent information with other officials at workshops or conferences, pass your wisdom onto others.
- ▲ Learn how to make specific complaints in a positive way when dealing with the undesirable behaviour of an individual.

- ▲ Admit your mistakes, there is no shame in this, you will receive respect from others by doing so, apologise sincerely and take the necessary steps to correct your behaviour.
- ▲ Seek out the good in others and accept them as they are.
- ▲ Ignore minor irritations and trivial issues.
- ▲ Create “win-win” relationships, seek mutual benefit in all human interactions.

▲ Managing difficult conversations

We will now look at conflict situations and how we use our individual behavioural traits to manage ourselves, others and conflict situations with respect.

Part of the script for conflict is inborn and developed in our evolutionary past as part of our useful ‘fight or flight’ motor reaction. Our facial expressions and responses to some triggers seem to be universal and have been retained from our evolutionary history. However, although these responses are universal, we also learn what is supposed to be socially acceptable behaviour and what the likely interpersonal consequences will be in any given situation. In this learning outcome, we look at how through our own personal brand we can adopt pro-active approaches to managing conflict situations ‘putting into practice’ and how to manage the ‘difficult conversations’ which will lead to conflict resolution.

Managing Difficult Conversations

- ▲ Your approach to the individual
- ▲ The environment where the conversation will take place
- ▲ The format of the conversation
- ▲ The tone of your voice and written word, particularly when using social media
- ▲ Your body language.



INDICATIVE LEARNING CONTENT

Recognise the importance of observation skills and how to improve them to enhance your decision making

As a sport official the most important skill we must develop is that of observation; if we can't process what we have seen, then how can we make a decision? The importance and quality of our decision-making will have a profound effect on the outcome of the sports event. Through this section we will look at our focus and concentration as well as our observation skills, and decision-making activities which enable us to observe and recall events, including the detail, of who's involved, what happened, in what order etc.

Evaluate how you process information as an individual

We all process information in different ways - we are as different on the inside as we are on the outside. The way we process information will be affected greatly by our preferred learning style - visual, auditory or kinaesthetic - as well as our own values and beliefs. This module will take you through a range of activities which will help you to define your preferred learning style and identify how you process information.

Appraise what you see, how you recognise it, and what you do about it

Sport officials make many decisions throughout an event; most decisions are made in a split second and in quick succession; this not only puts the sport official under pressure but is accentuated by the need for those decisions to be correct. There is a logical order of the process:

- ▲ SEE – You know when you have seen a situation
- ▲ THINK – Ask yourself, what have I seen?
- ▲ RECOGNISE – Through the 'thinking' process you will be able to recognise what you have seen and what decision you will need to take
- ▲ ACT - Make the decision according to the above process

Define the skills of anticipation and awareness and how to use them effectively to support correct decision making

Anticipation and awareness are essential for many sport officials in order to react at the speed they are expected to by the athletes, make a decision and for that decision to be correct. The skills of anticipation and awareness come with experience, but this section will demonstrate how this experience can be 'fast tracked' through creating an understanding of the mechanics and what and when you need to recall information.

The following can be explored:

- ▲ What might happen next?
- ▲ Where do you need to be next?
- ▲ What do you need to think about next?
- ▲ Pull on your previous experience and that of others

These will give you areas to focus on and be prepared for; they may not take place, but they are your 'plan B' and by identifying them as possible considerations you will always be one step ahead in your decision making. By doing so, it will prevent you from experiencing excess pressure and enable you to make sound judgments throughout the event.

■ Explain what causes pressure, where it comes from and coping strategies to deal with it

What causes pressure will be different in every sport, but there will be commonality when it comes to the coping strategies, this may include:

- ▲ Controlling unwanted thoughts
- ▲ Managing emotions
- ▲ Maintaining composure
- ▲ Keeping objectivity
- ▲ Disrupting unwanted behaviour
- ▲ Refocusing to task
- ▲ Improving consistency
- ▲ Positive mental attitudes
- ▲ Affirmations
- ▲ Trigger words or actions
- ▲ Constant talking

■ Experience and assess your decision making under pressure

How do you learn to officiate under pressure? The answer is – you don't.

Nobody performs well 'under pressure'. The reason why our top officials at all levels of sport 'shine' when the stakes are the highest, the competition the fiercest and the game the toughest is not because they can do it under pressure, but because they eliminate the pressure and officiate in an 'ideal mental state'. This module will expand more on how you can achieve the ideal mental state for officiating.



INDICATIVE LEARNING CONTENT

Understand the importance of honesty and integrity in sport as an official

Sports officials are seen as the guardians of standards. This means they are impartial and fair when upholding and applying the laws/rules of the sport.

Module participants can be asked to share examples of how honesty and integrity is displayed and measured within their sport in order to confirm their understanding.

Demonstrate an understanding of what is meant by ethics and fair play in sport and its importance

Through activities participants will be asked to demonstrate their understanding of ethics and fair play; some of the responses we would expect are listed below. (This is not an exhaustive list)

- Uncompromising adherence to a strict moral or ethical code
- Truth / Honesty / Fair Play / Objectivity/ Sense of justice
- Unbiased decision making
- Reliability
- Honour – doing the right thing rather than the most popular
- Managing and applying the laws, rules, and regulations
- Making sure the sporting event is safe for all participants

Many of the above responses will need to be considered when the module participant starts to look at their own moral compass.

Identify your own values as a sport official

Think about, and reflect on, your own practice and moral compass.

Morality is essentially about what is right and wrong. Your moral compass is about navigating our way through life, or in this case through our sporting lives. Our moral compass will become clear through our intentions, decisions and actions ... we may modify our behaviours according to our peer group or environment, but essentially our first thought on a matter reveals a significant part of our own moral compass.

- What is Empathy?
- Why is it relevant to your moral compass?
- Moral Compass & Empathy

What to consider.....

- The athletes and their moral compass
- The officials and their moral compass
- Balance between objectivity and friendship
- Empathy for the situation of the official and the athlete
- Right and wrong according to the rules
- Evidence
- Decision

Module participants can be shown a series of video clips where they will be asked to make a decision around honesty, ethics and fair play to measure their understanding according to their own moral compass.

► **Explain the contribution, role and responsibilities of the sport official in maintaining a fair ethical sporting environment**

Responsibility:

- ▲ At all times be aware of their professional responsibilities to the participants whom they are officiating and to the competition to which they are appointed.
- ▲ Be responsible for their actions and ensure as far as humanly possible that they carry out their duties to the best of their ability.
- ▲ Carry out their duties in a timely, responsible, professional and respectful manner.
- ▲ Protect the reputation and profession of whoever they are working for
- ▲ What to do and what can you do in case of mistake

Integrity:

- ▲ Conduct themselves in a professional manner at all times, both on and off the field/arena.
- ▲ Seek support (give support where required), guidance and advice from peers, colleagues, mentors and/or coaches
- ▲ Avoid situations or engage in activities or behaviour, which might oblige them or lead to them contravening rules and regulations.
- ▲ Not accept or attempt to secure fees or benefits over and above those fees agreed
- ▲ Honour all officiating commitments

Competence:

- ▲ Comply with, and uphold the laws/rules of competition to the best of their ability

Respect:

- ▲ Sports officials shall honour, respect and uphold the fundamental rights, dignity and worth of all participants, officials and spectators of the sport. They shall be mindful and respect difference based on age, gender, ethnicity, race, culture, religious belief or other difference.
- ▲ Take all reasonable and necessary preventative actions so as not to allow themselves to be compromised by events or situations where individuals respect or dignity could be undermined in the context of age, gender, ethnicity, race, culture, religious belief or other difference.

► **Identify Possible Perceived Barriers and Pressures**

What do you think are the perceived barriers and pressures for all those involved in sport around honesty, integrity, ethics and fair play? Is it as simple as why do people break the rules / codes go outside of the ethics of sport? Process of deliberation v Fair Play v Rules laws v common sense

Suggested activity: what do you think are the barriers and pressures surrounding honesty, integrity, ethics and fair play in sport generally?

Is it as simple as why do people break the rules / codes go outside of the ethics of sport? Process of deliberation v Fair Play
v Rules laws v common sense = applying the rules or letting a game flow

- ▲ Success or not of the team / individual
- ▲ Peers / organisation
- ▲ Challenging rules / organisations
- ▲ Media
- ▲ Yourself, promotion, relegation, personal success
- ▲ Others.



INDICATIVE LEARNING CONTENT

Understand and describe what is meant by 'Personal Brand' and why it is so Important

It is a form of intelligence that involves the ability to monitor your own and others' feeling and emotions, to distinguish between them, and to use this information to guide your thinking and action in the roles you undertake.

The way we portray ourselves in situations whether these are natural traits or taught behaviours, will be how others see us. They will be aligned to our own values and beliefs. It's how the world sees us and how we see ourselves. Through a variety of activities, we will look at the following areas and identify why they are important in your role as a sports official.

- ▲ Identify your own personal brand
 - Are we someone to approach or to avoid?
 - Are we friend or foe?
 - Are we trustworthy, competent, likeable, confident?
 - Or are we an arrogant person who they dislike immediately?
- ▲ The rules of sport are changing, how does this affect your personal brand
- ▲ Understand the expectations placed on officials

1. It is important to identify our personal brand so we can:

- ▲ Understand ourselves to help us determine how we approach different situations
- ▲ Raise our own profile
- ▲ Encourage others to perform as we do

2. Personal brand is:

- ▲ A skill that can be developed
- ▲ A form of intelligence that involves the ability to monitor one's own and others' feeling and emotions
- ▲ Something we learn from others
- ▲ Something that is developed through our personal experiences
- ▲ Rooted in our beliefs and values

3. What is the value of understanding your personal brand?

- ▲ So we can take greater authority in our role
- ▲ So we can use it to manage conflict situations
- ▲ So we can take responsibility for ourselves and others

4. The 5 Dimensions of Emotional Intelligence

There are many tools which we can use to support the development of 'your brand' in order to be more self-aware when handling your own emotions and those of others. The following should be taken in to consideration.

- ▲ Self-awareness – recognising our own emotions and their effects on others.
- ▲ Self-regulations – managing your emotions and handling feelings.
- ▲ Motivating – know what motivates getting into the 'flow' or 'zone'.
- ▲ Empathy – recognising emotions in others.
- ▲ Social skills – managing emotions of others.

▲ Explain how to create a positive first impression

It is said that we only get six seconds to make a first impression! Every time anyone sees / speaks to us, their brain makes a million computations, we will be measured immediately on how others process these computations and an impression of us will have been formed. First impressions are vital because once we have created a 'first impression' it is hard to change it, so we must always make sure our first impression is exactly as we want it to be, positive, approachable and professional at all times

It's important that we understand that we have and need to have, several different 'masks' that we use depending on the role or situation we are operating within. For example the way we behave and communicate with our family and friends is very different to the way we promote ourselves in our professional role. Through interactive activities we will identify how we see ourselves and how others see us.

Suggested activity. Words to Describe You

- ▲ Ask module participants to think about words that may be used to describe themselves from a sporting context.
- ▲ Ask them to share the positive and negative words, then as the tutor, go through the list and share some of the words that may be used, are we comfortable with the words that could be used to describe you or would we like to be perceived differently?

In many cases, neither the "A" nor the "B" statement may be very typical of your behaviour, but please select the response which you would be more likely to use. Once completed we can analyse your individual management trait and look at how this style works within your role as a sports official.

▲ Review and reflection of own skills and performance

Firstly, we must be aware of the trigger points which cause potential conflict; to do this we need to reflect on our own skills. When dealing with conflict, below are some of the specific ways in which people behave. Let's look at our own behaviours...

- ▲ Are we calm and controlled?
- ▲ Do we listen and are we determined to have our say?
- ▲ Are we fuelled with emotion?
- ▲ Do we deal with it or avoid it?

■ Learn and apply empathy towards others and enhance social competence

Through interaction we will look at the following skills and behaviours that we exhibit in our own personal brand when dealing with others and how they can be developed.

- ▲ Treat everyone with respect and dignity. Make them feel important. Remember and use other people's names.
- ▲ Be empathetic. Always try to see the other person's point of view. Try to understand why others feel the way they do.
- ▲ Attentively with the purpose of understanding what is being said. Maintain eye contact and resist distractions.
- ▲ Assist others in their growth and development. Share ideas, skills, experiences and pertinent information with other officials at workshops or conferences, pass your wisdom onto others.
- ▲ Learn to make specific complaints by focusing on the undesirable behaviour of an individual.
- ▲ Admit your mistakes. Apologise sincerely and take the necessary steps to correct your behaviour.
- ▲ Seek out the good in others and accept them as they are.
- ▲ Ignore minor irritations and trivial issues.
- ▲ Create "win-win" relationships. Seek mutual benefit in all human interactions.

INDICATIVE LEARNING CONTENT

Describe how to set clear roles and responsibilities

Working in a team of officials brings clear obligations and responsibilities that are different to working in a silo (by yourself). Every sport will be different when it comes to the roles of the officials; however, we can examine the generic and sport specific processes in order to set clear roles and responsibilities which will deliver the best experience for the athletes. Below are some of the areas to be covered:

- Identify who is the leader of the team
- Identify each individual role and responsibility
- Identify the communication process / flow
- Seek agreement

Recognise the expectations of the role and have the courage to play your part in the team

Once your role in the team has been defined it is important that you are clear on the implementation. Sometimes it takes courage especially when there are situations that can potentially become confrontational or require sensitive difficult conversations.

- Identify the process of your role
- Administration responsibilities
- Order and timings of process according to the rules/laws of the sport
- Appropriate reporting

Identify how to develop and implement team rules together

Through activities we will design an appropriate strategy for implementation taking into consideration specific roles and the needs of the sport. Through group work we will establish clear rules of each role within the team, they could include:

- Travel arrangements
- Changing facilities
- Mobile phones
- Principles of working together
- Respect for decisions
- Communication with others including media
- Seek agreement from all concerned so everyone is comfortable

As part of the officiating team help create a positive experience for the athlete

Much of creating a positive experience for the athlete comes from the level of your communication skills and emotional intelligence displayed. We can look at live scenarios of situations whereby each role of the officiating team will be identified and their effectiveness in creating a positive environment.

► Identify how to learn from each other's performance

One of the most effective ways for sports officials to learn is from their peers. Given the opportunity to work as part of a team is an ideal time to learn from each other. We can explore different ways in which we can learn from each other this could include some of the following areas:

- ▲ How more experienced members of your team communicate with you and others
- ▲ Application and interpretation of the rule/laws of the sport
- ▲ How others manage difficult conversations and situations
- ▲ Through video evidence if available
- ▲ Through reporting and debriefing

► Explain how to share feedback from each other on individual performance

When working as part of a 'team' that could also include someone who's role is that of an observer or assessor, or simply you share feedback within the team. Feedback could be received and shared through the following mediums:

- ▲ A mentor / coach / assessor / observer
- ▲ Any member of the team
- ▲ Coaches and athletes
- ▲ Media and/or social media
- ▲ Verbal or written report.



VI

THE MAIN EU VOCATIONAL EDUCATION AND TRAINING INITIATIVES

THE MAIN EU VOCATIONAL EDUCATION AND TRAINING INITIATIVES

The 7 Step Model employed in the ONSIDE project is an approach developed to be in line with reform measures for education put in place by the European Union. This enables the sport sector to create and deliver training and qualifications that meet agreed employment and skills needs and link to EU vocational education and training initiatives by delivering a new learning outcome based approach.

Ensuring that all developments in sport are linked to EU initiatives gives the sector legitimacy and also increases the possibility to be taken seriously as an important and significant sector at the forefront of implementing initiatives at the EU level.

THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)



The European Qualifications Framework (EQF) helps all the countries in Europe to develop a national system of qualifications and also helps people to understand how qualifications in different countries relate to each other. It acts as a translation device to make national qualifications more readable across Europe.

The EQF covers all levels and types of education and training including adult education, vocational education and higher education. This is important to support cross-border workers and learner mobility, the transferability and transparency of skills, and lifelong learning across Europe.

The EQF uses eight reference levels based on learning outcomes and describes what a learner knows, understands and is able to do (defined in terms of knowledge, skills, and competences).

Each of the 8 levels is defined by a set of descriptors relevant to qualifications at that level in any system of qualifications. Level 1 is the most basic and introductory level while Level 8 is equivalent to the difficulty of a Doctorate degree.

There is increasing recognition and use of the EQF in the sport sector. Often this is done at a national level where sport qualifications which appear on a national qualifications framework are automatically given an EQF level.

The ONSIDE partnership would encourage education providers to map their provision to the levels of the EQF. Even where a course in sport officiating does not have a formal EQF level through inclusion in a national qualifications framework, course developers can use the EQF level descriptors to assist in the development of learning outcomes and increase understanding and transferability by informally allocating an EQF level to the course. This can then be used in the marketing and advertising activities for the course.



THE EUROPEAN CREDIT SYSTEM FOR VET (ECVET)



The European Credit system for Vocational Education and Training (ECVET) helps individuals who are studying vocational qualifications to move between different countries and learning environments, and gain access to lifelong learning. It does so by making it easier to accumulate credit for assessed learning outcomes.

ECVET describes units of learning outcomes as parts of qualifications that can be assessed and validated. It gives an indication of the size of units and qualifications in ECVET credit points. It offers a framework for making learners more mobile and qualifications more portable. ECVET applies to vocational qualifications at all levels of the European Qualifications framework.

ECVET can be facilitated in the sport sector when sport qualifications are made up of learning outcomes and there is a link to a credit point system – units and qualifications are given a credit point value.

ECVET is linked to accreditation of learning, which is the point a credit value is agreed and given to a piece of learning. When developing courses in sport officiating; course developers should carefully consider whether to gain accreditation or not. Continuing professional development of the workforce can be facilitated through accredited and non-accredited courses.

THE EUROPEAN QUALITY ASSURANCE FRAMEWORK FOR VET (EQAVET)



EQAVET aims to increase the transparency, relevance, consistency and transferability of vocational education and training qualifications across Europe. It is an approach to quality assurance and a reference framework for VET which has been agreed by Member States

Quality assurance can be defined as “a process through which accredited status is granted to a programme of education or training, showing it has been approved by the relevant legislative or professional authorities by having met predetermined standards” (Cedefop, 2008).

When looking at the sport sector, it is essential that there is trust and confidence from all stakeholders in the education and skills system. Across the sport sector it is important to promote confidence among employers, professionals, providers and the public and to ensure education and training providers issuing certificates are subjected to a quality assurance process that can be trusted to ensure consistency.

In the context of training for sport officiating, some education providers may gain accreditation which confers a specific regime of external quality assurance at the national level.

Depending on the setting and aims of the training as well as the national context, an appropriate and fit for purpose quality assurance system should be designed, implemented and applied to a programme of learning.



VII

THE CONCEPT OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

THE CONCEPT OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Continuing education and training is part of lifelong learning and may encompass any kind of education (general, specialised or vocational, formal or non-formal, etc.). It is crucial for the employability of individuals.

The ONSIDE partnership believes that the intellectual outputs and learning derived from the ONSIDE project can be used to support the continuing education of sport officials. Course developers can use the occupational standards and other outputs to ensure their programme of learning develops the sport official and increases their competence and confidence in their role.

This Training Programme Handbook focuses on how the area of sport officiating can benefit from a cohesive programme of continuing professional development.

Continuing professional development (CPD) is an aspect of lifelong learning and is a term used to describe the learning activities professionals engage in to develop and enhance their skills, knowledge and competence.

Increasingly in all roles in sport – paid and voluntary - there is a requirement or expectation to continue to learn and develop knowledge, skills and competences to keep up-to-date and be able to work safely, legally and effectively.

CPD combines different methodologies for learning, such as training workshops, conferences and events, e-learning programmes, best practice techniques and ideas sharing, all focused for an individual to improve and have effective professional development.



VIII

**USING THE OCCUPATIONAL
STANDARDS TO DEVELOP
TRAINING COURSES**

USING THE OCCUPATIONAL STANDARDS TO DEVELOP TRAINING COURSES

Occupational standards provide a reference point for the design of learning programmes which can be mapped to the required skill development of sports officials to ensure they are consistent and fit for purpose to meet labour market requirements.

By describing the skills and knowledge contained in the occupational standards, the learning outcomes act as a bridge between the programme of learning and the measured level of competence identified in each standard. The main functions identified in the occupational standards will lead to the definition of courses for learning and assessment.

One particular issue in designing and implementing a vocational programme is whether or not the employment requirements are met. The employment or workplace requirements are described in occupational standards. Therefore, the occupational standards will be used to provide a reference point for identifying the content that should be included in the training programme, together with the learning outcomes to be achieved by the candidate by the end of the course/programme.

If education and training, through appropriate learning outcomes, match the occupational standards, then the sector will enhance its potential to develop a competent and qualified workforce, enabling the sector to achieve its potential at the heart of European society.

As well as employers, sport also has a role to play here, specifically in ensuring that role descriptions have considered the standards and the benefits to the specific sport. This holistic approach ensures that employer, employee and volunteer have identified the appropriate skills in relation to (i) a particular role and (ii) in relation to an individual's continued professional development.

Within the ONSIDE project, occupational standards were developed for Step 5 of the 7 Step Model. The following list includes the titles of the occupational standards developed within that step of the project :

- Standard A1.** Evaluate own officiating practice
- Standard A2.** Develop own performance as a sport official
- Standard B1.** Operate with other sport officials
- Standard B2.** Operate with competitors and their representatives
- Standard B3.** Operate with event staff
- Standard B4.** Liaise with the media
- Standard C1.** Ensure the competition environment meets the rules/laws and ethics of the sport
- Standard C2.** Apply duty of care for competitors and officials
- Standard C3.** Monitor competition and apply the rules/ laws and ethics of the sport
- Standard C4.** Monitor competition and judge the quality of performance according to the standards of the sport
- Standard C5.** Manage conflict as part of the sport official's role
- Standard D1.** Collect, record and store information as required by the officiating role
- Standard D2.** Provide information to others as required by the officiating role

Furthermore, these occupational standards formed the basis of the module outlines produced for this Handbook. Within the section for module outlines, the occupational standard mapped for each suggested course is clearly stated.

IX

DEFINING
LEARNING
OUTCOMES

DEFINING LEARNING OUTCOMES

Learning outcomes can be defined as “*the set of competence, skills and knowledge an individual acquires and/or is able to demonstrate after completion of a learning process*” (Cedefop, 2003).

Learning outcomes are at the core of any education and training course/programme. They describe the expected achievements of the learner at the end of the learning experience, in terms of knowledge, skills and understanding.

Learning outcomes are expressed in the form of a statement that contains an active verb as well as what is expected in reference to the knowledge, skills or understanding in relation to that verb. Those involved in the design of the course/programme need to be fully aware of what the course is to achieve overall and should ensure all stakeholders are consulted in this regard. There are a number of aspects to consider when developing learning outcomes.

These factors include the:

- ▲ Purpose of the course overall
- ▲ Knowledge, skills and understanding to be covered
- ▲ Standards to be used
- ▲ Proposed level of course
- ▲ Ability and/or level of participants
- ▲ Duration of course e.g. 2 hour or two days
- ▲ Type of course e.g. CPD, educational/ academic, practical

Once these factors have been discussed and identified, learning outcomes can then be written. The content of the course/programme is subsequently developed in line with the learning outcomes to be achieved.

Learning outcomes for the ONSIDE project have all been developed with specific reference to the officiating occupational standards to ensure relevance to the industry and expectations from the labour market.

The establishment of appropriate learning outcomes is very important in relation to the development of assessment which is covered in the next section.

If assessment is needed as part of the course being developed, then the verb used in the formation of the learning outcome needs to be one that can be easily transferred into a method of assessment.



X

DECIDING ON DELIVERY
AND TEACHING METHODS

DECIDING ON DELIVERY AND TEACHING METHODS

The number of learning outcomes and whether there is any intended assessment will need to be considered when deciding on the learning and teaching methods to be employed. The type and level of course should be matched to the most appropriate person to deliver and assess that course.

Courses can be delivered in a variety of ways to suit the organisation as well as the participants, and will be influenced by the selected facilitator.

It is important to ensure that learning outcomes are delivered via a blended learning approach in order to engage with all preferred learning styles, this could be through theoretical or practical training, face to face or e-learning. There are important factors to be taken into consideration when making the decision of the delivery method. In this ever-changing world we live in, it's important to identify the best and most relevant delivery method, taking into consideration geographical logistics, time, funding and many other elements. Where possible there is always a preference for face to face delivery and/or practical training, however, e-learning is seen as the most time efficient as well as being the most cost effective format of training, it can be monitored and evaluated and assessed in order to meet the requirements of each learning style and learning outcome. The draft modules laid out in this handbook are all easily adaptable to each of the blended learning delivery styles.

Courses can be delivered over a matter of hours or days, depending on the needs of the organisation or participants concerned. The more complex or the higher quantity of learning outcomes, the more time that may be needed to ensure participants are able to fulfil their potential in this regard. Courses can be developed in a bespoke way, depending on the training gaps identified by the organisation.

In terms of delivery, there are a variety of methods and activities that could be used by facilitators regardless of the structure or duration of the course. As previously outlined, these methods should be selected on the basis of a variety of factors including the subject to be delivered, the intended level of the course and participants.

Potential activities that could be used, alone or in combination via blended learning techniques, are:

Case studies/scenarios	A problem-based learning task where participants are provided with a scenario and asked to draw conclusions on the response based upon evidence
Debates	Opportunity to engage in debates on particular topics with other participants on selected topic areas
Directed reading tasks	Specific readings and associated review tasks
Discussion Fora (including online)	Discussion groups on set or selected topic areas
Group work projects	A task related project conducted in groups and assessed as one piece of work. Tasks assigned by group members and group members often also mark peer input
Individual learning tasks	Informal (self-motivated) learning – such as watching and talking to others. Can also include specific set tasks

Theory sessions	Formal face-to-face/online theoretical training providing content which participants may reflect upon/use further
Practical training	Practical sessions where participants are provided with opportunities to engage with key tasks, e.g. 1-to-1 coaching, or team work related to each sport
Student presentations	Group or individual presentations on a topic area to peers (can include peer review, feedback and marking)
Workshops	Workshops are very much an environment to learn and share ideas from the group, feed off each other and come to practical solutions

It is imperative that organisers of courses are confident that those who deliver the face-to-face elements are appropriately trained and experienced to do so.

Specific delivery and teaching methods should be used for the training programme including theoretical delivery group work, participant presentations, discussion and case studies.

Facilitators need to be flexible approachable and able to adapt their planned delivery style and content in order to meet the needs of the environment and the participants.



XI

**SELECTING RELEVANT
ASSESSMENT
METHODS**

SELECTING RELEVANT ASSESSMENT

The assessment methods to be selected for a training programme will need to be valid i.e., aligned with the learning outcomes to ensure that the skills and competencies developed by the learners are assessed in a manner consistent with the design and delivery of the course as a whole.

Organisations who develop courses such as those listed in the course outlines section below should consider the learning outcomes carefully and, if assessment is appropriate and relevant for the participants concerned, then look to how the active verb used and the content identified could be assessed. Participants should be informed how they will be assessed alongside the learning outcomes within the introduction of the course/programme; methods of assessment should not be a surprise at the end of the course.

Factors that should be considered when designing the assessment include:

- ▲ Learning outcome to be assessed
- ▲ Level of knowledge to be assessed
- ▲ Ability and/or level of participant
- ▲ Any known special educational needs of participants
- ▲ Time available for assessment
- ▲ Cost of trainer for delivery, assessment and provision of feedback to students
- ▲ 'Model'/example answers
- ▲ Type and level of feedback expected/required
- ▲ Any requirements of an accrediting body

Delivery of the course/programme should enable the learning outcomes to be achieved and participants to be deemed as successful according to the assessment criteria in place.

The following are examples of ways of assessing learning and can be considered when writing both learning outcomes and planning assessments:

Case studies/scenarios	The production of a case study or situational scenario relevant to the sports official role where learners can evaluate against a set criteria.
Exhibition/poster displays	Suitable materials designed to raise the profile and engage others in officiating.
Group projects	A clearly shared group project in which participants contribute particular aspects of work to fulfill an overall objective
Independent projects	As above but conducted by an individual and often on a topic of their choice
Workshop reporting	A report on the outcome of a practical task

Learning logs/diaries	A reflective log/diary on a certain issue, situation or experience
Multiple choice tests	A test in which participants choose a correct answer from a number of options
Oral examination	An individual assessment or exam in which the participant highlights their learning and awareness through discussion with an assessor or observer
Oral presentation	A presentation (either individual or group) on a particular issue, topic or scenario
Practical trainings	A 'hands-on' approach to assessment and the ability of the participant to impart knowledge
Problem solving exercises	The use of tasks to allow participants to explore ways they may solve an issue
Reflective journal/portfolio	Similar to the learning log/diary, but more often including evidence of key tasks that have been completed
Participant led seminar/discussion	The ability for participants to manage others and use communication skills to impart knowledge during a teaching session





XII

**WHAT DO WE MEAN
BY ACCREDITATION?**

WHAT DO WE MEAN BY ACCREDITATION?

Accreditation is linked to the concept of quality assurance, which is described in the section above on European initiatives in VET. Accreditation is often linked to formal approval of a programme of learning linked to a National Qualifications Framework (NQF).

Accreditation can be achieved through the higher education or vocational education systems. Within higher education accreditation requires delivery by or partnership with a recognised higher education institution (university). Within vocational education learning providers can submit learning programmes/qualifications to the relevant national qualification authority.

It may be possible to submit a learning programme/qualification for accreditation to a national authority, either directly from the training provider or through a third party such as a recognised college. Seeking accreditation in this way may or may not be necessary or even desirable by the training organisation as this will take time and may be costly.

If accreditation is desirable then organisers should seek to undertake this in good time, alongside development of appropriate content, prior to delivery. This may take a considerable amount of time and several steps which should not be underestimated.

An alternative to accreditation is known as 'endorsement' where a programme of learning may not be formally accredited through national qualification authorities but is 'supported' or 'recognised' as a good piece of learning by a respected body in the sector, for example a professional body or sports federation.



XIII

**INVOLVING THE
RIGHT FACILITATORS**

INVOLVING THE RIGHT FACILITATORS

As previously identified, selected facilitators should have the appropriate skills that enhance the classroom environment and maximise learning.

These skills include:

- ▲ Active listening
- ▲ Communication skills, both written and verbal
- ▲ Presentation skills
- ▲ Facilitation
- ▲ Problem solving
- ▲ Group dynamics
- ▲ Creativity

In addition, personal characteristics should be considered in relation to enthusiasm, passion and approachability.

These interpersonal skills are, of course, in addition to the expected subject knowledge, expertise and experience that will underpin the delivery of any course and with this in mind, facilitators could include lecturers from higher education as well as leaders from the field of sport officiating.

XIV

CONCLUSION

CONCLUSION

To conclude, this training programme handbook has provided initial guidance in respect to the development of education and training opportunities to develop generic skills for sport officials. The handbook has outlined how to take account of European initiatives in vocational education and training such as the European Qualifications Framework (EQF). It has identified the essential elements to be considered in the development of education and training including learning outcomes, accreditation and using competence frameworks in the design of training, assessment, delivery and teaching.

Notions of continuing professional development (CPD) have informed the section containing the sport officiating modules via a sample of course outlines. These outlines offer the basis of potential CPD for sport officials.

This training handbook is presented as a first step in providing guidelines and advice to develop adapted training and education. Finally, this handbook can support sustainability and on-going support for sport officials and the development of the whole sport sector.



Enhancing the skills of Sport Officials in Europe



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