



## **LEVEL 5-4 OBSERVATION FORM v2 GUIDANCE**

### **The Form**

1. The form is an **editable pdf**. There is a **maximum number of characters** permitted in each of the 'Strengths and/or Development Needed' sections – 'Application of Law' (600), 'Match Control' (800), 'Fitness, Work Rate & Positioning' (600), 'Management of Stoppages & Technical Offences' (400), 'Game Understanding' (600), 'Teamwork' (400) and 'Communication' (600). The maximum number of characters in the 'Summary' section is 1500. There is a **drop down option** to record the scores, which are totalled automatically. The **font size** in the 'Strengths and/or Development Needed' section is deliberately small to ensure that all comments can be read should the form be printed. The form can be **edited** on, and saved to, a Smart device.

### **Scoring System**

2. For each of the 20 criterion and, based on the performance on the match he/she is observing, the observer should record in the 'score' column the most appropriate number in a range between 1 and 5.

Well below standard	Below standard	Standard expected	Above standard	Well above standard
1	2	3	4	5

3. If the referee has no opportunity to successfully demonstrate a particular criterion (unlikely), then the observer should record the number 3.
4. Observers should draw upon their own experience and knowledge to determine what constitutes, for example, a well above standard performance (and a score of 5) in a particular area. Guidance is also provided as **Appendix 1**.
5. A total mark of 60 would equate to a performance considered to be of the 'standard expected'.
6. However, the referee **must** achieve a minimum score of 3 against the following criterion:
  - 'Recognises fouls correctly and consistently'
  - 'Gives appropriate sanctions'
  - 'Has control of the match at every stage'

Failure to do so would result in the performance **NOT** considered to be of the 'standard expected', irrespective of the total score.






### **Strengths and/or Development Needs**






7. If the observer has identified a particular development need (i.e. a score of 1 or 2), then timed evidence and a solution **must** be provided. For any other score (i.e. 3, 4 or 5), the observer does not **need** to comment, although he/she may wish to praise a particular strength.






### **Summary Section**






8. Observers may include in this section any additional information that they think will be beneficial to the development of the referee.

## Appendix 1 - Descriptors

APPLICATION OF LAW					
Competency	Well below standard  1	Below standard  2	Standard expected  3	Above standard  4	Well above standard  5
Recognised fouls correctly and consistently	Frequently failed to recognise, detect and penalise law 12 offences. Players appeared confused and challenged referee's interpretation				Correctly recognised <b>all</b> offences, including (potential) 'game changing' incidents. Decisions were readily accepted by the players.
Gives appropriate sanctions	Failed to issue mandatory sanctions				All sanctions were in accordance with law and met with the demands of the game. Correct identification of significant game impacting incidents.
Uses advantage clause effectively and manages follow-up appropriately (e.g. speaks to offender & offended player)	<b>Frequently</b> failed to play advantage or played it at the wrong time and/or in the wrong areas. <b>Often</b> hindered the side in possession.				<b>Always</b> applied advantage effectively and In appropriate areas without ever being detriment to match control.
MATCH CONTROL					
Competency	Well below standard  1	Below standard  2	Standard expected  3	Above standard  4	Well above standard  5
Has control of the match at every stage	Did not demonstrate any authority and allowed poor player behaviour (including dissent). Was indecisive and inconsistent.				Demonstrated a natural authority, remained in control throughout and communicated with players in an effective manner. Raised profile when necessary to aid control.
Reacts immediately & appropriately to a change in the nature of the match	Did not (know how to) change approach when temperature of match changed.				Recognised the rise in temperature and adapted style to suit, enhancing control of the match. Demonstrated management techniques that benefited match control and the game as a whole.

Consistent, objective and not influenced adversely by others	<b>Often</b> allowed players to adversely influence decision making. Players continually challenged referees authority.				Was <b>never</b> influenced by players or managers. Remained mentally alert <b>throughout</b> . Players engaged with the referee and readily accepted decisions.
Firm, decisive, self-confident & self-assured	Appeared unsure in own decisions and in interactions with players. Did not look comfortable in own surrounds and was easily influenced by others.				Demonstrated self-belief in decision making. Calm, Confident and assured with body language to suit. Manged game with confidence and decisiveness. <b>Never</b> influenced by others.
FITNESS, WORK RATE & POSITIONING					
Competency	Well below standard <b>1</b>	Below standard <b>2</b>	Standard expected <b>3</b>	Above standard <b>4</b>	Well above standard <b>5</b>
Was appropriately positioned to be able to make credible decisions	Was <b>rarely</b> in the correct position to make accurate decisions. Showed little effort to get into the correct positions.				Was <b>always</b> in the correct position to make accurate decisions. Effortlessly adjusted position when necessary. Read play appropriately.
Sufficiently close to play but does not interfere	Was <b>often</b> either in the way of players, causing frustration or too far away to be able to make accurate decisions.				<b>Never</b> in the way of players or the ball. Always close enough to be able to communicate effectively and preventatively. Was able to read patterns of play and penetrate all four corners of the field of play.
Displays good stamina throughout the match	Demonstrable lack of effort <b>throughout</b> . Displayed inappropriate running patterns (took 'short cuts'). Transitions were ineffective.				Demonstrated high levels of work rate from <b>start to finish</b> . Fitness levels clearly met the demands of the match. Moved effectively from one phase of play to the next.
MANAGEMENT OF STOPPAGES & TECHNICAL OFFENCES					
Competency	Well below standard <b>1</b>	Below standard <b>2</b>	Standard expected <b>3</b>	Above standard <b>4</b>	Well above standard <b>5</b>
Manages attacking free-	Had <b>little control</b> of when and where free kicks were taken.				Worked with players to ensure they were <b>always</b> at the required

kick effectively (including free-kicks near penalty area)	Players <b>often</b> not back the required distance. Was <b>rarely</b> alert to the quick free-kick. No management of the defensive wall.				distance and that free-kicks were taken from the correct place. Allowed play to re-start quickly if necessary. Took up highly effective viewing positions.
Manages re-starts correctly (goal-kicks, corner-kicks, throw-ins & kick-off)	Restarts <b>often</b> taken from wrong place. Failed to recognise players in correct half at kick-off. No natural authority or management of restarts.				Worked with players to ensure they were <b>always</b> at the required distance and that re-starts were taken from the correct place. Remained alert at re-starts <b>throughout</b> . Demonstrated highly effective management and communication techniques.
<b>GAME UNDERSTANDING</b>					
<b>Competency</b>	<b>Well below standard</b>	<b>Below standard</b>	<b>Standard expected</b>	<b>Above standard</b>	<b>Well above standard</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Anticipates what is going to happen next	Was frequently incorrectly positioned to make accurate decisions; failed to recognise changing patterns of play, tactics and rising temperature of the game				'Read' the game and players' intentions well <b>throughout</b> . Was always proactive and always in the right place at the right time to communicate and make decisions.
Prevents incidents by recognising early potential threats	Was reactive <b>throughout</b> . Failed to deal with players' frustrations. Failed to identify when an incident had the potential to escalate.				<b>Always</b> took preventative action and communicated preventatively to ensure isolated incidents and player frustrations did not escalate unnecessarily.
Manages player intentions and game situations in an empathetic manner	Showed <b>little</b> appreciation for what players were trying to achieve. Was <b>never</b> on the same wavelength as the players. Failed to communicate with players. Did not demonstrate any game empathy.				Showed recognition <b>throughout</b> of what players were trying to achieve, technically and tactically. Worked <b>with</b> players throughout. Understood team tactics and allowed players to express themselves without ever putting own match control at risk.
<b>TEAMWORK</b>					

Competency	Well below standard 1	Below standard 2	Standard expected 3	Above standard 4	Well above standard 5
Gives effective pre-match instructions to assistant referees (ARs)	Failed to offer any pre-match instructions or, if they were given, they were unclear and hindered the ARs				Provided clear and comprehensive instructions, checked for understanding and invited questions. Inspired the ARs to perform.
Acts correctly and communicates well when offences are brought to their attention by the assistant referee	Never responded to, or acknowledged, the ARs when offences were signalled				<b>Always</b> acted appropriately on advice. Was seen to support the ARs and engaged in face to face discussion when appropriate. Acknowledged input and was the leader of the team. Supported colleagues under pressure and displayed effective visual contact.
COMMUNICATION					
Competency	Well below standard 1	Below standard 2	Standard expected 3	Above standard 4	Well above standard 5
Signals effectively	<b>Sometimes</b> failed to signal at all. Arms were often 'weak' and players were sometimes unclear as to the decision given.				<b>Always</b> demonstrated approved signals. Directional indications were always clear and in harmony with ARs'.
Uses the whistle effectively	Little or no differentiation in whistle tone <b>throughout</b> . Whistle was sometimes inaudible. Players were sometimes unclear as to the severity of offences.				Whistle tone <b>always</b> differentiated appropriately between offences. Players were clear as to the severity of offences.
Displays positive body language at all times	Lacked authority <b>throughout</b> . Appeared withdrawn and did not seem to be concentrating. Allowed players to dictate during interactions with them.				Displayed a positive demeanour <b>throughout</b> . Was confident, naturally authoritative and appeared mentally alert at <b>all</b> times.