



REFEREE EDUCATION PROGRAM

ASSOCIATION DEVELOPMENT



THIS BOOK BELONGS TO

VERSION: JANUARY 2018

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REFeree DEVELOPMENT

By the end of this course, to be competent you will need to:

Area	Assessable Performance Criteria
Communication	Uses a loud whistle when making a call
	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA
	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable
Mechanics	Demonstrates good lead position by starting in a wide position and looking to adjust with the play
	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play
	Demonstrates basic knowledge of areas of responsibility for trail and lead by making no calls outside their area
Calling of the game	Identifies and accurately calls travel, double dribble, and out of bounds violations
	Identifies and accurately calls fouls in obvious or heavy contact situations which result in a player falling to the floor or losing the ball
Game Control	Makes decisions confidently without hesitation on the 'first' obvious violation or foul
Professionalism	Is appropriately dressed to referee as per competition expectations
	Demonstrates integrity by treating all participants with respect and behaving in a responsible manner
Game Administration	<p>Effectively starts a game by:</p> <ul style="list-style-type: none"> - checking court safety - preparing the game-clock and score-sheet <p>Effectively communicates and administers events during a game such as:</p> <ul style="list-style-type: none"> - possession arrow - court hazards <p>Effectively ends a game by:</p> <ul style="list-style-type: none"> - blowing a final whistle - meet mid-court with partner official - accurately check and sign off scoring system
Rules	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles

MODULES OVERVIEW

MODULE 1

Introductions
Basic signals
Out of bounds
Movement on the court
Expectations

MODULE 2

Reflections
Travel
Double dribble
Other violations
Being decisive

MODULE 3

Reflect on competencies and violations
Calling fouls
Act of shooting
Heavy contact situations

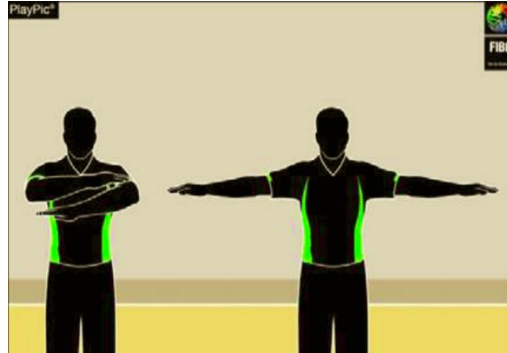
MODULE 4

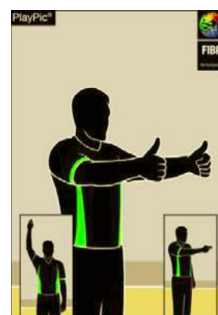
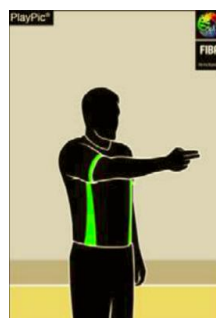
Reflect on foul calling
Calling charges
Communication with players
Game administration
Referee pathway

COMMUNICATION

BASIC SIGNALS

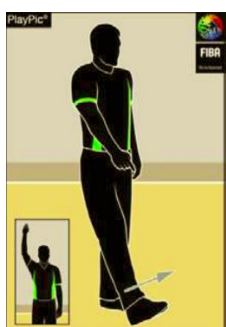
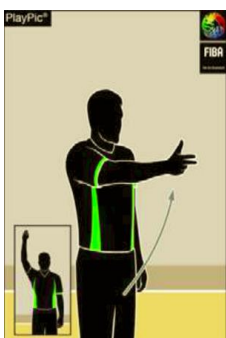
Fill in the missing signals as they are covered in the theory session.





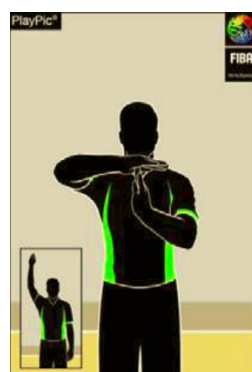
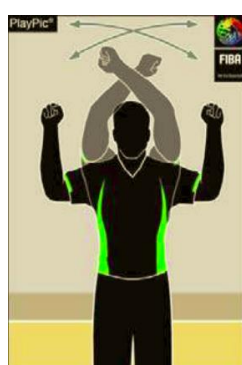
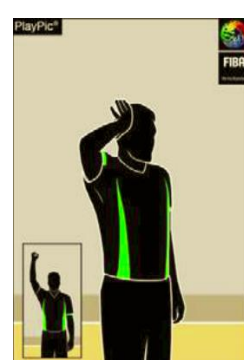
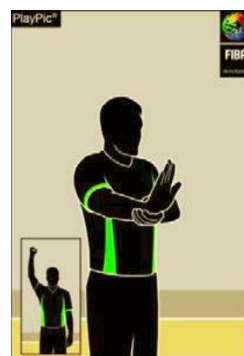
VIOLATION SIGNALS

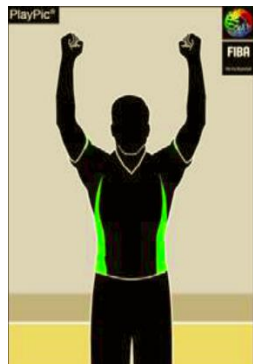
Fill in the missing signals as they are covered in the theory session.



FOUL SIGNALS

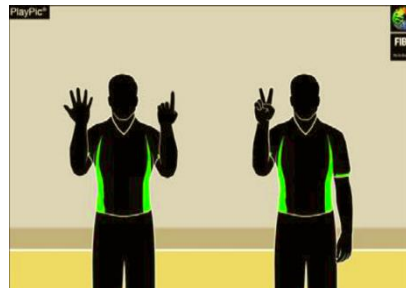
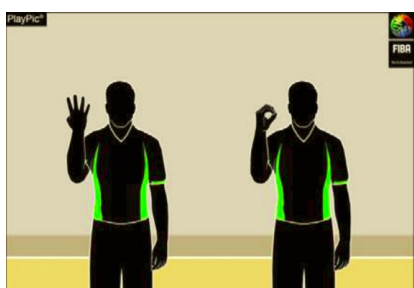
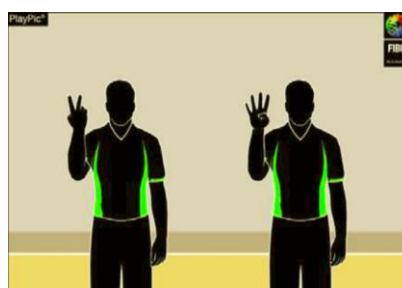
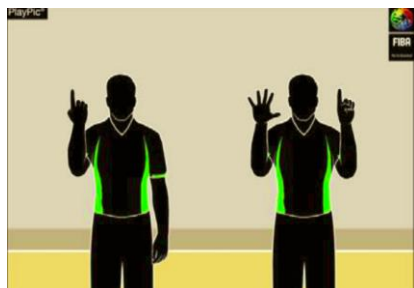
Fill in the missing signals as they are covered in the theory session.

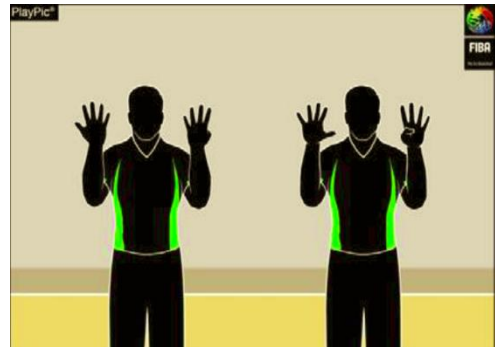
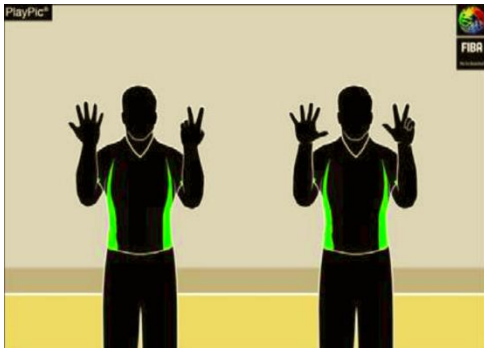




SIGNALLING NUMBERS

Fill in the missing signals as they are covered in the theory session.





SIGNALLING TO THE SCOREBENCH

When signalling to the scorebench you need to follow this order:



COMMUNICATING WITH PLAYERS

Can you think of a time when a referee has communicated in a good or a bad way?

What was the reaction of the player/s or team? Why?

COMMUNICATION ASSESSMENT

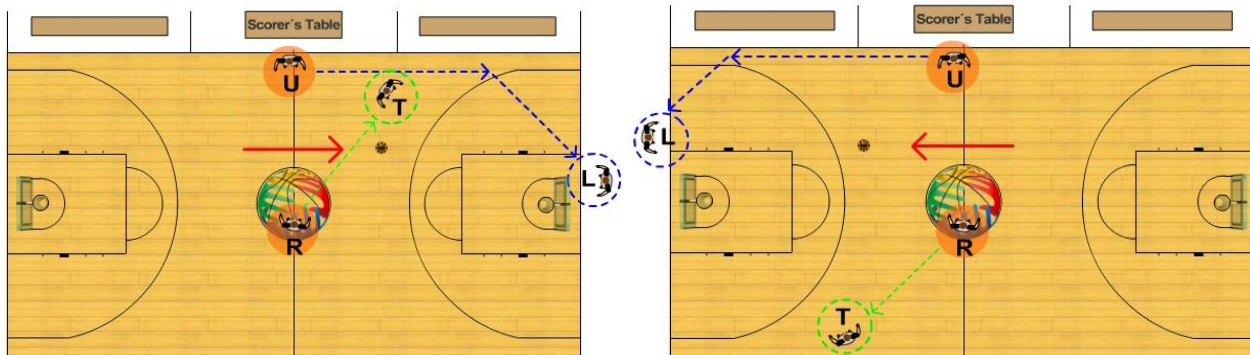
By the end of this course, to be competent you will need to:

Communication	Uses a loud whistle when making a call
	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA
	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable

MECHANICS

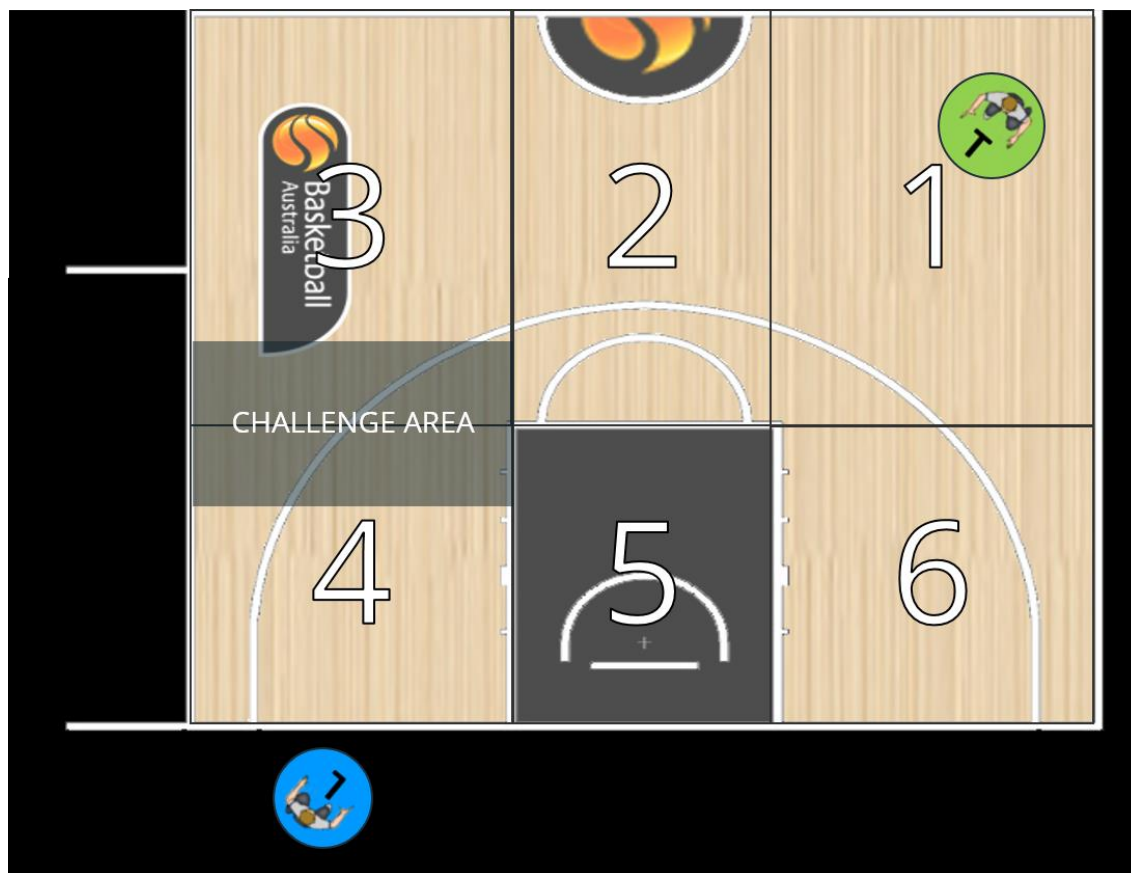
THE JUMPBALL

After the jumpball has been administered the umpire (non-active referee) moves into lead position and the referee who administered the jumpball moves into trail position.



AREAS OF RESPONSIBILITY

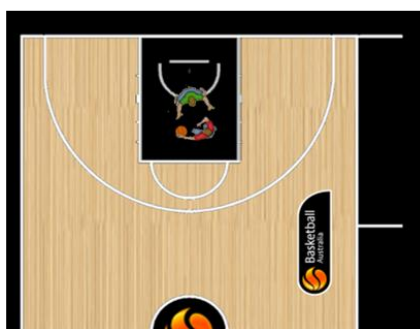
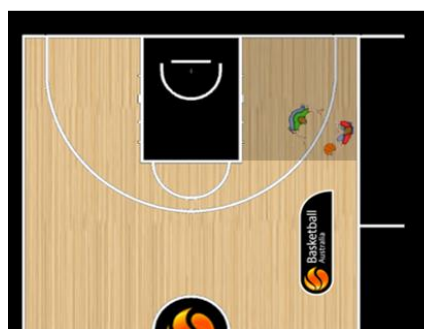
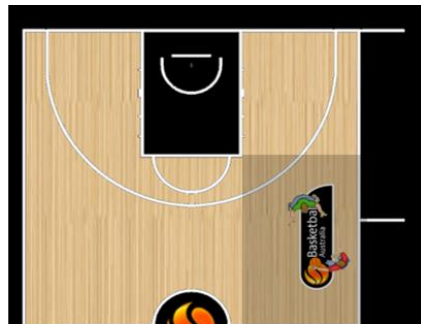
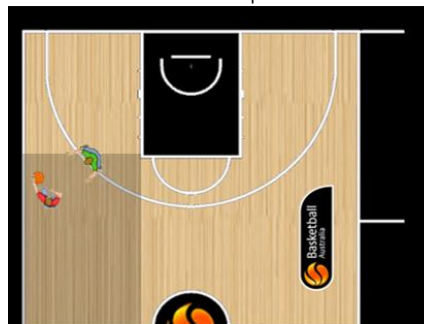
Place a "T" for trail, or "L" for lead next to each of the numbered areas indicating the areas you think the referees are responsible for making calls in.



TRAIL AREAS OF RESPONSIBILITY

Where do you think the trail referee should be standing in each of the diagrams below?

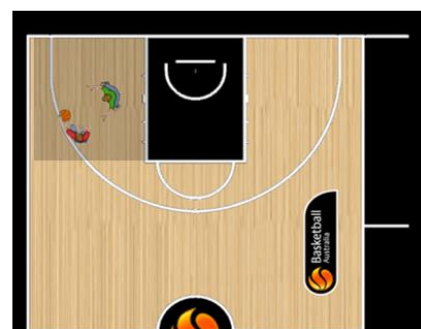
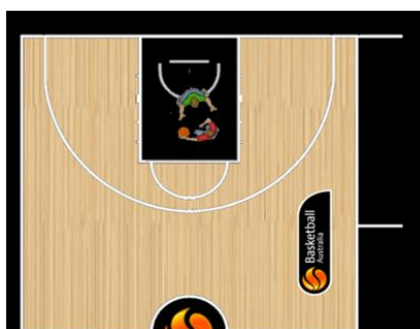
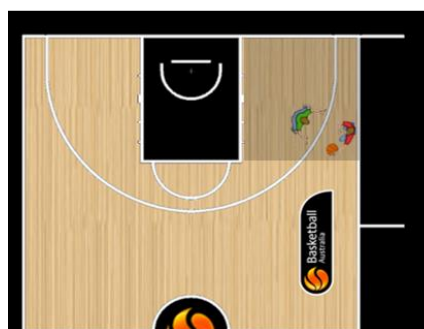
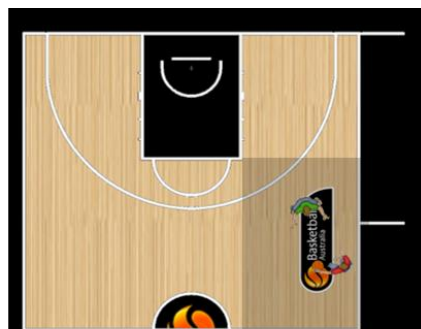
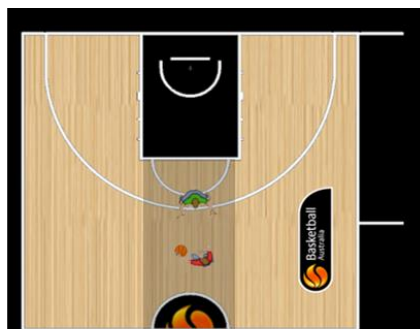
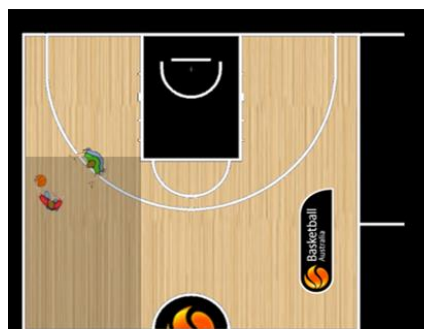
Mark 'x' on that spot:



LEAD AREAS OF RESPONSIBILITY

Where do you think the lead referee should be standing in each of the diagrams below?

Mark 'x' on that spot:



GOOD PERSPECTIVE

Referees are always trying to get into a position that isn't too close but isn't too far away.

Write down two problems that might occur if a referee is too far away from the play:

1)

2)

Write down two problems that might occur if a referee is too close to the play:

1)

2)

MECHANICS ASSESSMENT

By the end of this course, to be competent you will need to:

Mechanics	Demonstrates good lead position by starting in a wide position and looking to adjust with the play
	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play
	Demonstrates basic knowledge of areas of responsibility for trail and lead by making no calls outside their area

CALLING OF THE GAME - RULES

CALLING OUT OF BOUNDS

Circle the following true/false statements below.

It is out of bounds when the ball touches:

1) a wall	TRUE	FALSE
2) a coach or substitute standing outside the court	TRUE	FALSE
3) the ring supports, a light or roof	TRUE	FALSE
4) the sideline or baseline	TRUE	FALSE
5) an airborne player who last touched an out of bounds area	TRUE	FALSE
6) a referee who has part of his/her body touching an out of bounds area	TRUE	FALSE

CALLING TRAVELS

Use the videos in the presentation to create your own definition of the travel rule in the space below. Consider the following in your definition: pivot foot, standing player, moving player and the importance of the ball.

My definition of a travel is

Is a player allowed to roll with the ball? YES / NO

Is a player allowed to slide with the ball? YES / NO

CALLING DOUBLE DRIBBLES

Create your own double dribble rule while considering starting and ending a dribble, movement of the ball and the carry rule.

My definition of a double dribble is

CALLING FOULS

Write down as many different types of fouls you can think of.

Fouls I can think of are:

Create your own definition of a foul below.

My definition of a foul is:

Write in the correct definition of a foul below.

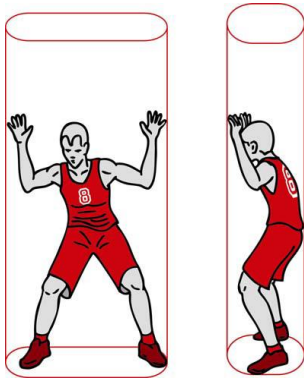
The correct definition of a foul is:

I chose a _____ foul.

Scenario 1

Scenario 2

CYLINDER PRINCIPLE



The cylinder principle is defined as the space within an imaginary cylinder occupied by a player on the floor. It includes the space above the player and is limited to:

- The front by the palms of the hands,
- The rear by the buttocks, and
- The sides by the outer edge of the arms and legs.

The hands and arms may be extended in front of the torso no further than the feet.

Each player has a right to occupy his own cylinder.

The player responsible for a foul will leave his cylinder and make body contact with an opposing player who has already established and stayed within his cylinder.

PRINCIPLE OF VERTICALITY

This principle refers to a player who jumps vertically is still entitled to their own cylinder position while in the air.

REFEREE THE DEFENCE

When an offensive player is driving the ball at a defensive player it is important we watch the defensive player to judge the quality of the defence.

TECHNICAL FOUL

Write down the different behaviours that coaches and players can display that should earn them a technical foul.

A coach or player could get a technical foul for:

UNSPORTSMANLIKE FOUL

Write down the different behaviours that coaches and players can display that should earn them an unsportsmanlike foul.

A coach or player could get an unsportsmanlike foul for:

DISQUALIFYING FOUL

Write down the different behaviours that coaches and players can display that should earn them a technical foul.

A coach or player could get a disqualifying foul for:

ACT OF SHOOTING

Write down when you think the act of shooting begins.

I think the act of shooting begins when:

Write down when you think the act of shooting ends:

I think the act of shooting ends when:

LEGAL GUARDING POSITION

A defensive player has established an initial legal guarding position when:

- He is facing his opponent, and
- He has both feet on the floor.

He may raise his arms and hands above his head or jump vertically but must maintain them inside his cylinder. He may also slide sideways or backwards while maintaining a defensive stance

CHARGING FOULS

Watch the 3 videos and decide if you think each one is a charge or a block.

Video 1 – Charge / Block

Video 2 – Charge / Block

Video 3 – Charge / Block

Record the three F's below and what they mean:

F -

F -

F -

CALLING OF THE GAME ASSESSMENT

By the end of this course, to be competent you will need to:

Calling of the game	Identifies and accurately calls travel, double dribble, and out of bounds violations
	Identifies and accurately calls fouls in obvious or heavy contact situations which result in a player falling to the floor or losing the ball

PROFESSIONALISM

EXPECTATIONS

Uniform – Wear your green shirt, any runners, any shorts or pants and remember to take your whistle and booklet.

Tribunals – It is recommended you attend a tribunal to observe the process. If a tribunal is occurring that you can observe, then you will be notified.

Attendance – You should attend all sessions at least 10 minutes early. If you cannot attend or are running late to any session then please contact us so we can make alternative arrangements, if required. Consistent attendance to all sessions is a requirement to pass this course.

If you have any questions or you cannot attend your shift on time, then please contact your course presenter / coordinator.

PROFESSIONALISM ASSESSMENT

By the end of this course, to be competent you will need to:

Professionalism	Is appropriately dressed to referee as per competition expectations
	Demonstrates integrity by treating all participants with respect and behaving in a responsible manner

GAME ADMINISTRATION

START OF THE GAME

At the start of every game, referees must:

- Check the scoring system has been filled out appropriately including player names and numbers (if required, the game has been paid for)
- Set up the game clock for the game (including a warm-up if required)
- Ensuring the right number of players are on the court to start the match
- Tossing the ball at the height of the approximate height jump of either jumper, and awareness of violations if they occur.

DURING THE GAME

What should referees be doing to correctly administer:

Time-outs

Substitutions

Possession arrow

Court hazards

END OF THE GAME

At the end of every game, referees must:

- Blow a final whistle clearly and confidently
- Accurately complete and sign off the scoring system

GAME ADMINISTRATION ASSESSMENT


By the end of this course, to be competent you will need to:

Game Administration	Effectively starts a game by checking court safety and preparing the game-clock and score-sheet Effectively communicates and administers events during a game such as possession arrow and court hazards Effectively ends a game by blowing a final whistle, meet mid-court with partner official and accurately check and sign off scoring system
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GAME CONTROL

BEING DECISIVE

Every time you are refereeing, try these things to show you have control of the game:

-  **1 TAKE THE INITIATIVE TO INTRODUCE YOURSELF TO YOUR PARTNER AND MENTOR**
-  **2 HAVE A GO AT ALL SIGNALS, EVEN IF YOU GET THEM WRONG TO START WITH**
-  **3 USE A STRONG VOICE WHEN SAYING THE FOULS TO THE SCORE BENCH**
-  **4 USE A STRONG WHISTLE WHEN CALLING OUT OF BOUNDS CALLS**
- 5 TRUST YOUR INSTINCTS AND IF YOU THINK SOMETHING SHOULD BE CALLED, THEN CALL IT**

GAME CONTROL ASSESSMENT

By the end of this course, to be competent you will need to:

Game Control	Makes decisions confidently without hesitation on the 'first' obvious violation or foul
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REPORTS / TRIBUNALS

REPORTING PROCEDURES

If a player, coach or spectator has acted in a unsportsmanlike and dangerous manner then a report should be submitted to the tribunal. Below is a step by step guide to filling in a report form:

- 1) Ask for help from a supervisor or your referee manager, if possible, before filling out a report form.
- 2) Fill in the name, number and team of the reported individual. Then fill in the date and time of the match and the name of your association.
- 3) Tick the appropriate charges. A description of all charges can be retrieved from your supervisor, referee manager, or governing state body.
- 4) Fill in the referee's name, the other referee's or witness' name. Even if the umpire did not witness the reported incident, they might be required to attend the tribunal.
- 5) When writing your description, please read the following examples to help you formulate yours:

E.g. With 9mins 28secs to go in the 1st half, number 23 from Team A (John Doe) was pushed by number 10 from Team B (Tom Player). In response to this John Doe swore at Tom Player and attempted to hit Tom with a closed fist. Players from both teams then scuffled and the teams were ordered to their bench. Both John Doe and Tom Player were disqualified from the stadium.

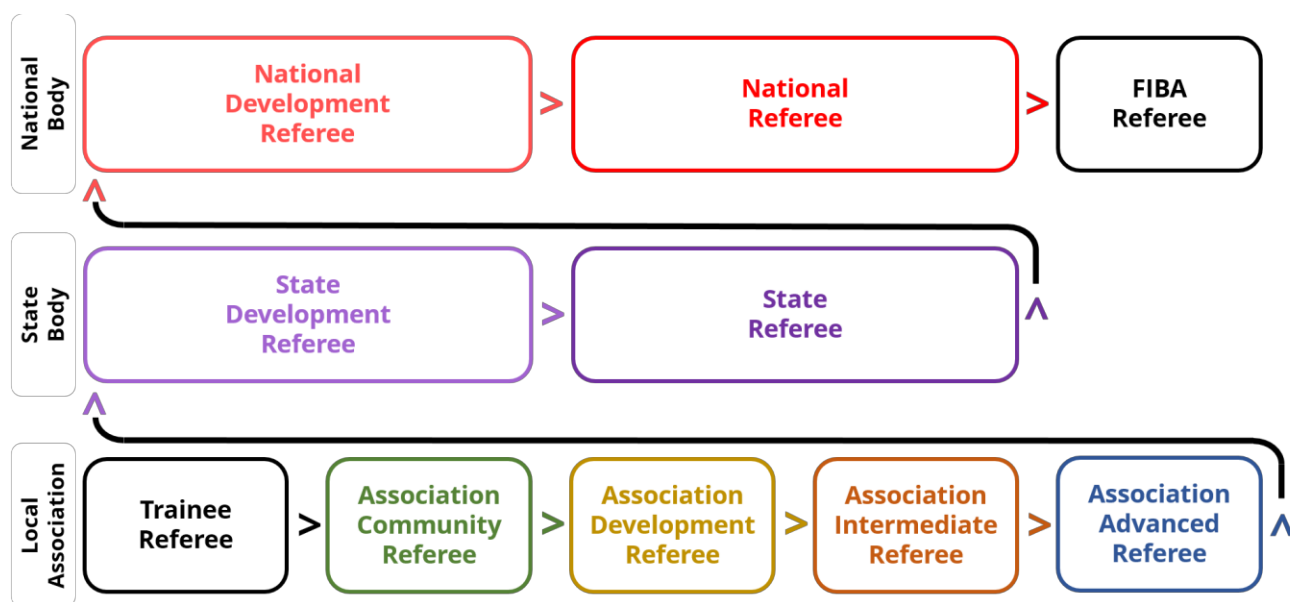
E.g. With 42secs to go in the 2nd half, number 23 from Team A (John Doe) disagreed with a call made by referee (Greg Ref), in response to this call John Doe swore and gestured violently to Greg. John was immediately disqualified. As John left the stadium he continued to swear and threaten the referee with such words as "I will see you in the car park".

Always make sure that your description covers the charges you have selected.

- 6) Sign the report form, fill in the date and give the report to your shift supervisor.

Please remember to speak with your supervisor or referee manager when you are submitting a report form.

REFEREE PATHWAYS



TRAINING LOG

TRAINING LOG OVERVIEW

The following pages are used for you to self-assess your performance every time you referee.

You will need to have this training log with you every time you referee. Your mentor should assist you in assessing your performance at the conclusion of each shift.

Please do not lose this book or you will have to start again with a new book.

Use this book as a tool to monitor your performance to the competencies and reflect on what you need to improve to become an Association Development referee.

When you have shown you are at least achieving a '3' at every competency, you will be assessed and promoted to an Association Community Referee.

When you have shown you are achieving a '5' at every competency, you will be assessed and promoted to an Association Development referee.

SHIFT 1 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
	5	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play	1	2	3	4	5
	6	Demonstrates basic knowledge of areas of responsibility for trail and lead by making no calls outside their area	1	2	3	4	5
Calling of the game	7	Identifies and accurately calls travel, double dribble, and out of bounds violations	1	2	3	4	5
	8	Identifies and accurately calls fouls in obvious or heavy contact situations which result in a player falling to the floor or losing the ball	1	2	3	4	5
Game Control	9	Makes decisions confidently without hesitation on the 'first' obvious violation or foul	1	2	3	4	5
Professionalism	10	Is appropriately dressed to referee as per competition expectations	1	2	3	4	5
	11	Demonstrates integrity by treating all participants with respect and behaving in a responsible manner	1	2	3	4	5
Game Administration	12	Effectively starts a game by checking court safety and preparing the game-clock and score-sheet Effectively communicates and administers events during a game such as possession arrow and court hazards Effectively ends a game by blowing a final whistle, meet mid-court with partner official and accurately check and sign off scoring system	1	2	3	4	5
Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

Advice for improvement or comments regarding performance
(please use reference number to identify competency being referred to)

Mentor Name:

Date:

SHIFT 2 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
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Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

Advice for improvement or comments regarding performance
(please use reference number to identify competency being referred to)

Mentor Name:

Date:

SHIFT 3 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
	5	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play	1	2	3	4	5
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Game Administration	12	Effectively starts a game by checking court safety and preparing the game-clock and score-sheet Effectively communicates and administers events during a game such as possession arrow and court hazards Effectively ends a game by blowing a final whistle, meet mid-court with partner official and accurately check and sign off scoring system	1	2	3	4	5
Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

Advice for improvement or comments regarding performance
(please use reference number to identify competency being referred to)

Mentor Name:

Date:

SHIFT 4 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
	5	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play	1	2	3	4	5
	6	Demonstrates basic knowledge of areas of responsibility for trail and lead by making no calls outside their area	1	2	3	4	5
Calling of the game	7	Identifies and accurately calls travel, double dribble, and out of bounds violations	1	2	3	4	5
	8	Identifies and accurately calls fouls in obvious or heavy contact situations which result in a player falling to the floor or losing the ball	1	2	3	4	5
Game Control	9	Makes decisions confidently without hesitation on the 'first' obvious violation or foul	1	2	3	4	5
Professionalism	10	Is appropriately dressed to referee as per competition expectations	1	2	3	4	5
	11	Demonstrates integrity by treating all participants with respect and behaving in a responsible manner	1	2	3	4	5
Game Administration	12	Effectively starts a game by checking court safety and preparing the game-clock and score-sheet Effectively communicates and administers events during a game such as possession arrow and court hazards Effectively ends a game by blowing a final whistle, meet mid-court with partner official and accurately check and sign off scoring system	1	2	3	4	5
Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

Advice for improvement or comments regarding performance

(please use reference number to identify competency being referred to)

Mentor Name:

Date:

SHIFT 5 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
	5	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play	1	2	3	4	5
	6	Demonstrates basic knowledge of areas of responsibility for trail and lead by making no calls outside their area	1	2	3	4	5
Calling of the game	7	Identifies and accurately calls travel, double dribble, and out of bounds violations	1	2	3	4	5
	8	Identifies and accurately calls fouls in obvious or heavy contact situations which result in a player falling to the floor or losing the ball	1	2	3	4	5
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Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

Advice for improvement or comments regarding performance
(please use reference number to identify competency being referred to)

Mentor Name:

Date:

SHIFT 6 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
	5	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play	1	2	3	4	5
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Calling of the game	7	Identifies and accurately calls travel, double dribble, and out of bounds violations	1	2	3	4	5
	8	Identifies and accurately calls fouls in obvious or heavy contact situations which result in a player falling to the floor or losing the ball	1	2	3	4	5
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Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

Advice for improvement or comments regarding performance

(please use reference number to identify competency being referred to)

Mentor Name:

Date:

SHIFT 7 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
	5	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play	1	2	3	4	5
	6	Demonstrates basic knowledge of areas of responsibility for trail and lead by making no calls outside their area	1	2	3	4	5
Calling of the game	7	Identifies and accurately calls travel, double dribble, and out of bounds violations	1	2	3	4	5
	8	Identifies and accurately calls fouls in obvious or heavy contact situations which result in a player falling to the floor or losing the ball	1	2	3	4	5
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Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

Advice for improvement or comments regarding performance
(please use reference number to identify competency being referred to)

Mentor Name:

Date:

SHIFT 8 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
	5	Demonstrates good trail position by moving and adjusting with the play and maintaining a good distance while trailing the play	1	2	3	4	5
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Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

Advice for improvement or comments regarding performance

(please use reference number to identify competency being referred to)

Mentor Name:

Date:

SHIFT 9 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
	3	Communicates decisions verbally to the player/s when making a call and, where appropriate, uses a loud voice to address the scoretable	1	2	3	4	5
Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
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Rules	13	Demonstrates knowledge of the basic rules of the games (specifically fouls, travel, double dribble, out of bounds) and explain basic positioning principles	1	2	3	4	5

Advice for improvement or comments regarding performance
(please use reference number to identify competency being referred to)

Mentor Name:

Date:

SHIFT 10 SELF-ASSESSMENT

Area	Ref	Assessable Performance Criteria	Competency				
			Learning >>>>> Independently Competent				
Communication	1	Uses a loud whistle when making a call	1	2	3	4	5
	2	Signals fouls, out of bounds, travels and double dribbles correctly, in particular, puts a hand/fist up for violations/fouls as per FIBA	1	2	3	4	5
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Mechanics	4	Demonstrates good lead position by starting in a wide position and looking to adjust with the play	1	2	3	4	5
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Advice for improvement or comments regarding performance
(please use reference number to identify competency being referred to)

Mentor Name:

Date:

REFEREE APPOINTMENT PROCESS

Availability

To be appointed to a roster you will log onto keilor.myroster.com.au and add your regular availability and any referee conflicts (playing/coaching) to the appointment system.

All appointments must be accepted or reject via My Roster appointment system.

Unavailability

Once you have confirmed your spot on a roster, you are expected to honour that appointment. In the event that you cannot attend your shift then let the supervisor know or roster appointments officer as soon as possible. For non-emergency situations you must give at least 48 hours to be replaced.

Final Appointments

We like acknowledging referees who perform at a high standard and consistency refereed a competition by appointing them to finals at the end of each season. Final appointments will be made by the finals committee and supervisors in consultation with Referee Advisor.

Match Day Process

Attending your venue

Referees are expected to arrive at their venue, at least 10 minutes before their first rostered game.

If you are running late please call or text the Referee Supervisor.

Payment

All referees, including referee supervisors, will be paid into their bank accounts. Payments will occur on a fortnightly basis in line with all other KBA staff and the VBRA pay rates which increases as of March 1st each year.

Please note, as being a referee is still classified as a hobby, you will continue to not pay tax, so it will not change from that perspective. If you haven't done so already, you are required to sign a Statement by Supplier Form and return it to the branch.

Game Allocation Policy

The VBRA Keilor Branch recognises, that the ability to achieve our objectives successfully depends on the wellbeing of our referees. Shift allocations in such a large association always pose a challenge. We acknowledge that the key elements of refereeing involve the ability to make good decisions in stressful situations.

In an attempt to limit the physical and mental fatigue, as well as the ongoing stresses of regular refereeing the VBRA Keilor branch want to create balance between providing officials opportunities to progress, rewarding officials for their loyalty and professionalism whilst managing individual referee workloads.

The following policies and guidelines should be followed by and is the responsibility of each referee to monitor.

All referees actively seeking an appointment with the branch shall approve a maximum of: 20 games per weekly cycle (Monday to Sunday), appointed by the KBA appointments officer or Session supervisor.

Each referee is responsible for monitoring how many games they accept per week and any referee who without approval from the VBRA Keilor Branch committee, session supervisor or advisor, accepts more game shall receive 2 demerit points as per the discipline policy.

We acknowledge that this policy will mean in some situations there will be games with only one referee but we believe as a branch that our referees physical and mental wellbeing are a priority.

Referee Discipline

Referees play a major role in promoting basketball as a recreational and in some cases professional sport by over 1 million people in Australia. The Keilor Branch of the Victorian Basketball Referees Association (VBRA) regards the performance of referees as the key to delivering outstanding service to all these players, as well as coaches and spectators.

The VBRA Keilor Branch encourages all referees to understand their responsibility by actively setting the best example of conduct in the State. Accordingly, the Branch Committee, in conjunction with the Referee Advisor, will be updating this discipline policy, effective from 1st of April 2017 to enable referees to understand what is required of them.

In the event a referee does not follow the expectations of the association, they will be subject to a specific demerit point allocation. A data base is to be kept by the communication officer, including the number of points allocated, who allocated the points and what they were for.

A demerit point can be applied by any active member of the VBRA Keilor Branch committee, referee supervisors on duty, referee coach, referee appointment officer and referee advisor. Whenever a demerit point is applied, an email will be sent to the Referee and copied to the Secretary of the VBRA Keilor Branch for the Branch records.

In the event that a situation occurs which is not covered by the KBA Referee Policy, any Demerit Point penalty or credit applied will be agreed on between the Keilor referee Branch executives with consultation with Referee Advisor.

Committee members, supervisors, referee coaches and panel referees will be held in a higher regard and all penalties will incur double demerit points.

Demerit Point System

The following table explains the penalty for each level of demerit points:

Points	Outcome
1 point	Verbal Warning
2 points	Verbal Warning
3 points	Verbal Warning
4 points	Written warning from referee branch
5 points	Removed from all rosters until formal meeting with branch (must happen before any further penalties)
6 points	Removed from all rosters. Not rostered to referee for two weeks.
7 points	Removed from all rosters. Not rostered to referee for three weeks.
8 points	Removed from all rosters. Not rostered to referee for four weeks.
9 points	Removed from all rosters Not rostered to referee for five weeks. Not rostered to referee until meeting with branch
10 points	Potential De- Registration form VBRA Keilor Branch

Note: for those referees with demerit points, they will receive 3 demerit points every 6 months as a credit towards their total if in that 6 months they do not receive any demerit points. You will not be able to hold demerit points in credit.

Demerit points will be doubled on domestic final dates and on Friday night representative basketball.

Point Loss Guidelines

Before the rostered session

Points	Cause
1 point	Missing the tip off time with notification
1 points	Not attending appointment with less than 24 hours' notice and reasonable excuse
2 points	Missing the tip off time without notification.
2 points	Rejecting a game relating to availability that wasn't updated before deadline
3 points	Failure to reject games and failure to attend games without reasonable excuse.
3 points	Failure to attend compulsory meeting or training session without reasonable excuse (eg. sickness or planned holiday – NOTE: work for another employee is unacceptable given a minimum of 4 weeks notice of the meeting will be given).

During the rostered session

Points	Cause
1 point	Referee shooting a basketball whilst in uniform
1 point	Incorrect referee uniform. See VBRA Keilor Branch uniform policy
2 points	Failing to follow instructions from a supervisor/ referee coaches
3 points	Moving from rostered game without supervisor's permission
5 points	Refusal to referee a rostered game without a valid reason. (including not refereeing before playing)

Supervisors Point Loss System *

Points	Cause
1 point	Failing to give demerit point to referee when necessary
1 point	Failing to wear correct supervisor uniform
1 point	Failure to be present out on courts during shift without valid reason.
2 points	Arriving less than 15 minutes before a shift. Leaving early for a shift
2 points	Failure to complete the roster in the online system 48 hours before shift.
2 points	Failure to give at least 48 hour's notice to KBA of shift change without reasonable excuse
2 points	Failure to notify KBA office of shift change.

Zero Tolerance Policy

This action has become necessary due to the reported instances of inappropriate and abusive behaviour by members whilst playing and coaching.

There will be a zero tolerance shown towards any inappropriate or abusive behaviour from any member while playing or coaching.

Any member who feels the necessity to:

Question or challenge the rulings of the referees.

Berate or abuse referees

Display conduct which is inappropriate in a sporting environment

Any inappropriate behavior from a referee playing or coaching does not have to be warned and should be penalised on court accordingly. This is not an option and is to be enforced across all levels of basketball.

The penalties will be as follows:

That any person may lay an anonymous complaint to the executive or adviser by any means necessary, notifying them of behaviour which brings the referees branch into disrepute. After investigation and if found to be factual.

1st Offense – Quite word from the Referee Advisor regarding the behaviour

2nd Offense – Member is sent a letter advising them they are now under a warning for 12 months

3rd Offense with the 12 Month Period – Formal meeting with the VBRA Keilor Branch Executive and Referee Adviser that may result you forfeit your affiliation with the branch and you will no longer be able to referee games at Keilor Basketball Association.

A message to those of you who are playing and coaching.

We understand that this is going to cause some controversy amongst the group, however we also understand that those of you who are just there to take part in a domestic sport and are not interested in causing issues for the basketball community as a whole will not be concerned about its implementation. Those of you that are repeat offenders and you know who you are, that don't feel it's fair for us to take such action, and our message is simple. Don't cause trouble and there will be no issue!!!

You have a responsibility to your fellow refereeing community to provide a safe and acceptable workplace, it is bad enough that on occasions we all have to deal with conflict in games of basketball, let alone having to deal with it from a part of our family!!

What is most disappointing is that it is not as simple as dealing with a single person or team. This problem is now so wide spread within the basketball community at Keilor that it is making us all look bad. We will not tolerate a small number of our members jeopardising that for the rest of us.

