



2013–2017

NATIONAL REFEREEING ACCREDITATION **SCHEME**

Policy and Operational Manual



INTRODUCTION

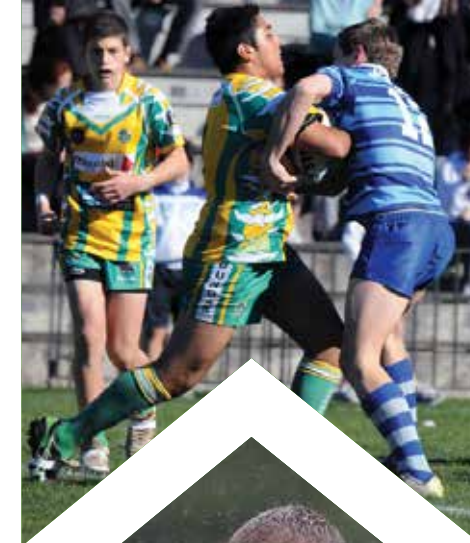
- The National Refereeing Accreditation Scheme is structured to produce Referees able to perform consistently to the desired standard of competence in the match at which they are officiating.
- The basic aim of the Scheme is to produce quality referees and to progress the candidate through the various levels as he/she attains knowledge and skills at the level at which they are accredited.
- The NRAS provides the mechanism of development which will encourage and assist Referees to reach that level of performance they desire and have the ability to achieve.
- The Scheme is inter-structured to provide the expertise to develop and train appointed personnel to a level of competency and presentation in every facet required for a Referee's development.
- The Scheme also coordinates all refereeing activities within the organisation to produce a data base which records each candidate's status, and the traceability of achievements.
- Referees play a vital part in the game and their continued professional development is essential to the on-going promotion of the game.
- It is essential that the code's "people in the middle" understand and appreciate the "big picture" of refereeing and not just the Laws of the Game. Our code's referees

must have the necessary personal and interpersonal insights, attitudes and skills in order to perform their tasks effectively and efficiently. It is the aim of the Scheme to assist referees to achieve this understanding and appreciation, much of which is achieved through effective mentoring, assessments and positive feedback.

- There is no substitute for a thorough knowledge of the Laws of the Game. The promotion of our game is greatly dependent on the laws being uniformly interpreted and correctly enforced. As a result, it is the referee's constant responsibility to ensure that he or she is conversant with current law and continually takes the opportunity to extend and deepen such knowledge. Furthermore, the sometimes apparent ignorance of the Laws of many associated with the game... particularly the fans, requires referees to be "teachers" of the laws and this is achieved through performance. No one can doubt the impact of the laws when they see total consistency in refereeing.
- Co-operation, respect, control and competency are not 'things' which a referee can demand or expect just by "donning a uniform". These, and other qualities, must be earned and the only way to do this is through understanding, appreciation and hard work. Each referee must work to improve self-image and, through this, create a far better refereeing image and lift the respect of all towards referees and refereeing. This is the challenge!

- Some may argue that there are sections of the Scheme which might appear to be of little direct consequence to a referee's ability to "blow the whistle" or give a correct signal. Not so! To every profession there needs to be a holistic approach - knowledge of the "big picture". Such knowledge will inevitably allow for a greater appreciation of the role of the referee and better performance where the "smaller aspects of the big picture" are concerned.
- Referees, for example, are involved in a "people process". They do not referee Rugby League but, rather, people. An understanding of interpersonal skills is, therefore, essential to the referee's success. A great empathy - a rapport or feeling with the game, is essential to the referee's success. The better one knows the game, the more astute will be the decision-making and the more acceptable the performance.
- Many people may believe that, by virtue of their position, they provide the key ingredient in a sports environment. Be that true or not, it IS clear that referees have the potential to either enhance or negate player performance and match appreciation. The former must be the referee's goal and, to ensure that refereeing always complements the competition, referees must continually strive to do everything in their power to become the "most complete professional". The Scheme, successfully completed, will aid greatly in the attainment of this objective.

“It is to be remembered that the candidate's performance will inevitably be a reflection of the performance of those into whose care the beginner referee is placed.”





NRAS MISSION STATEMENT

- To establish and maintain the highest standards of competence for Rugby League Referees through appropriate education, training and support in refereeing courses and updating programs.

NRAS STATEMENT OF PURPOSE

- In keeping with NRAS aims/objectives, Course Providers are reminded that a course sets out to show each participant how to referee or referee better – and not just to acquaint the participant with knowledge of the laws... a course success indicator is “the gaining of competencies”.

NRAS AIMS

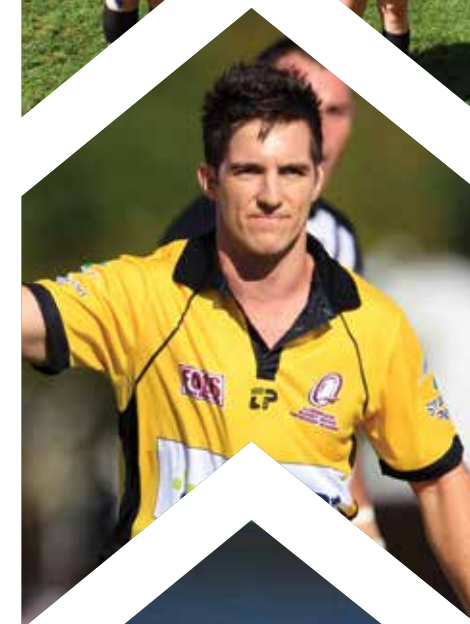
The Primary and Secondary Aims of the National Refereeing Accreditation Scheme are:

Primary aims

- To raise the image and quality of referees and touch judges.
- To increase competency levels across the refereeing and touch judging population.
- To promote a most thorough knowledge, interpretation and application of the current Laws of the Game – i.e. both the written word and the spirit of the laws.
- To improve the individual personal and interpersonal skills of referees.
- To increase the number of recruits to the refereeing ranks by offering suitable and appropriate education processes, and to provide quality ongoing support to ensure retention of referees.
- To increase the number of quality course presenters, referee mentors/coaches and assessors.
- To foster the concept that refereeing has neither gender nor cultural bias.

- To assist in the involvement of a greater number of senior referees in leadership roles in the professional development of referees through in-service courses/ programs.
- To provide an on-going practical on-field education for referees and touch judges.
- To develop codes of behaviour, practices and procedures which provide quality standards of refereeing.

...Secondary aims continued on next page



NRAS AIMS *continued:*

Secondary aims

- To increase the retention rate of recruits by establishing and promoting a career path for Referees and Touch Judges through the progressive levels of accreditation.
- To raise general awareness and support for the role of the Referee and Touch Judge.
- To clearly define and develop assessment, coaching and support structures for Referees at all levels.
- To improve and enhance communication between Referees at all levels of competition and accreditation.
- To provide appropriate feedback to Referees to ensure all are familiar with current Laws and experimental innovations.
- To promote refereeing within the ranks of community members, teachers and past players.
- To establish an efficient method of disseminating Refereeing resources and articles.
- To assist in the development of a National Database of qualified Referees at all levels.

- To act as a medium for the on-going monitoring and assessment of the needs of Referees and Touch Judges.
- To act as a vehicle for the fostering/ encouragement of research in areas beneficial to refereeing.



NRAS GENERAL OUTLINE

NRAS Accreditation Levels

Level 1

The Starting Point! Educating the beginner official.

Having successfully completed the early aspects of this Course (online and/or Face-to-Face learning), including a Laws' assessment, the participant will join an Association to commence gaining on-field experience ... all in the first season of participation!

The participant will be assessed - through practical work and after regular feedback, and thereby complete the Course to become accredited at Level 1.

Level 2

A continuation of the work commenced at Level 1. A Course for the official with some experience!

This Course is a relatively comprehensive one and aims at producing the more "holistic" product - i.e. the official who, fully conscious of the role of the official and the competencies required to be successful, can continue with an even more dedicated approach to the tasks involved.

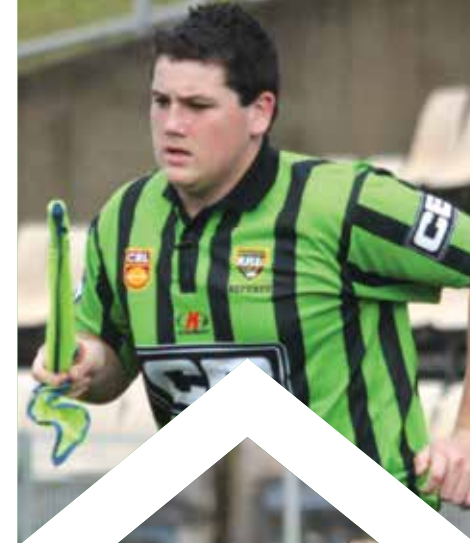
Assessment will be both practical - throughout the Course, and theoretical - the completion of a workbook on the Laws of the Game; and questions on Handbook Units.

Upon successful completion of the Course, the participant will be accredited at Level 2. Levels 3, 4 and 5

Progress through to Level 3 requires the attainment of Advanced Standing, Recognition of Current Competency (RCC) and the completion of educational modules Recognition of Prior Learning (RPL) aimed at extending the official's empathy and rapport with the game, its participants and refereeing; or, the completion of a set of Units appropriate to the education and training of an official at this advanced level.

Levels 3, 4 & 5

are achievement based accreditations, following regular critique of performances at Levels 1 and 2. Ultimately, excellent on-field performances over a period of time will likely lead to the attainment of Level 3 qualification (see above note) and above as the Referee is appointed to more senior matches. Level 4 status can only be attained by match officials who participate in NRL Premiership fixtures or fixtures approved by the National body (for example, City v Country or non-Test International matches), whilst Level 5 may only be attained by State of Origin and Test/ International match officials.



QUALIFICATIONS AND OFFICIATING LEVELS

The following are STANDARDS set in accordance with the National Development Plan. They attempt to ensure that a referee's development proceeds in stages which are progressive and allow for minimum pressure while maximising the opportunity to develop.

Pre-Level 1 Accreditation *i.e. Referee-in-Training*

Prior to Accreditation at Level 1, the referee-in-training would normally be appointed to either matches at 6 -12 years or to International Laws matches at 13 - 14 years. If the latter trainee is aged 18+ years, he/she could be appointed to International Laws matches at 13 - 17 years according to his/her ability.

Level 1

Once qualified, the Referee/Match Official can be appointed to any matches - except representative matches, according to their Level 1 designation – i.e.

Level 1 - to Mini/Mod/International matches to 19 years

Level 1 Touch Judge - to any matches in that capacity only

Note: Student-Referees in Year 12 should be able to referee school games up to, and including, Year 10 where the age difference is at least 2 years. It should also be noted that the Level 1 online Course covers Modified and International Laws/Refereeing, and is the same course, whether the person is a student, teacher or other interested party.

Level 2

Referees/Officials with a Level 2 qualification would normally be appointed to any matches at the local District level and to Junior Representative Matches.

Level 3

Referees/Officials with a Level 3 qualification would normally be appointed to any matches up to and including NRL matches.

Level 4

accreditation requires a referee/touch judge to have officiated at NRL 1st Grade matches or an International (not a Test) or a City v Country match including NSW Country v Queensland Country.

Level 5

Open only to referees/touch judges who have International Test Panel Member's status or have officiated at a NSW vs Queensland State of Origin Match.

OUTLINE OF LEVEL 1 NRAS UNITS

Module No.	Topic	Delivery
1.	The Referee	<ul style="list-style-type: none"> ➤ The Units will be delivered either as part of an online or workbook Worksheet approach or in a face-to-face instructional situation. ➤ Unit 2 is the most vital unit of the Course(s) and is to be covered both online and in F2F sessions. ➤ Units 3, 4, & 7 are to be delivered in a practical on-field manner. ➤ In Unit 10, legal issues and Codes of Conduct, Ethics, and Safety are to be stressed
2.	Laws of the Game(s) ➤ <i>Self-Study/online</i> ➤ <i>Formal Instruction</i>	
3.	Signal & Whistles	
4.	Role of the Touch Judge	
5.	Fitness for Officiating	
6.	Pre- Match, Match & Post-Match Considerations	
7.	Practical Refereeing Theory	
8.	Management & Communication	
9.	Attitudes – Personal Qualities	
10.	Safety – Maintaining a proper environment	



OUTLINE OF LEVEL 1 NRAS UNITS *continued:*

Assessment

1. Where stated, mentoring should predominate. The beginner referee must be eased into the role with a sensitivity which will increase confidence & promote proper performance.
2. In most courses, assessment is by :
 - *Correction of workbooks (where applicable), worksheets and online assessments*
 - *Completion of quizzes (knowledge of laws) [Pass Mark; 90%]*
 - *On-field performance evaluation (competency/skill)*

Implementation

The implementation requires the development of an additional infrastructure that operates already within established organisations. It involves the appointment of an appropriate number of providers and supervisors. However, as there is already a well-established organisational format in NSW and Queensland the divisional and group structure, this should not create a serious impediment to the complete development of the most suitable pattern that will suit

referee education needs. In other States, a more flexible approach may be needed. However, in the smaller geographical areas ... e.g. Victoria and Tasmania, assistance from NSW, Queensland and other areas would be needed to allow for the best possible delivery of the program. "Out of State (or area)" movement would be coordinated through the National Education Manager.

A suitable plan, involving the operations of "central" and "regional" personnel, would be as follows:

“Central” Office

- Prepare and issue all course materials, e.g. Handbook, support materials, worksheets, examination papers or online information such as login details, Law Books and Codes of Conduct
 - Provide in-service education for supervisors, providers and other “service” personnel
 - Monitor quality control
 - Maintain a register of all accredited referees.
-

“Regional/District” Office

- Establish timetables for Face-to-Face course delivery (following bulk purchase of online courses for prospective candidates)
- Determine mode of course delivery (this may be mandated by the Code – online delivery, followed by a component of Face-to-Face delivery and assessments)
- Recruit candidates
- Appoint personnel as required, and assess
- Forward appropriate documentation to “Central” Office

Note: The NRAS has been in operation since 1994 and is reviewed regularly. The current approach governs its implementation in the 2012-2016 registration period.



OUTLINE OF LEVEL 1 NRAS UNITS *continued:*

Course Time Requirements

The Level 1 Course has recently moved to an online platform, with all ten (10) modules to be completed online prior to a minimum of three (3) hours of Face-to-Face learning.

Face-to-Face learning will normally cater for practical refereeing components as well as Laws of the Game and any local rules regarding policy, process, Judiciary, etc.

The online delivery – designed for distance efficiency, convenience and consistency – will normally engage the candidate for approximately 5 – 6 hours, depending on age, knowledge and experience in Rugby League. Once login details have been provided to a candidate, they are able to retain the online information for future reference if required.

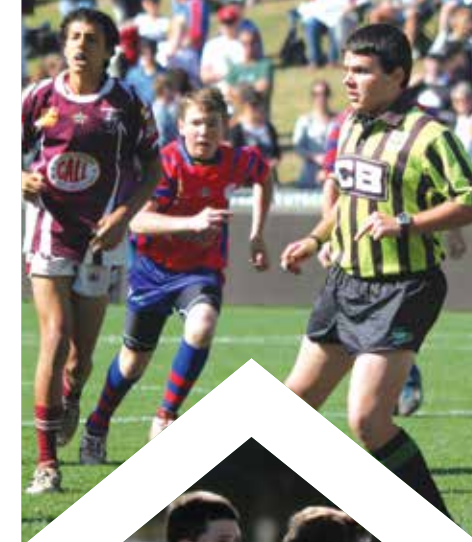
Online modules do not differentiate between the Modified Games, International Games or student/teacher courses which had previously existed. The Level 1 course is generic, and caters for all of the aforementioned as a single accreditation.

Referees who complete the online modules will be able to print a certificate to take to the Face-to-Face session (as proof of successful completion) before being appointed to matches, where they will be assessed (during this time, they are still regarded as Level 1 Referee-in-Training) prior to gaining Level 1 Referee Accreditation.



Course Processes

Stages	Content	Allotted Hours/ Notes
1.	SELF STUDY Before the formal instruction is undertaken, the Level 1 Handbook "Beginning Refereeing" and other course resources, together with reading guides, are forwarded to candidates. This is a period of self-study of the material handed to candidates.	Variable
2.	FORMAL COURSE WORK Candidates attend formal course work or complete online modules. The delivery of the Face-to-Face modules will be done at the completion of online modules – approx. 3	
Successful completion of stage 1 and stage 2 leads to the award of attainment /referee-in-training of level 1. The candidate is entitled to join a referees association and proceed to stage 3, which leads to appointment and assessment.		
3.	PRACTICAL ASSESSMENT Candidates, officiating in matches – usually under the auspices of their Referees' Association, are assessed on at least three occasions by their appointed supervisor. Where possible, one of the assessments should be videotaped to assist in providing the most effective feedback. Over the season, it is expected that they will officiate at as many matches as possible together with many opportunities to observe others and to attend further lectures.	ASSESSMENTS > 3 in number > No more than one per week > Done over separate competition rounds
4.	FINAL ASSESSMENT > A series of quizzes based on the award sought (Pass mark is 45 out of 50: 90%) > On-field assessments	





NRAS LEVEL 1 FORMAL COURSE WORK

AWARD: NRAS Level 1 Referee

Modules to be Completed

(Face-to-Face or Online) – approximate times

Module 1	(1.0 hours)	
Module 2	(2.0 hours)	(Laws presentation – International & Modified) (Correction of Workbook/Worksheets)
Module 3	(1.0 hours)	
Module 7	(1.0 hours)	
Module 9	(0.5 hours)	
Module 10	(0.5 hours)	
Module 2	(1.0 hours)	(Quizzes)

TOTAL Up to 7.0 hours

(+ approx 4.0 hrs Home Study with Workbook, where applicable)

Delivery of Unit 2 – Laws (Optional for Course Providers. Unit 2 is part of the online education package, but always needs to be reinforced at Face-to-Face sessions)

- (a) Early delivery will be 2 hours presentation on International Laws (including correction of Workbook/Worksheets)
- (b) As a final review, the Quizzes will be undertaken and results will be part of the Course Assessment (1.0 hour at end)
- (c) Workbook to be done on Course Modules 1, 2, 4, 5, 6 & 8 (4.0 hours)

ORDER FOR DELIVERY of Formal Course Work

Module 1

Module 2 (*as left*)

Module 3

Module 7

Module 9

Module 10

Module 2 (*1 hour: quizzes*)

- Candidate joins a Referees' Association prior to on-field experience
- Three successful practical/on-field assessments are required
- No final exam
- Final assessment involves:
- Results of 4 quizzes (pass: 35/40)
- Practical assessments
- Completion of Workbook
- Attitude/Conduct assessment

LEVEL 2 REFEREE CERTIFICATION COURSE

Introduction

The Level 2 Referee Certification Course has been devised to take into account the more advanced aspects of refereeing.

This more in-depth approach is due to a number of factors: e.g.

- I The greater expectations placed on senior referees
- II The commercialisation of sport
- III The increasing litigious nature of society
- IV The increased scientific underpinning of sport
- V The greater awareness of the general public of sport's laws and regulations
- VI The requirement for the referee to maintain a safe competitive environment

The Program

Level 2 is the program that establishes certification for refereeing Rugby League at all levels, apart from those at the most senior and representative levels.

Its contents cover

- The Laws of the Game(s)
- Practical refereeing
- Touch judging
- Assessment of performance
- Psychology and sociology of officiating
- Safety, legal and judiciary considerations and responsibilities

It is assumed that many of the technical aspects of refereeing proficiency are, by now, well known. The course content will address ways in which they are better applied in the game situation.

As refereeing at the senior level involves a high degree of “people management”, management and personality components underpin a significant proportion of the course content.

The Course has five (5) stages. Stages 1, 2 and 3 must be completed successfully before the candidate can proceed to Stage 4.

Following an extended internship [Stage 4], the candidate is eligible to sit for the Final Assessment [Stage 5] to qualify as a Level 2 referee.

Note: ‘Extended internship’ may include officiating at some matches outside the normal NRAS Level 1 parameters, provided that the Referee is supervised by a qualified CMO or NRAS Course Provider and a written report is supplied to the Referee, Level 2 Course Provider and Association. Reaccreditation at Level 2 is permitted by the National Referees Manager under certain circumstances and with consideration of prior learning.



STAGES

No.	Stages
1.	<p>Self-Study</p> <p>As a beginning to the course, candidates should undertake a period of self-study by using the handbook or online modules.</p> <p>The Handbook for Level 2 – “Better Refereeing” and the companion Workbook will be distributed to candidates for this study; or, login details issued.</p>
2.	<p>Formal Course Work-Face-to-Face Only</p> <p>Candidates attend formal course work. The delivery of the modules shall be done over a 2 day seminar.</p>
3.	<p>Completion of Workbook</p> <p>Units 3, 5, 6, 8 & 2 (Refer page 80).</p>
4.	<p>Practical Experience</p> <p>Candidates will undertake practical refereeing experience in their Associations and be monitored by their supervisor/assessor/coach. Over this period it is expected that they will officiate at as many matches as possible, together with attending additional meetings/lectures and observing others. Some of the matches may include officiating outside the normal NRAS Level 1 parameters, and course participants must officiate under the supervision of a qualified CMO or NRAS Course Provider with written reports supplied to the Referee, Level 2 Course Provider and Association.</p>
5.	<p>Final Examination/Assessment</p>

COURSE WORK “Better Refereeing” Units – Level 2

AWARD: NRAS Level 2 Referee

Unit No.	Topic	Hours Involved
1.	Training for Fitness	2.0
2.	Laws of the Game/Case Studies/Skills Drills	3.0
3.	Safety in Sport	-
4.	Practical Refereeing	1.0
5.	Lifestyle Guidelines	2.0
6.	Assessing Performance	3.0
7A.	Psychology of Refereeing (Part A)	-
7B.	Psychology of Refereeing (Part B) <ul style="list-style-type: none"> ➤ B(1) – Communication ➤ B(2) – Decision Making ➤ B(3) – Visualisation & Imagery 	1.0
8.	Sociology of Refereeing	-
9.	The Referee & The Judiciary	1.0
10.	The Touch Judge	1.0
11.	Legal Responsibilities of Referees	1.0
Total		15.00



LEVEL 3 ACCREDITATION COURSE

Aims

- To develop an holistic appreciation of the Laws and Spirit of the Game of Rugby League
- To produce greater excellent in on-field officiating
- To recognize the on- and off-field contribution of match officials to Rugby League officiating

Enrolment

Applicants will complete a Level 3 Application Form, submit it through a registered NRAS provider to the State Manager Refereeing (SMR) for approval and to the NEM for accreditation and placement on the NRAS database.

The Form can be submitted at any time.

To be eligible for enrolment at Level 3, the applicant must have completed their NRAS Levels 1 & 2.

Advanced Standing

Any referee, who is currently active, and wishes to claim Advanced Standing, equivalency or Recognised Prior Learning, must forward to the SMR all documents which supports their claim.

The documents will be reviewed by the SMR and then forwarded to the NMR to determine the validity and success (or otherwise) of the applicant.

Advanced Standing may be gained through recognition of:

- practical refereeing competence (regularly assessed by CMO's/Providers and reaching a competent standard at all times)
- prior learning

Examples of match officiating competence would be:

1) Match officials (centre and touch) who have officiated at:

200 International Laws Matches (all grades)	50 points (*)
100 First Grade (Senior) matches at Association level	50 points (*)
QRL State League standard; or NSWRL or other state equiv.	40 points/season
State Divisional matches or matches with International Visitors	40 points
Interstate matches at 17 & 19 years	40 points
NSWRL Development Squad (full season/once only)	40 points
Interstate Residents (NSW, QLD) Rep matches	40 points
Intrastate Representative matches at 17 & 18 years	20 points
State Divisional matches vs domestic visitors	20 points
Interstate (emerging states) Rep matches	20 points
National Competitions (conducted by ARL)	20 points
National Secondary Schools (15 years/open age)	15 points (1 carnival only)
QRL/CRL Development Squad (full season/once only)	15 points
National Secondary Schools vs (Int) Visitors	15 points
Age Championships at ages below 17 years (conducted by QRL, NSWRL or NSWCRRL)	10 points

2) Referees in Affiliated States (other than NSW & QRL) who have been appointed by the State Body to officiate at matches of a comparable standard to those listed in (1) and (2) above who may gain the points allotted.

3) The maximum points which can be allocated for those in (1) above marked with an asterisk (*) is 100 points.

NOTE: Disputed claims are to be submitted to the NRAS Committee for a decision.



RECOGNITION OF PRIOR LEARNING (RPL)

Credit points towards the Level 3 Award can be achieved for courses/activities already completed provided that:

- Accreditations are current – e.g. NCAS; SMA; FAO
- The activity is approved by the NRAS
- The qualification is relevant to Course Units and of an appropriate standard.

Where such a credit is requested all relevant documentation is required for perusal, validation and acceptance by the SMR and NAC.

Examples of RPL are:

Degree in Sports Science / Human Movement	50 points
Coaching Certificate (Senior Club/High Performance)	50 points
First Aid (St Johns/ Royal Life/ FAO/ SMA)	40 points
Admin Certificate (e.g. ASSA)	40 points
Attendance at NRAS Providers Course	40 points (once only)
Regional/Divisional/Club NRAS Co-coordinators/Providers	40 points (once only)
"Train the Trainer" (Level 2) Course	40 points
Attendance at a Professional Development Seminar (<i>Min 1 day's duration i.e. 5 hours</i>)	30 points
Successful completion of "Better Refereeing Workbook"	30 points
"Train the Trainer" (Level 1) Course	30 points
Coaching Certificate (Modified / Club)	20 points
Performing duties associated with membership of a League Appointments Board	20 points
Attendance at a Professional Development Workshops / Lecture (<i>Min 2 hour duration</i>)	10 points
Presentation of a module / lecture at an NCAS or NRAS course <i>[Max of 3 presentations accepted with relevant documentation supplied by relevant Association (NRAS Providers not included)]</i>	10 points

The RPL OPTIONS provided above are designed to involve the applicant in activities where he/she can gain:

- Greater personal and professional development
- Greater empathy with the game's skills and tactics
- Enhanced match officials interpersonal skills
- Awareness of pertinent aspects of safety in sport & sports administration
- Greater insights into the immediate care of injured players
- The necessary skills and knowledge to be a valuable Association Resource.

Accreditation Requirements

For those applying through Advanced Standing and RPL-

1. 150 points must be accrued in all
2. 100 points must be gained through Advanced Standing – Match officiating;
3. 50 Course points to be gained from League-related activities (for example, Sports Trainer or Coaching Courses).

Course Administration Guidelines

- Levels 3, 4 and 5 Accreditation will be administered through NEM
- Where assessors are co-opted on “a needs basis”, the NRAS Provider is responsible for their selection, training and supervision and approval by the SMR
- The Course Application Form will be reviewed as required by the NEM to ensure currency
- There may be a Course fee. It will be set by the NEM and reviewed as required. All other costs will be borne by the candidates or the Association which nominates them
- Any other administrative details will be set by the NEM at the time of enrolment



COACHING MATCH OFFICIALS (CMO) COURSES

Normal durations of training programs

Level 1	12 hours course work
Level 2	12 hours course work (<i>Face-to-Face</i>)
Level 2	4 hours resource work (<i>post-course assignment</i>)
Level 2	4 hours action planning (<i>post-course assignment</i>)

COACHING MATCH OFFICIALS LEVEL 1 CURRICULUM OUTLINE

Unit 1	Structure of the Game/NRAS/Refereeing Pathways	1.0 hours
Unit 2	Role of the Referee's Coach	2.0 hours
Unit 3	What the CMO Coach "looks for"	2.0 hours
Unit 4	Goal Setting	1.0 hours
Unit 5	Critiquing On-field Performance	2.0 hours
Unit 6	Skill-related Drills	1.0 hours
Unit 7	Fitness Testing	1.0 hours
Unit 8	Art of Counseling	2.0 hours
Total		12 hours

COACHING MATCH OFFICIALS

LEVEL 2 CURRICULUM OUTLINE

Unit 1	Factors Impacting on Match Trends	3.0 hours
Unit 2	Proaction: The Key to Performance Achievement	3.0 hours
Unit 3	Assessment vs Coaching	2.0 hours
Unit 4	Developing an Effective Officiating Style	2.0 hours
Unit 5	Developing an Action Plan	1.0 hours (& 4.0 hours assignment post course)
Unit 6	Production and Use of Coaching Resources	1.0 hours (& 4.0 hours assignment post course)
		12 hours
		(& 8.0 hours assignment post course)
Total		20 hours



CONCLUSION

The game of Rugby League is influenced by the standard of refereeing. The unique role of the referee can cause a significant impact on the manner in which the game is played.

Competent refereeing enhances the game as a spectacle, adds to the enjoyment and pleasure of players and spectators, and contributes to the safety of the players.

There are significant responsibilities placed on a referee. Yet, the tasks can provide one of the most exciting challenges in sports. It is in the meeting of these challenges that the competent referee derives motivation, enjoyment and satisfaction.

Refereeing is not for everybody. However, once the role is assumed, the importance of the performance of the competent referee cannot be overstated.

Emphasis within the League has been on the development of:

- An empathy with the game and its participants
- A positive, enthusiastic, responsible attitude and a well-based refereeing philosophy
- All relevant and necessary competencies associated with the refereeing role
- Effective inter-personal skills
- Good presentation
- Co-operation and an appropriate relationship with other officials

The NRAS provides a holistic approach to referee education. It is to be hoped that the effects and benefits of participation in the Scheme are truly obvious and long-lasting and the stated outcomes are achieved.

*This is a summary document only.
The complete NRAS Policy & Operational document
can be seen on the NRL website – nrl.com*

NOTES



