AFL Umpire Coach Manual

2011
# Contents

Introduction .............................................................................................................................................. 3

1. **Australian Football League Umpire Coach Professional Development Program** ...................... 4  
   1.1 Introduction ........................................................................................................................................ 4  
   1.2 Program Philosophy .......................................................................................................................... 4  
   1.3 Program Outline ................................................................................................................................. 5  
       - AFL National Umpiring Coaching Conference (January) ................................................................. 5  
       - National Teleconferences (May) ...................................................................................................... 5  
       - State based Mid Season workshop (June/July) .............................................................................. 5  
       - National Teleconferences (August) .................................................................................................. 5  
       - State based Post Season workshop (October/November) .............................................................. 6  
   1.4 Program Development Phases ........................................................................................................... 6  
       - Coach Development ....................................................................................................................... 6  
       - Coaching Process ............................................................................................................................ 6  
       - Capacity Building ........................................................................................................................... 6  
       - Leadership ................................................................................................................................... 7  
       - Continuing Improvement .............................................................................................................. 7  
   1.5 Participant Expectations .................................................................................................................... 7  

2. **AFL Umpire Coach Accreditation Scheme** ................................................................................... 8  
   2.1 AFL Umpire Coach Accreditation - how does it work? .................................................................... 8  
   2.2 The Umpire Coach Accreditation Pathway ....................................................................................... 9  
   2.3 Level 1 Umpire Coach Accreditation ............................................................................................... 9  
   2.4 Level 1 Umpire Coach – Competencies/Performance Criteria ......................................................... 10  
   2.5 Level 2 Umpire Coach – Competencies/Performance Criteria ......................................................... 12  
   2.6 Umpire Coach Assessment Process .................................................................................................. 14  

3. **AFL National Umpire Accreditation Scheme (NUAS)** ................................................................ 15  
   3.1 NUAS Overview ............................................................................................................................... 15  
   3.2 Level 1 Umpire Accreditation Program Overview ......................................................................... 16  
   3.3 AFL Umpire Level 1 Umpire Accreditation - how does it work? ..................................................... 16  
   - Conducting the Program .................................................................................................................... 16  
   - Assessment ..................................................................................................................................... 17  
   - Umpire’s Diary ................................................................................................................................. 17  
   - What evidence is acceptable? ......................................................................................................... 18  
   - Rules of evidence ............................................................................................................................ 18  
   - Successful completion of the Accreditation Program ..................................................................... 19  
   - Successful completion of Accreditation ......................................................................................... 19  
   3.4 Level 1 Umpire Accreditation – Competencies/Performance Criteria ........................................ 20  
   3.5 Level 2 Umpire Accreditation – Competencies/Performance Criteria ........................................ 30  

Attachments  
Attachment 1 - Level 1 Umpire Coach Accreditation – Performance Criteria ................................. 43  
Attachment 2 - Level 2 Umpire Coach Accreditation – Performance Criteria ................................... 45  
Attachment 3 - AFL Umpire Coach PD Program – Self assessment checklist ............................... 47  
Attachment 4 - AFL Umpire Coach PD Program – Peer assessment checklist ............................... 49
**Introduction**

The quality and skills of the umpires’ coaches has a significant impact on the umpiring environment at all levels of umpiring. Provision of support and assistance to umpire coaches is fundamental if we are to improve the contribution the umpire’s coach makes to the local umpiring group and to umpiring more generally. Training and ongoing support is required to effect this change.

Ongoing development is available to umpire coaches through the AFL Umpire Coach Professional Development Program. Umpire coaches must be participating in the program to attain their umpire coach accreditation – Level 1 and/or Level 2.

In addition to accreditation, the program provides an opportunity for you to be involved in further developing your coaching of umpires through participation in workshops, teleconferences and ongoing conversations about the broader area of umpire coaching, and also sharing your skills and knowledge with other umpiring people.

We want you to become a leader in umpiring, a strong advocate and champion of umpire coaching and accreditation, and contribute to the improvement of the umpiring and match day environment.

Specific criteria have been determined for each Level of umpire coach accreditation (Level 1 and/or Level 2). The criteria sets out what an umpire coach has to demonstrate/provide in order to gain accreditation.

The Australian Football League in partnership with the States and Territories has decided that umpire coach accreditation will be compulsory by 2012.

Further, the accreditation and ongoing development of your umpires is a critical role you play as a coach.

This Manual outlines key elements of:
- The AFL Umpire Coach Professional Development Program
- AFL Umpire Coach Accreditation
- Umpire Accreditation

It is provided in an attempt to assist with promoting a common understanding and approach with accreditation in particular and the coach’s role in accreditation in general.

We hope that you get a positive return on the time you invest in your own coaching development, of which umpire coach accreditation is a key part.

‘Example is not the main way of influencing others, it is the only way’.  
‘The future is not a place we are going, but what we are creating’.

Lawrie Woodman  
Coaching & Umpiring Manager
1. **AFL Umpire Coach Professional Development Program**

1.1 **Introduction**

We know the coach in a club has the greatest influence over the people within that club, so it is reasonable to conclude that the coach in an umpiring group also plays a significant role in influencing the attitudes, culture and what the group stands for.

The AFL believes that umpires coaches are responsible for:
- establishing a positive learning environment for umpires,
- developing umpires,
- improving umpiring performances at all levels,
- building additional capacity within the umpiring community, and
- building relationships with other football participants especially community football coaches.

The AFL Umpire Coach Professional Development Program aims to support AFL umpire coaches and their assistants through the delivery of an ongoing program which is focused on two key areas of coaching.

These are:
- **Environment** – *what is it like to where umpires go?*
- **Approach** – *what does the coach do to assist umpires to improve?*

The program has focused on these two areas for the following reasons –

**Environment** – The environment an umpire’s coach creates either at training, during a coaching session or socially will have a huge impact on whether an umpire enjoys their umpiring experience and if they will be retained as an umpire. Like at a football club, if the umpire does not enjoy the experiences they have, they will not continue to participate. Further, it is most likely that they will speak negatively of their umpiring experiences, dissuading others to become involved. In football the number one reason people stop playing is because of their dislike of the environment which a coach creates.

If the umpires coach creates an enjoyable environment for all umpires that is friendly, supportive, flexible, interactive and inclusive then an umpire is much more likely to stay involved and tell others, hence having a positive impact on recruiting.

**Approach** – The approach of umpires coaches to their umpires will also impact on the umpire’s willingness to stay involved in umpiring. If the coaches approach to coaching is only about ‘telling’ the umpires how to do something, not using variety in training and coaching sessions, not encouraging fun at training, constantly providing poorly constructed or negative feedback and providing a poor level of support for young inexperienced umpires, then the chances of the group having a high umpire retention rate will be very low.

The AFL Umpire Coach Professional Development program aims to ensure the coach’s approach is interactive and inclusive and is based on the umpire’s involvement along with facilitating umpires to take responsibility for their own learning and development.

1.2 **Program Philosophy**

The Umpire Coach Professional Development Program has and always will be about individual development. The program invests in the development of the key people who lead, service and support umpiring. The program is underpinned with the following elements:
- Discussion based and modelling how we would like you to coach,
- Sharing of practices, ideas and approaches
- Provision of opportunities for coaches – ‘on the job’ development activities
- Challenging coaches in what and how they undertake their role and work with others
- It’s not what the program can do for you it’s what you can do for the program – you making a contribution
- Building capacity within the local, state and national umpiring community.

### 1.3 Program Outline

The AFL Umpire Coach Professional Development Program has no specific start or end date and is designed to provide ongoing support and development experiences for all its participants.

Participation in the program will enhance a coach’s ability to develop their umpires.

The program has no year levels, however it does have phases in which an umpire coach can move into depending on their level of competency. Also incorporated into the program is the ‘National Umpire Coach Accreditation Scheme’ which has been approved by the Australian Sports Commission. Any umpire coach aiming to achieve their accreditation must be an active participant within the Umpire Coach Professional Development Program and meet all the competencies expected at each accreditation level.

It is important to note that umpire coach accreditation will be compulsory in Australian Football from 2012.

The program incorporates the following activities each year –

1. AFL National Umpiring Coaching Conference (late January) and/or State based sessions
2. National teleconferences (April)
3. State based Mid Season workshop (June/July)
4. National teleconferences (August)
5. State based Post Season workshop (October/November)

Each umpire coach is expected to attend and participate in these four activities which will incorporate all the development phases within the program.

**AFL National Umpiring Coaching Conference (Preseason workshop January)**

The first workshop of the year for umpire coaches is a national conference aimed at bringing together all community umpire coaches from across Australia to share ideas and experiences. The program forms part of the annual AFL National Coaches Conference so while umpire coaches attend specific umpiring sessions they also attend all key note presentations and certain elective sessions that make up the AFL National Coaching Conference.

Within the conference program there are opportunities for state based discussions and a preseason planning session.

**National Teleconferences (May)**

These teleconferences target umpire coaches in the different phases and provide an opportunity for them to discuss and share ideas with their colleagues on their coaching and environment issues/development needs.

**State based Mid Season workshop (June/July)**

This workshop is a state based work shop and will usually be held in the states capital city (or in regional settings). The work shop will involve all umpire coaches from that state, who will then be allocated into discussion lounges to focus on their individual development needs.

**National Teleconferences (August)**

These teleconferences target umpire coaches in the different phases and provide an opportunity for them to discuss and share ideas with their colleagues on their coaching and environment issues/development needs.
State based Post Season workshop (October/November)
This workshop is a state based work shop and will usually be held in the states capital city. The work shop will involve all umpire coaches from that state, who will then be allocated into discussion lounges to focus on their individual development needs.

1.4 Program Development Phases
Within each of the three workshops each year, umpire coaches will pass through the following phases depending on their experience and competency. State Umpiring Managers will allocate umpire coaches to development ‘lounges’ with coaches at a similar level within every workshop session. There will also be development sessions that all coaches will be involved in.

The development phases have been designed to ensure that coaches develop and progress as follows -
1) The umpires coach creates a positive environment within their own group
2) The umpires coach employs a range of engaging and challenging coaching methods
3) The umpires coach starts and continues to build some capacity within their group
4) The umpires coach starts to have a positive impact on the broader football environment which often they cannot control or influence.

Phase 1 - Coach Development
All new participants in the AFL Umpire Coach Professional Development Program are expected to participate in ‘coach development’ workshops designed to focus solely on the ‘environment’ a coach creates and the ‘approach’ they take with their coaching.

Topics for discussion within this phase of the program include
- The role of the coach
- Qualities of a good coach
- Creating supportive umpiring environments
- How to develop a coaching (session) plan which are
  o planned
  o engaging
  o interactive
  o targeted
- Involving others in the coaching process
- Learning styles of umpires
- Self assessment as a coach
- The use of a coaching journal

Phase 2 – Coaching Process
Once participants have been observed demonstrating and understanding the topics set out in phase 1, the State Umpiring Manager may decide an umpire coach could move into phase 2 of the program. This phase builds on the coach’s development and will cover discussion topics such as –
- Match day coaching
- Providing feedback to umpires
- Assessing umpires against the accreditation criteria
- Non match day coaching
- Facilitating coaching sessions
- Reviewing coaching sessions
- Implementing national development programs
- Understanding of the talented umpire pathway and expectations of state league requirements

Phase 3 - Building Capacity
In this phase, coaches will discuss how they go about building capacity within their own groups by discussing topics such as –
- Umpire leadership groups
- Coaching teams
- Mentoring umpire coaches
- Assessment of other umpire coaches for the purpose of umpire coach accreditation
- Engaging non umpiring people to assist with umpiring in their local region
- Delivering mentor training to current umpires and non umpiring participants
- Understanding how to create a succession plan
- Developing relationships with local schools for a targeted approach and delivery of umpiring courses in order to recruit umpires

**Phase 4 - Leadership**

In this phase coaches are expected to not only continue having an impact on their own group, but umpiring development in general. Coaches will be asked to start assisting state managers in the delivery of the Umpire Coach Professional Development Program. This will require umpire coaches to facilitate discussion, prepare a presentation and share their knowledge and experiences regarding the coaching of umpires.

Umpire coaches will also be asked to start having an impact on the football environment in which that coach operates. This means building relationships with key people within their football community. In order to impact in this area, the umpires coach can undertake two key tasks –

1) Jointly deliver/present an interactive session with a team coach on the ‘Match Day Environment’ at a Level 1 Football Coaching Course. This will provide umpire coaches and team coaches with a great opportunity to educate/influence key people within the football environment on the importance of team coaches setting the ‘right’ example when it comes to dealing with umpires and contributing to the match day environment in a positive way. If an Umpires Coach can build a positive relationship with football coaches, then the willingness of those coaches to advocate the importance of the match day environment/umpiring will be enhanced. This can contribute to lessening match day abuse.

2) Develop positive relationships with local league administrators/coaches. This could include regular contact with the League president/club coaches during the year to build/continue to build the relationships.

**Phase 5 – Continued Improvement**

In this phase, umpire coaches who have passed through the 4 phases of the program will be encouraged to visit and assist in any other phase they wish. As is the philosophy of the program, umpire coaches should always be looking to improve and should never feel like there is nothing left to learn. While this phase has no special focus it is about keeping everyone involved in the program and for participants to continue to share ideas and experiences.

Accredited coaches within this phase will have the opportunity to gain an Umpire Coach Development Scholarship via their State Umpiring Manager. The focus of the scholarship is on local coaches being supported to visit another umpiring group/s to work with local coaches on the PD Program themes – environment and coaching approach. Coaches would need to discuss their idea with their State Manager and complete an application. Support for accommodation and travel is available through this program. Successful coaches are expected to submit an article to the e-newsletter following their visit.

**1.5 Participant Expectations**

Regardless of the development phase you are participating in all Umpire Coach Professional Development participants are expected to attend the three workshops per year and participate in teleconferences. They are also expected to submit a ‘PD Plan’ consisting of two objectives they will focus on during that season. It is expected that the PD Plan will be forwarded to State Umpiring Managers/Development Managers in a timeframe they determine. The PD Plan should form a reference for conversations with State umpiring personnel.
2. **AFL Umpire Coach Accreditation Scheme**

In order to gain accreditation coaches must be fully participating in the Umpire Coach Professional Development Program (attending all workshops and teleconferences) and need to be assessed against the accreditation competencies. The assessment of an umpire coach needs to be via at least three observations to ensure the coach can demonstrate all the competencies required. As a guide the observations can be completed via the following people (flexible) –

- State Umpiring Manager
- State Umpiring Development Officers
- Submission of a peer assessment - umpire’s coach currently in phase 3 of the Umpire Coach Professional Development Program or a Level 2 Umpire Coach - (up to 2 observations only)
- Self Assessment accompanied by a video of the session completed - (1 observation only)

The State Umpiring Manager can determine the accreditation observation protocol to ensure that no umpire coach is disadvantaged in the process.

Coaches can also use opportunities at workshops/representative carnivals as an opportunity to provide evidence of their coaching competence.

At the end of this stage, those who successfully complete the program will receive accreditation for Level 1 and/or Level 2 Umpire Coach.

2.1 **AFL Umpire Coach Accreditation – how does it work?**

In order to gain accreditation coaches must be participating in the Umpire Coach Professional Development Program (attending and participating in workshops and teleconferences).

Umpire coach accreditation is competency based, i.e., is the coach able to meet the performance criteria? Coaches can undertake assessment (an observation) when they believe they are ready and able to meet the criteria. Coaches will need to be assessed against the accreditation performance criteria (attached), to determine competency or not yet competent.

The assessment of an umpire’s coach should be wholistic (include as much of the criteria as possible in an assessment). The assessment of the coach must include at least three observations of the coach in action to ensure the coach can demonstrate the competencies required.

For some of the performance criteria (for Level 1 &/or Level 2) the coach needs to provide some documentation, i.e., a Coaching Plan. These documents and subsequent actions are seen as a critical aspect of a coach’s role.

The assessment of a coach can be undertaken in a range of ways (flexibility). That can include:

1. State Umpiring Manager observing the coach in action
2. State Umpiring Development Officer/s observing the coach in action
3. Submission of a peer assessment (up to two observations only) to either of 1. or 2. above – (done by umpire’s coach currently in phase 3 of the Umpire Coach Professional Development Program or a Level 2 Umpire Coach
4. Submission of a Self Assessment to either of 1 or 2 above, accompanied by a video of the session completed - (one observation only)

The State Umpiring Manager can determine the accreditation observation protocol to ensure that no umpire coach is disadvantaged in the assessment process. Coaches can also use opportunities at workshops/representative carnivals as an opportunity to provide evidence of their coaching competence.

At the end of this stage, those who successfully complete the program will receive accreditation for Level 1 and/or Level 2 Umpire Coach.
Below is a flow chart depicting how the National Umpire Coach Accreditation Scheme is incorporated into the Umpire Coach Professional Development Program phases. The program phases are broad stages of development for umpire coaches.

### 2.2 The Umpire Coach Accreditation Pathway

The following chart depicts where Umpire Coach Accreditation fits in with the Umpire Coach Professional Development Program.

Umpire coaches will be able to seek RPL/RCC (recognition of prior learning/recognition of current competencies), for their previous involvement in umpire coaching/observing/mentoring and their general life skills. To repeat, the critical issue is whether the coach has satisfied the criteria – demonstrated competency!

The coach must be able to provide the evidence. The following provides some elaboration on what the person assessing the coach would be expecting the coach to be able to do/provide as evidence.

#### 2.3 Level 1 Umpire Coach Accreditation

The Umpire Coach will be observed demonstrating the following competencies to determine his/her competence for Level 1 Umpire Coach accreditation. It is up to YOU, the Coach to provide the evidence that satisfies the criteria.

More than one observation will be necessary to ensure that the assessment meets the ‘rules of evidence’, ie: evidence should be:

- **Valid: Is it valid?**
  Evidence must cover the knowledge and skills required to demonstrate competence as a Level 1 Umpire Coach and meet the specified criteria

- **Authentic: Is it the umpire coaches work?**
  Assessors need to be satisfied that the evidence provided is the umpire coaches own work.

- **Sufficient: Is it enough evidence?**
  There must be sufficient evidence for an assessor to make an accurate judgement about competence. This usually means demonstrating competency more than once (eg in coaching situations), and in more than one situation.
• Current: Is it up to date?
The evidence provided should be current enough to demonstrate current competency. The issue of currency often arises in situations in which an umpire coach is seeking RPL/RCC. In coaching and umpiring, a four year period is generally used as the standard for currency.

What evidence is acceptable?
We have elaborated below under each competency for Level 1 and Level 2 Umpire Coaches, some examples of ‘evidence’ that the person assessing YOU, would be looking for/need for YOU to satisfy accreditation. It includes behaviours and documentation that Umpire Coaches are expected to demonstrate in their role.

2.4 Level 1 Umpire Coach – Competencies/Performance Criteria

1. Demonstrate qualities of an umpire’s coach
The person assessing the coach will need to see the coach:
• Communicating clearly – conveying messages/instructions in a clear manner
• Listening attentively – being interested in what umpires are saying
• Encouraging/supporting umpiring personnel – being positive with umpires
• Displaying honesty – being honest with umpires and others and critical when the need arises
• Displaying integrity – being a good role model, doing what you say you will do

2. Demonstrate effective communication skills with umpiring personnel & others
The person assessing the coach will need to see the coach:
• Relating positively to/engaging with umpires – developing a relationship with umpires, developing rapport with umpires, relating at the umpire’s level
• Engaging with umpire coaches/mentors - developing a relationship with umpire coaches/mentors, developing rapport with umpire coaches/mentors, relating at the umpire coaches/mentors level
• Communicating with other football personnel – coaches, administrators - developing a relationship/rapport with coaches, administrators, having regular contact with coaches, administrators

3. Establish/contribute to & maintain a positive umpiring group environment
The person assessing the coach will need to see the coach:
• Developing an umpiring group environment which is inclusive, safe, friendly, supportive and welcoming – ensuring all people are made feel welcome, encouraging umpires to be supportive of each other, ensuring the group is a safe place to be and people are friendly towards each other, modelling the above
• Ensuring fun activities are an integral part of the environment – self explanatory
• Developing/maintaining a learning and challenging environment – encouraging umpires to learn from each other and be responsible for their own learning and development, encouraging questioning and conversations about umpiring, highlighting and reinforcing positive aspects of umpiring

4. Utilise umpires/others in coaching/training sessions
The person assessing the coach will need to see the coach:
• Delegating sessions/parts of sessions to senior umpires – involving umpires in leading and/or conducting parts of/whole training and coaching sessions
• Involving other umpire coaches/mentors in sessions – providing opportunities for coaches and mentors to be involved with coaching and training sessions
• Involving ‘guests/experts’ in the development of the umpiring group – utilising non umpiring expertise of others that can add variety to coaching and training sessions
5. Conduct umpire coaching sessions (at least 3), using coaching session outlines
The person assessing the coach will need to see the coach:
- Conducting sessions which are well planned – sessions which have a purpose, delivery of 2/3 key points, using different methods, 30 minutes maximum, with a summary to ensure umpires have learned something
- Conducting interactive, engaging and facilitated sessions – use of questions, umpires being involved; not lecture type sessions
- Conducting sessions which are targeted – eg. umpires experience/discipline – session for green shirts, goal and boundary umpires, all three umpiring disciplines, field umpires only
- Using a variety of approaches in training/coaching sessions – that could include small groups, case studies, skill sessions, DVD’s, pool sessions,
- Utilising NUAS materials in coaching – Level 1 and/or Level 2 Manuals, DVD’s
- Preparing and presenting a coaching plan to the State Umpiring Manager – self explanatory

6. Conduct a review of coaching sessions on a regular basis
The person assessing the coach will need to see the coach:
- Seeking feedback from umpires on coaching sessions (2 occasions during the season) – involving umpires in surveys (maybe what they liked, didn’t like, would like in a session), questioning of what they got out of the session – if different to what your key points were there is a message for you in that
- Undertaking self assessments following coaching sessions (2 occasions during the season) – using the AFL Self Assessment Forms (attached) to conduct a self assessment of a session/s, discussing with a colleague, State Manager
- Initiating peer assessments of coaching sessions (2 occasions during the season) – inviting a coach from your group to sit in on your session and complete a peer assessment and discussing it with you
- Responding to feedback from others – self explanatory

7. Observe umpiring performances & facilitate feedback to umpires
The person assessing the coach will need to see the coach:
- Collecting information about an umpiring performance – providing copy of notes to ‘assessor’, discussing notes, maybe a copy to State Manager
- Discussing performance with umpire – encouraging coach to discuss with, NOT telling, umpire aspects of the performance
- Discussing follow up actions – again NOT telling, seeking from the umpire what he/she proposes to do, ensuring they understand what is required (use of question/s)
- Providing umpire with report – self explanatory, copy to assessor & State Manager, discuss

8. Participate in at least 1 teleconference during the season
The person assessing the coach will need to see the coach:
- Contributing to discussions – willingness to participate
- Sharing information, experiences with others – willingness to participate and add to the discussions

9. Complete implementation of PD Plan - ‘2 things’
The person assessing the coach will need to see the coach:
- Submitting a PD Plan to State Manager – outline of the 2 things he/she is going to focus on in the coaching role
- Undertaking/implementing actions – self explanatory
- Discussing progress with State Manager – self explanatory

10. Participate in umpire coaches conferences and workshops
The person assessing the coach will need to see the coach:
- Contributing to discussions – self explanatory
- Participating in activities – self explanatory
11. Review coaching performance
The person assessing the coach will need to see the coach:
- Undertaking a mid season review & responding to feedback – seeking some feedback from umpires as to the performance of the coach during the period, what were strengths, areas to work on, maybe some suggestions
- Undertaking an an end of season review & responding to feedback - seeking some feedback from umpires as to the performance of the coach during the season, what were strengths, areas to work on, maybe some suggestions

12. Complete a Coaching Journal
The person assessing the coach will need to see the coach:
- Recording entries (coaching experiences) in a journal & discussing them with others – eg. State Umpiring Manager, colleague, umpire coaches, mentor – self explanatory

13. Complete the ASC General Principles of Coaching - Beginning Coaching
The person assessing the coach will need to see the coach:
- Providing evidence to the State Umpiring Manager of the satisfactory completion – the program can be undertaken on line – www.ausport.com.au, follow links, no cost, up to 6 months to complete, some very good information/ideas for coaches

2.5 Level 2 Umpire Coach Accreditation – Competencies/Performance Criteria

1. Provide leadership to the umpiring group
The person assessing the coach will need to see the coach:
- Demonstrating: effective interpersonal skills, being organised, being supportive, delegating to others, being honest, integrity, being positive, a welcoming & learning environment – self explanatory
- Undertaking ‘exit interviews’ with umpires/umpiring personnel – when personnel leave umpiring attempt to ascertain their reasons for leaving, maybe something you can remedy to minimise others leaving for similar reasons
- Advocating and promoting umpiring in the region/area – taking a proactive approach/role in the football and broader communities, using opportunities to advocate/promote umpiring at schools, league meetings, etc
- Commencing development of a ‘succession plan’ – undertaking the initial steps in developing a plan for your replacement, identify who with some development/training could fill your shoes, what opportunities will you provide for them with and in the group
- Facilitating the development/update of an umpiring plan for ‘their’ umpiring group – identify a group that could work on the umpiring plan – where are we currently? Where does the group want to be in 2/3 years? What needs to be done to get there? Who needs to be involved with getting the group there? What will the timeline/s be?

2. Prepare & implement a coaching plan
The person assessing the coach will need to see the coach:
- Providing a copy of the coaching plan to the State Manager – self explanatory
- Providing evidence of plan being implemented – working on the plan
- Supporting umpire coaches/mentors during implementation – encouraging coaches with the implementation of the plan
- Facilitating feedback sessions with a mentor/observer/coach and discussing follow up actions – seeking feedback from those involved with implementing the plan and adjust where necessary

3. Conduct at least 3 umpire coaching sessions (at least 1 indoor & 1 outdoor session)
The person assessing the coach will need to see the coach:
- Delivering sessions which are - planned, interactive, engaging, targeted, challenging and include variety – extension on Level 1
• Assisting with the implementation of the NUAS in accordance with national guidelines – supporting others with the implementation of umpire accreditation, monitoring how it is going
• Seeking regular feedback from umpires on coaching sessions – involving umpires in providing feedback on how effective your coaching sessions are, adjusting where accordingly
• Undertaking self assessments (2) and discussing with others, initiating peer assessments of coaching sessions (2) – using AFL forms to self assess and involve others to peer assess and discuss comments

4. Observe umpiring performances & facilitate feedback to umpires
The person assessing the coach will need to see the coach:
• Collecting information about an umpiring performance, discussing performance with an umpire, discussing follow up actions, providing report – extension on Level 1, providing information to State Manager and discuss
• Assessing and accrediting umpires who meet the requirements of the NUAS – using the criteria in the Level 1 and Level 2 Umpire Manuals to assess and accredit umpires, discussing progress with individual umpires

5. Facilitate at least 1 teleconference during the season
The person assessing the coach will need to see the coach:
• Leading discussions, demonstrating facilitative skills (questioning & engaging) – taking the key role in a teleconference to ensure participants are involved, using questions

6. Complete implementation of Professional Development Plan - ‘2 things’
The person assessing the coach will need to see the coach:
• Submitting PD Plan to State Manager – self explanatory
• Undertaking actions in the Plan – work on identified 2 things
• Discussing progress with State Manager – self explanatory

7. Participate in Professional Development opportunities
The person assessing the coach will need to see the coach:
• Participating in a coaching role at end of year state based workshops – liaising with State Manager regarding these opportunities, leading a session at workshop
• Participating in a coaching role at representative football events – taking a lead role at the event
• Presenting to a PD workshop session – in collaboration with State Manager facilitating a session/s in PD workshops
• Mentoring a participant in the Umpire Coach PD Program – supporting a coach in the PD Program from either your group or another group
• Utilising a ‘critical friend’/mentor – seeking a person to use as a sounding board for your coaching role/approach

8. Review ‘coaching team’ performances
The person assessing the coach will need to see the coach:
• Reviewing ‘coaching team’ performances at end of periods – mid season, end of season and responding to feedback – conducting discussions with coaches in your group on their performance and monitoring follow up

9. Complete a Coaching Journal
The person assessing the coach will need to see the coach:
• Recording umpire coaching related entries in Umpire Coaches Journal and discussing with umpiring personnel – using a journal/diary to record some brief reflections on your coaching performances. These can include what went well, what didn’t, what you will do differently next time, and other related matters
2.6 **Umpire Coach Assessment Process**

The assessment of an Umpire’s Coach can be undertaken in a range of ways (flexibility) using the Umpire Coach Accreditation checklist. That can include:

1. State Umpiring Manager observing the coach in action
2. State Umpiring Development Officer/s observing the coach in action
3. Submission of a peer assessment (1 observation only) to either of 1 or 2 above – (done by umpire’s coach currently in the Umpire Coach Professional Development Program or a Level 2 Umpire Coach
4. Submission of a Self Assessment of a coaching session to either of 1 or 2 above, accompanied by a video of the session completed - (1 observation only)

**Conclusion**

While the Umpire Coach cannot necessarily influence the behaviour of players, coaches and spectators on a match day, they can influence the umpiring group environment in which an umpire trains, learns and socialises. Better skilled and more knowledgeable umpire coaches can further enhance/improve the umpiring group environment and the approach they take with their umpires.

Improving these two key elements can continue to ensure the umpiring group of which an umpire is part, is friendly, inclusive, interactive, supportive and appealing for the umpire to stay involved and importantly advocate to others.
3. **AFL National Umpire Accreditation Scheme (NUAS)**

The NUAS is part of the National Officiating Accreditation Scheme (NOAS) which is administered by the Australian Sports Commission (ASC). The NUAS consists of a range of programs, which aim to satisfy the education, training and development needs of:

- Field,
- Boundary and
- Goal Umpires
- Umpire Coaches (detailed earlier in manual).

The NUAS programs are developmental and sequential and provide education and training at identified stages of the umpire’s development and career movement.

All programs are designed in accordance with Competency Based Training principles.

Participation in the NUAS is as follows:

### 3.1 NUAS Overview

**Field Umpires, Boundary Umpires & Goal Umpires**

<table>
<thead>
<tr>
<th>NUAS</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field</td>
<td>Available to all Field Umpires not previously accredited and those Field Umpires who were not able to successfully complete the program in their first year of accreditation.</td>
<td>Available to all Level 1 accredited Field Umpires.</td>
<td>Available to Level 2 accredited Field Umpires officiating in senior State League matches.</td>
</tr>
<tr>
<td>Boundary</td>
<td>Available to all Boundary Umpires not previously accredited and those Boundary Umpires who were not able to successfully complete the program in their first year of accreditation.</td>
<td>Available to all Level 1 accredited Boundary Umpires.</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Available to all Goal Umpires not previously accredited and those Goal Umpires who were not able to successfully complete the program in their first year of accreditation.</td>
<td>Available to all Level 1 accredited Goal Umpires.</td>
<td></td>
</tr>
<tr>
<td>Umpire Coaches</td>
<td>Available to all Umpire Coaches not previously accredited and who are participating in the AFL Umpire Coach Professional Development Program.</td>
<td>Available to all Level 1 accredited Umpires Coaches.</td>
<td></td>
</tr>
</tbody>
</table>
3.2 Level 1 Umpire Accreditation Program Overview

The key aspects of the Level 1 Umpire program include:

- a focus on the umpire as a ‘manager’ in the conduct of Australian Football.
- an expectation that the umpire will take greater responsibility for his/her learning and development.
- placing a greater emphasis on the proven ability of the umpire to ‘do’ versus simply to ‘know’ – competency based.
- a structure for the program that accommodates the three umpiring disciplines – field, boundary and goal, and the knowledge common to each.
- an Umpire’s Diary for the umpire to make entries about his/her umpiring experiences
- majority of the assessment undertaken by observation of the umpire in action.
- an individually based program whereby umpires should be able to advise their umpire’s coach as to when they believe they are ready to undertake assessment.

The Level 1 program consists of five modules, which include competencies, content for each umpiring discipline (Field, Boundary and Goal umpire) and assessment criteria. This design allows for easy transition from one umpiring discipline to another without the need to repeat similar content/assessment tasks and undertake additional training.

Assessment caters for umpiring discipline specific tasks and some environmental considerations in relation to their work place.

Module 1 Qualities of an Umpire
Module 2 Manage Self
Module 3 Manage Environment
Module 4 Manage Match
Module 5 Manage Others

3.3 AFL Level 1 Umpire Accreditation – how does it work?

The Umpire Coach or the person delegated to conduct/supervise the accreditation has a key role in assisting and supporting umpires during the Level 1 program.

Conducting the Level 1 Program

There can be a range of ways the Level 1 Umpire Accreditation Program can be conducted. Coaches may wish to conduct some group sessions for umpires undertaking Level 1 and/or may buddy up a Level 1 candidate with a senior/experienced umpire who provides some instruction and/or may expect Level 1 candidates to ascertain the knowledge/skills from others – observing umpires in action, referring to the Level 1 Manual/DVD, working with their ‘buddy’.

Umpires will bring a range of experiences to their umpiring. They will progress at their own rate and every effort should be made to resist having all umpires treated in the same way, e.g. sitting through every session related to Level 1 together and being spoken at. This will not enhance the Umpire’s learning, understanding and enjoyment of the Level 1 program. Some new umpires will arrive at the umpiring group already knowing a lot about football/umpiring, their challenge will be to demonstrate it in a match.

Umpire Coaches should use a variety of interactive coaching methods/activities during the program to enhance the learning environment for the umpire and encourage them to become more involved with their learning and development. This can include small groups working together in discussions and/or practical activities. It may also include working with the three disciplines together (inside and outside on the ground) when addressing some of the modules/units eg, Managing Others - Co-operation with Match Day Officials.
The umpire coaches should encourage the involvement of senior experienced umpires in working with Level 1 candidates and sharing their knowledge and experiences.

**Case Study  Level 1 Umpire Accreditation**

Sam is a young umpire who is in his second year of umpiring with the ABC umpiring group. He has spent a year being mentored as part of the Green Shirt program. The coach is keen for him to undertake his Level 1 umpire accreditation. The coach has advised him that the Level 1 umpire accreditation program is a competency based program and includes competency based assessment, ie the umpire demonstrating that he is able to perform the various skills/tasks to a standard in a junior football match.

Sam is interested to know what is involved in ‘learning about Level 1 umpiring’. The coach advises Sam that there is a range of ways for Sam to acquire the knowledge prior to him undertaking his assessment for Level 1 umpire accreditation. They include:

- Participating in a coaching session/s with the coach about particular Level 1 topics
- Discussing umpiring topics with senior umpires
- Reading the Level 1 Umpire’s manual which contains all the information required for an umpire to know at this level
- Observing another umpire in action – Sam would be able to see/discuss key aspects of the umpire in action with a coach/mentor and learn from that experience
- Umpiring a game and receiving some feedback on his performance – discussing areas he did well and focussing on what he has to improve (& how) prior to any form of assessment being undertaken

The coach also conveyed to Sam that he has a key responsibility for his own development as an umpire and that coaches/senior umpires are available to assist him. Umpiring development is an ongoing process and doesn’t finish once an umpire becomes accredited.

**Assessment**

Assessment is the critical aspect of accreditation. The vast majority of assessment is through observation. **Observation** is a form of assessment designed to assess the umpire’s skills in the performance of a task. That is, the umpire demonstrating that he/she is competent: able to perform the skills (providing the evidence) in a match setting. It is a practical assessment, which will determine how they apply their skills and knowledge in a real or realistic setting.

The Coach or person with delegated responsibility will need to undertake observations using the checklist provided – that is, seeing the umpire in action. If the skill is unlikely to be demonstrated in a match e.g. ‘order off law’, a simulated situation can be created to allow the umpire an opportunity to demonstrate their skills in this area.

The Umpire needs to provide the evidence that he/she is competent, able to perform the umpiring skills required at Level 1 on at least three occasions to be eligible for accreditation.

In addition to observation, there is a worksheet and completion of a diary as an additional assessment tasks. The worksheet is at the back of the Umpire’s Diary.

There is an Assessment Progress table at the end of each module in the Umpire’s Manual. The Coach will need to sign and date alongside the appropriate area once the umpire has provided the evidence of his/her competence and knowledge (worksheet/diary).

**Umpire’s Diary**

It is expected that the umpire will make entries in the diary on a regular basis. The entries should be based on an event (something that happened in a match), the umpire’s response, and when placed in a similar situation what would he/she do next time. From time to time, e.g. after three entries, the umpire will show
his/her diary to the coach for noting and discussion. It is at this stage the coach is able to engage with the umpire and discuss recent experiences of the Umpire, ascertain his/her understanding and explore ways in which the umpire might make some improvements in his/her umpiring and reinforce aspects well handled.

**What evidence is acceptable?**

We have elaborated below on the criteria for Level 1 and Level 2 Umpires in an attempt to provide more clarity about what is expected from umpires to satisfy accreditation. Level 1 and Level 2 Accreditation represents a minimum standard that Australian Football deems appropriate for umpires (and umpire coaches) to achieve, to satisfy accreditation.

**Rules of evidence**

More than one observation will be necessary to ensure that the assessment meets the ‘rules of evidence’, ie: evidence should be:

- **Valid: Is it valid?**
  Evidence must cover the knowledge and skills required to demonstrate competence as a Level 1 Umpire and meet the specified criteria

- **Authentic: Is it the umpire coach’s work?**
  Assessors need to be satisfied that the evidence provided is the umpire’s own work.

- **Sufficient: Is it enough evidence?**
  There must be sufficient evidence for an assessor to make an accurate judgement about competence. This usually means demonstrating competency more than once (eg in match day situations), and in more than one situation.

- **Current: Is it up to date?**
  The evidence provided should be current enough to demonstrate current competency. The issue of currency often arises in situations in which an umpire is seeking RPL/RCC. In umpiring, a four year period is generally used as the standard for currency.

For some of the performance criteria (for Level 1 &/or Level 2) the umpire needs to provide some documentation, ie a Journal. These documents and subsequent actions are seen as a critical aspect of an umpire’s role.

The assessment of an umpire can be undertaken in a range of ways (flexibility). That can include:

- Local Umpire Coach/Match Day Coach/delegated person observing the umpire in action
- State Umpiring Development Officer/s observing the umpire in action
- AFL Assessor observing the umpire in action
- A video of the umpire in action accompanied by a Self Assessment of the match completed - (1 observation only)

The local Umpire Coach can determine the accreditation observation protocol to ensure that no umpire is disadvantaged in the assessment process.

**Successful Completion of the Accreditation Program**

To repeat, YOU need to be satisfied that the umpire has met the performance criteria – he/she has demonstrated the umpiring competencies in a match and has provided evidence of completing umpire’s diary, etc.

Signing off against the performance criteria is a critical confirming step, (the form is at the back of the Modules in the Umpire’s Manual).
Successful Completion of Accreditation
Once the Umpire has successfully completed the program the Umpire Coach is to complete the attached form and forward to the State Office by the end of August.

Conclusion
Conducting the accreditation is an important responsibility of the Umpire’s coach. The Level 1 program should form an integral component of the coaching of umpires aspiring to become Level 1 accredited.

Umpire accreditation is competency based i.e. Does the umpire meet the performance criteria? Umpires can undertake assessment (an observation) when they believe they are ready and able to meet the criteria. Umpires will need to be assessed against the accreditation performance criteria (attached), to determine competency or not yet competent.

The assessment of an umpire should be wholistic (include as much of the criteria as possible in an assessment). The assessment of the umpire must include at least three observations of the umpire in action to ensure the umpire can demonstrate the competencies required.
## 3.4 Level 1 Umpire Accreditation – Competencies/Performance Criteria

<table>
<thead>
<tr>
<th>Competency</th>
<th>The person assessing the umpire will need the EVIDENCE as listed below, from the umpire, remembering it is the minimum expected.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What YOU need to see the umpire doing.</td>
<td>Field Umpire Evidence</td>
</tr>
<tr>
<td><strong>Module 1</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1. Demonstrate qualities as a person and as an umpire that are underpinned by values and beliefs including – Integrity, Honesty, Impartiality, Trust, Respect | • Display integrity – being a good role model, doing what you say you will do  
• Display honesty – being honest with self and others  
• Is impartial – being fair in all deliberations with teams, colleagues  
• Is trustworthy – honouring your word with colleagues and others  
• Is respectful – courteous to other | | |
| **Module 2** | | | |
| 1. Identify the key aspects of the role of umpires | Question the umpire on the role of the umpire, i.e.  
• Interpret and apply the basic laws according to the spirit of the laws/game  
• Attend to the administrative requirements necessary for the successful staging of the game  
• Ensure a safe environment for the participants | | |
| 2. Demonstrate a positive attitude towards umpiring: | At training  
• Regular attendance and advising of non-attendance.  
• Display an enthusiastic approach to training.  
• Encourage and assist colleagues at training.  
• Complete all work to schedule and to the required standard.  
At coaching sessions  
• Regular attendance and advising of non-attendance.  
• Participating in sessions and activities willingly.  
General  
• At all times, support, respond and talk positively and enthusiastically about umpires and umpiring. | | |
| 3. Demonstrate an agreed standard of off field and on field dress | Support and abide by local Association dress guidelines:  
• On field on match day.  
• Off field on match day.  
• When attending a tribunal hearing. | | |
<p>| Competency                                                                 | Field Umpire Evidence                                                                                                                                                                                                 | Boundary Umpire Evidence                                                                                                                                                                                                 | Goal Umpire Evidence                                                                                                                                                  |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <strong>What YOU need to see the umpire doing.</strong>                                | <strong>4. Demonstrate effective interpersonal skills on match day</strong>&lt;br&gt;Communicate positively with others on match day (players, captains, coaches, colleagues)&lt;br&gt;<strong>Before the match</strong>&lt;br&gt;– Report to a home club official to advise of arrival.&lt;br&gt;– Meet other umpires and officials (time keepers).&lt;br&gt;<strong>During the match</strong>&lt;br&gt;– Treat players with respect&lt;br&gt;<strong>After the match</strong>&lt;br&gt;– Communicate positively when club representatives visit the umpires’ room to collect paperwork.&lt;br&gt;– Act positively and responsibly in a social situation. | <strong>5. Outline their basic approach to umpiring Australian Football</strong>&lt;br&gt;– List reasons for umpiring.&lt;br&gt;– List elements of the game.&lt;br&gt;– Describe basic approach/style to umpiring Australian football matches                                                                                                                                                   |                                                                                                                                                                                                                                 |
| <strong>6. Demonstrate fitness level required of a Level 1 Umpire</strong>             | <strong>Undertakes a training program which enables the umpire to:</strong>&lt;br&gt;– Attempt to be up with the play during the match.&lt;br&gt;– Adjust position for the duration of the match.&lt;br&gt;– Responds to play throughout the match.                                                                                                                                 | <strong>– Adjust position for the duration of the match.</strong>&lt;br&gt;– Respond to play throughout the match.                                                                                                                                                                                                 |                                                                                                                                                                                                                                 |
| <strong>7. Demonstrate basic preparation for the match</strong>                        | <strong>– Umpiring uniform is ready along with relevant paperwork, (report pads, notepad and pencil/s, scorecards) and gear – whistle, flags, flag holders, wet weather gear.</strong>&lt;br&gt;– Arrive at the ground before commencement of the match (e.g. 45 minutes) and completes all pre-match duties.&lt;br&gt;– Completes personal warm up routine.                                                                 |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                 |
| <strong>8. Implement basic lifestyle management strategies that assist in their umpiring role</strong> | <strong>– Outline basic diet and nutrition requirements for an umpire.</strong>&lt;br&gt;– Re-hydrate during matches and training.&lt;br&gt;– Identify impact of alcohol and tobacco on performance.&lt;br&gt;– Implements personal healthcare strategies e.g. sunscreen, hats, etc.                                                                                                                                 |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                 |</p>
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<tbody>
<tr>
<td>What YOU need to see the umpire doing.</td>
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<tr>
<td>9. Contribute to performance review after a match</td>
<td>• Outline purpose of the diary. &lt;br&gt;• Record aspects of umpiring performances in diary. &lt;br&gt;• Discuss diary entries with coach/mentor. &lt;br&gt;• Contributing to a discussion about his/her performance following the match &lt;br&gt;• Receive and respond to feedback on performance from others. &lt;br&gt;• Discuss process for developing umpiring knowledge, skills and attitudes.</td>
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</table>

<p>| Module 3 | | | |
| 1. Conduct an inspection of the playing surface and its surrounds prior to the match and ensure that all necessary action is taken | • List important actions to undertake to ensure a safe environment. &lt;br&gt;• Undertake an inspection of the playing surface and its surrounds. &lt;br&gt;• Request necessary action following the inspection and ensure action/s are taken. | | |
| 2. Demonstrate a coping strategy on match day to handle/respond to the match-day environment. | • Implement a strategy on match day to respond to the match-day environment (e.g. Maintaining attention/concentration on the match – not becoming distracted by crowd, coaches, etc) | | |
| 3. List the Legal responsibilities of Field Umpire(s) | • List/question the umpire on the legal responsibilities of an umpire | | |</p>
<table>
<thead>
<tr>
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<tr>
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<td>Module 4</td>
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<tr>
<td>1. Demonstrate effective people management skills during the match</td>
<td>• Communicate effectively with players and others.</td>
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<td></td>
<td>• Acknowledge player’s queries.</td>
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<td></td>
<td>• Treat players with respect.</td>
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<td></td>
<td>• Respond to potential conflict situations.</td>
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<td>2. Correctly complete all paperwork in accordance with the requirements</td>
<td>• Complete paperwork accurately and in a professional manner.</td>
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<tr>
<td>of the Controlling Body</td>
<td>• Outline the process for completing a Report of Player form.</td>
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<td></td>
<td>• Forward paperwork to relevant personnel.</td>
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<tr>
<td>3. Apply the basic laws and interpretations in accordance with the spirit</td>
<td>• Outline the three Spirits of the Laws</td>
<td></td>
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<tr>
<td>of the laws</td>
<td>- Contest for the ball – general play</td>
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<td></td>
<td>- Tackling the player in possession</td>
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<td></td>
<td>- Marking contests</td>
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<tr>
<td></td>
<td>• Interpret and apply the basic Laws and interpretations in accordance with the spirit</td>
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<tr>
<td></td>
<td>of the Laws - Penalising infringements – push in back, high tackle, holding the man,</td>
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<td></td>
<td>holding the ball, in a confident and decisive manner</td>
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<td></td>
<td>• Outline the procedures for implementing the ‘Blood Rule’.</td>
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<td></td>
<td>• Outline the steps in relation to a reportable incident.</td>
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<td></td>
<td>• Outline the process for implementing the ‘Order Off’ Law.</td>
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<tr>
<td>Competency</td>
<td>Field Umpire Evidence</td>
<td>Boundary Umpire Evidence</td>
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</tbody>
</table>
| What YOU need to see the umpire doing.                                     | 4. Apply the laws relating to marking in a match situation  
• Awarding marks to players when the ball has travelled at least 15 metres and not touched by a player                                                                                                              | 5. Implement the ‘blood rule’ according to local competition rules  
• At the earliest opportunity, signal (crossed arms above head) and order the bleeding player from the field  
• Recomence play when replacing player is in position                                                                                                               | 6. Outline the important steps that must be undertaken in relation to a reportable incident  
• Outline the steps involved/process for reporting a reportable incident                                                                                              |
|                                                                            | 7. Implement the ‘order off law’ according to local competition rules  
• Apply the ‘order-off law’ in a confident manner and according to local competition rules                                                                                                                          | 8. Demonstrate effective control in ‘general play’ situations under match conditions.  
• Displays confidence in decision making.  
• Responds to players and situations, in a calm and confident manner.  
• Breaks up scrimmages when the ball is immediately trapped  
• Observes appropriately – player disposing of the ball, being alert to what is happening around him/her  
• Awards the ‘first free kick’.  
• Displays confidence in decision making.  
• Responds to players and situations, in a calm and confident manner.  
• Observes appropriately - being alert to what is happening around him/her  
• Displays confidence in decision making.  
• Responds to players and situations, in a calm and confident manner.  
• Observes appropriately –being alert to what is happening around him/her                                                                                      |
<table>
<thead>
<tr>
<th>Competency</th>
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<th>Goal Umpire Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Demonstrate effective control in ‘set play’ situations under match conditions.</td>
<td>During the match the umpire will attempt to:</td>
<td></td>
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<tr>
<td></td>
<td>• Advise the player as to where the mark is</td>
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<td></td>
<td>• Ensure the player is on his/her line of kick (imaginary line between kicker, player on the mark and centre of goals)</td>
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<td></td>
<td>• Keep the player with the ball under observation – enables quick ‘play-on’ calls</td>
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<td></td>
<td>• Clear the ‘protected area’ – 5 metre width either side of the line of kick and behind the kicker</td>
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<td></td>
<td>• Call and signal ‘play on’ once the player with the ball attempts to play on other than over the mark</td>
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<td></td>
<td>• Apply 25/50 metre penalties</td>
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<td></td>
<td>• Monitor kick ins after a behind</td>
<td></td>
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<tr>
<td>Competency</td>
<td>Field Umpire Evidence</td>
<td>Boundary Umpire Evidence</td>
<td>Goal Umpire Evidence</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>What YOU need to see the umpire doing.</td>
<td>• Outline key elements of positioning.                                                                                                                                                                                  • Outline key elements of positioning.                                                                                                                                                                                  • Outline key elements of positioning</td>
<td></td>
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</tr>
<tr>
<td>10. Implement basic umpire positioning under match conditions</td>
<td>During the match the umpire will attempt to:                                                                                                                                                                          During the match the umpire will attempt to:                                                                                                                                                                          During the match the umpire will attempt to:</td>
<td></td>
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<tr>
<td></td>
<td>• Back away from a centre/field throw up to achieve a 20/25 metre position from the contest                                                                                                                           • Achieve position behind the behind post for a set shot at goal                                                                                                                                                    • get under the flight of the ball to adjudge a score from a high kick</td>
<td></td>
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<tr>
<td></td>
<td>• Achieve a side on position 10/15 metres from a boundary throw-in contest                                                                                                                                            • Achieving position behind the behind post for a set shot at goal                                                                                                                                                    • get ‘on the line’ (astride) for - a dropping ball, a contest on the goal/behind line, - a player running for a close-in kick, - a ball bouncing along the ground towards goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Achieve a side on position, inside play, 20/25 metres from contests in general play                                                                                                                                     • Attempting to keep up with play                                                                                                                                                                                    • - a player running for a close-in kick, - a ball bouncing along the ground towards goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Achieve a position 20/25 metres from the kick off line for a kick-in after a behind                                                                                                                                   • Positioning correctly when play is close to the boundary line (5 metres to the long side of the ground)                                                                                                           • - a player running for a close-in kick, - a ball bouncing along the ground towards goal</td>
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<td></td>
<td>• Achieve a position for a set kick at goal (likely to score), mid way between kicker and goal line                                                                                                                                                                         • Positioning in general play – when play is on the other side of the ground, no closer than the nearest edge of the centre square</td>
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<tr>
<td></td>
<td>• Respond to changes in play</td>
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<tr>
<td></td>
<td>• Outline key elements of Two Umpire System.</td>
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<tr>
<td>Competency</td>
<td>The person assessing the umpire will need the EVIDENCE as listed below, from the umpire, remembering it is the minimum expected.</td>
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</tr>
<tr>
<td>What YOU need to see the umpire doing.</td>
<td>Field Umpire Evidence</td>
<td>Boundary Umpire Evidence</td>
<td>Goal Umpire Evidence</td>
</tr>
</tbody>
</table>
| 11. Demonstrate correct signals/indications under match conditions | • High tackle  
• Push in the back  
• Holding the man  
• Holding the ball  
• All clear for a goal  
• All clear for a behind  
• Start/end of match/quarter  
• Field bounce/throw up | • Out of bounds  
• Out of bounds on the full  
• Ball hitting behind post  
• Ball hitting behind post on the full  
• Player encroaching in the centre square | • Goal  
• A behind  
• Behind – ball hit goal post  
• Behind – touched  
• Tapping chest to indicate a behind  
• Out of bounds – assisting boundary umpire  
• Out of bounds on the full – assisting boundary umpire |
| 12. Demonstrate correct use of the whistle under match conditions | • Blowing whistle in a timely manner  
• Blowing the whistle loud  
• Blowing the whistle with confidence | | |
| 13. Demonstrate contestable bounces/throw ups under match conditions | • Achieve a contestable height – fair to both players  
• Achieve an accurate bounce/throw up – fair to both players | | |
| 14. Implement contestable boundary throw-ins under match conditions | | | • Achieve a height of not less than 3 metres  
• Achieve a length of between 10 – 15 metres  
• Throw the ball in line with the centre circle |
<table>
<thead>
<tr>
<th>Competency</th>
<th>The person assessing the umpire will need the EVIDENCE as listed below, from the umpire, remembering it is the minimum expected.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What YOU need to see the umpire doing.</td>
<td>Field Umpire Evidence</td>
</tr>
<tr>
<td>15. Return the ball to the centre after a goal under match conditions</td>
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<tr>
<td>16. Demonstrate correct flag waving technique under match conditions</td>
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</tr>
<tr>
<td>17. Demonstrate correct scoring procedures under match conditions</td>
<td></td>
</tr>
<tr>
<td>Module 5 – Manage Others</td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate co-operation with other umpires under match conditions.</td>
<td>• Make yourself known to other umpires before the match.</td>
</tr>
<tr>
<td></td>
<td>• Give clear verbal and visual signals/indications to other umpires.</td>
</tr>
<tr>
<td></td>
<td>• Give clear verbal and visual signals to Goal Umpires:</td>
</tr>
<tr>
<td></td>
<td>- ‘all clear’ for a goal;</td>
</tr>
<tr>
<td></td>
<td>- ‘all clear’ for a behind;</td>
</tr>
<tr>
<td></td>
<td>- ‘touched all clear’ for a ball;</td>
</tr>
<tr>
<td></td>
<td>- touched over the goal line;</td>
</tr>
<tr>
<td></td>
<td>- ball hitting the post.</td>
</tr>
</tbody>
</table>
Competency | The person assessing the umpire will need the EVIDENCE as listed below, from the umpire, remembering it is the minimum expected.
--- | ---
**What YOU need to see the umpire doing.** | **Field Umpire Evidence** | **Boundary Umpire Evidence** | **Goal Umpire Evidence**
--- | --- | --- | ---
2. Demonstrate co-operation with match officials under match conditions. | • Meet with timekeepers before start of match.  
• Meet with interchange steward before start of match.  
• Give clear signals for:  
  - start of quarter;  
  - time on/off, and;  
  - end of quarters.  
  - a Field bounce/throw up.  
• Meet with match manager before start of match.  
• Meet with team managers before start of match.  
• Meet with Club escorts before start of match.  
• Communicate with Club officials at the end of the match. | | • Meet with timekeepers before start of match.
--- | --- | --- | ---
Identify the requirements of an Umpire at a Tribunal Hearing | • List the important actions of an umpire at a tribunal hearing. | | |
### 3.5 Level 2 Umpire Accreditation – Competencies/Performance Criteria

<table>
<thead>
<tr>
<th>Competency</th>
<th>The person assessing the umpire will need the EVIDENCE as listed below, from the umpire, remembering it is the minimum expected.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What YOU need to see the umpire doing.</strong></td>
<td><strong>Field Umpire Evidence</strong></td>
</tr>
<tr>
<td><strong>Module 1 – Qualities of an Umpire</strong></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate qualities as a person and as an Umpire that are underpinned by values and beliefs including:</td>
<td>● Be willing to take on some responsibility in the group.</td>
</tr>
<tr>
<td></td>
<td>● Be willing to share knowledge and experience with others.</td>
</tr>
<tr>
<td><strong>Module 2 – Manage Self</strong></td>
<td></td>
</tr>
<tr>
<td>1. Describe the role of the Field Umpire in senior football matches</td>
<td>● Describe the role of the Field Umpire</td>
</tr>
<tr>
<td></td>
<td>● What contributes to “good” umpiring in senior football?</td>
</tr>
<tr>
<td></td>
<td>● Attending to administrative requirements to stage a match.</td>
</tr>
<tr>
<td></td>
<td>● Adhering to health and safety matters</td>
</tr>
<tr>
<td>2. Demonstrate a positive attitude towards umpiring senior football matches.</td>
<td>● Accept delegated responsibilities.</td>
</tr>
<tr>
<td></td>
<td>● Actively encouraging others in the umpiring environment.</td>
</tr>
<tr>
<td></td>
<td>● Receive and discuss feedback in a positive manner.</td>
</tr>
<tr>
<td></td>
<td>● Ensure all umpiring tasks are completed to schedule and to the required standard.</td>
</tr>
<tr>
<td>Competency</td>
<td>The person assessing the umpire will need the EVIDENCE as listed below, from the umpire, remembering it is the minimum expected.</td>
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<tr>
<td>------------</td>
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</tr>
<tr>
<td>What YOU need to see the umpire doing.</td>
<td>Field Umpire Evidence</td>
</tr>
</tbody>
</table>
| 3. Demonstrate an agreed standard of off field and on field presentation for senior football. | Support and abide by local dress guidelines:  
• On field on match-day.  
• Off field on match-day.  
• When attending a tribunal hearing | | |
| 4. Demonstrate effective interpersonal skills under senior football match conditions. | **Before the match:**  
• Meet other Umpires.  
**During the match:**  
• Respond briefly to questions from players.  
• Direct players in certain situations.  
• Resolve conflict between players.  
• Use a strong, firm and clear voice.  
• Treat other participants with respect.  
**After the match:**  
• Communicate professionally with club representatives when they visit the umpires’ room.  
• Interact courteously in a social situation | **Before the match:**  
• Meet other Umpires  
**During the match:**  
• Respond briefly to questions from players;  
• Direct players in certain situations;  
• Resolve conflict between players;  
• Use a strong, firm and clear voice  
• Treat other participants with respect.  
**After the Match:**  
• Communicate professionally with club representatives when they visit the umpires’ room;  
• Act courteously in a social situation. | **Before the match:**  
• Meet other Umpires and time keepers.  
**During the match:**  
• Respond briefly to questions from players;  
• Direct players in certain situations;  
• Resolve conflict between players;  
• Use a strong, firm and clear voice  
• Treat other participants with respect.  
**After the Match:**  
• Communicate professionally with club representatives when they visit the umpires’ room;  
• Act courteously in a social situation.
<table>
<thead>
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<tr>
<td><strong>What YOU need to see the umpire doing.</strong></td>
<td><strong>Field Umpire Evidence</strong></td>
</tr>
<tr>
<td>5. Describe approach to umpiring senior football matches.</td>
<td>• Describe umpiring process.</td>
</tr>
<tr>
<td></td>
<td>• Develop a match plan for senior football.</td>
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<tr>
<td></td>
<td>• Discuss an evolving personal umpiring philosophy.</td>
</tr>
<tr>
<td>6. Demonstrate effective preparation for umpiring senior football matches.</td>
<td>• Completes all pre-match duties.</td>
</tr>
<tr>
<td></td>
<td>• Completes personal warm up routine</td>
</tr>
<tr>
<td>7. Demonstrate fitness level required of a Level Two Field Umpire for senior football matches.</td>
<td>• Undertake an advanced training program.</td>
</tr>
<tr>
<td></td>
<td>• Keep up with the play throughout the match.</td>
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<td></td>
<td>• Respond quickly to changes of play throughout the match.</td>
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<td></td>
<td>• Adjust position for the duration of the game.</td>
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<tr>
<td>8. Implement lifestyle management strategies that assist in umpiring senior football matches.</td>
<td>• Implement diet &amp; nutrition strategies.</td>
</tr>
<tr>
<td></td>
<td>• Re hydrate during matches and training.</td>
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<td></td>
<td>• Describe impact of alcohol &amp; tobacco on performance.</td>
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<td></td>
<td>• Implement personal health care strategies e.g. sunscreen, hats, etc.</td>
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<tr>
<td></td>
<td>• Implement recovery strategies</td>
</tr>
</tbody>
</table>
## Competency

The person assessing the umpire will need the EVIDENCE as listed below, from the umpire, remembering it is the minimum expected.

<table>
<thead>
<tr>
<th>What YOU need to see the umpire doing.</th>
<th>Field Umpire Evidence</th>
<th>Boundary Umpire Evidence</th>
<th>Goal Umpire Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Analyse own performance after umpiring senior football matches and develop strategies for improvement</td>
<td>• Undertake self-reflection process using the umpiring diary.</td>
<td>• Inspect boundary line and behind posts.</td>
<td>• Inspect goal and behind posts</td>
</tr>
<tr>
<td></td>
<td>• Seek and discuss feedback from others on umpiring performance.</td>
<td>• Inspect boundary area surrounds.</td>
<td>• Inspect scoring area surrounds</td>
</tr>
<tr>
<td></td>
<td>• Develop strategies (with the coach) for performance improvement.</td>
<td>• Initiate necessary action following inspection.</td>
<td>• Initiate necessary action following inspection.</td>
</tr>
<tr>
<td>10. Contribute to the development of other football Umpires</td>
<td>• Assist the development of others.</td>
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<td>• Mentor a Level One Umpire.</td>
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<td></td>
<td>• Observe a Level One Umpire in a match on two occasions and provide feedback.</td>
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<td></td>
<td>• Conduct two training/coaching sessions</td>
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</tbody>
</table>

### Module 3 – Manage Environment

<table>
<thead>
<tr>
<th>1. Conduct an inspection of the playing surface and its surrounds prior to senior football matches and ensure that all necessary action is taken.</th>
<th>• Undertake an inspection of the playing surface and its surrounds.</th>
<th>• Inspect Boundary line and behind posts.</th>
<th>• Inspect goal and behind posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilitate necessary action following the inspection and ensure action/s are taken.</td>
<td>• Inspect boundary area surrounds.</td>
<td>• Inspect scoring area surrounds.</td>
<td>• Inspect scoring area surrounds</td>
</tr>
<tr>
<td></td>
<td>• Initiate necessary action following inspection.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate two coping strategies to handle/respond to the senior football match-day environment.</td>
<td>• Implement two strategies on match-day to respond to the match-day environment. (e.g., maintaining concentration in response to players/coaches/spectators, supporting colleagues, participating in match de-brief sessions)</td>
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<tr>
<td>3. Implement the umpire’s legal responsibilities on senior football match-day.</td>
<td>• Implement the umpire’s legal responsibilities</td>
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</tbody>
</table>
### Competency
The person assessing the umpire will need the EVIDENCE as listed below, from the umpire, remembering it is the minimum expected.

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<tr>
<th>What YOU need to see the umpire doing.</th>
<th>Field Umpire Evidence</th>
<th>Boundary Umpire Evidence</th>
<th>Goal Umpire Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 4 – Manage Match</strong></td>
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</tbody>
</table>
| 1. Demonstrate effective people management skills under senior football match conditions. | • Demonstrate a presence during the match.  
• Act courteously to others.  
• Be approachable.  
• Communicate effectively with others.  
• Acknowledge player’s queries.  
• Treat players with respect.  
• Manage conflict or potential conflict situations in an assertive manner. | | |
| 2. Complete all match administrative requirements under senior football match conditions and in accordance with the requirements of the controlling body. | • Complete a Report of Player Form accurately and in a timely manner.  
• Complete other paperwork accurately and in a professional manner.  
• Forward paperwork to relevant personnel.  
• Undertake a player count. | • Complete a Report of Player Form accurately and in a timely manner.  
• Complete other paperwork accurately and in a professional manner.  
• Forward paperwork to relevant personnel. | • Complete a Report of Player Form accurately and in a timely manner.  
• Complete other paperwork accurately and in a professional manner – score cards, result of match cards.  
• Forward paperwork to relevant personnel. |
<table>
<thead>
<tr>
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<tr>
<td></td>
<td><strong>Boundary Umpire Evidence</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Goal Umpire Evidence</strong></td>
</tr>
</tbody>
</table>
| 3. Interpret and apply the Laws related to Field Umpiring under senior football match conditions and in accordance with the Spirit of the Laws/game. | Interpret and apply the Laws in the following areas:  
  • Possession of the Football.  
  • Disposal of the Football.  
  • Permitted and Prohibited Physical Contact.  
  • Relating to Umpires.  
  • Relating to Out of Bounds.  
  • Shaking Goal Post.  
  • Reportable Offences.  
  • Generally.  
  • Award marks.  
  • Implement the Order-off Law.  
  • Implement the Infectious Diseases Law ‘Blood rule’.  
  • Correctly report a player.  
  • Display confidence in decision making. | Interpret and apply the Laws in the following areas:  
  • Player taking a kick from outside the boundary line.  
  • ball not crossing boundary line into play;  
  • player playing on outside the boundary line;  
  • plays on by heading into the playing area;  
  • defending player kicking the ball into the goal/behind post.  
  • Player outside the boundary line (ball-in play).  
  • Out of bounds signal not seen by Field Umpire.  
  • Make scoring decisions - Goal - Behind  
  • Signal scores.  
  • Record scores.  
  • Assist with the implementation of the Infectious Diseases Law (Blood Rule).  
  • Implement Report of Player procedures  
  • Display confidence in decision making. |
### Competency
The person assessing the umpire will need the EVIDENCE as listed below, from the umpire, remembering it is the minimum expected.

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<tr>
<th>What YOU need to see the umpire doing.</th>
<th>Field Umpire Evidence</th>
<th>Boundary Umpire Evidence</th>
<th>Goal Umpire Evidence</th>
</tr>
</thead>
</table>
| 4. Demonstrate effective management in ‘general play’ situations under senior football match conditions. | • Demonstrate self–confidence in ‘general play’ situations  
• Respond to players and ‘general play’ situations, in a calm, decisive and confident manner  
• Observe and respond to potential ‘hot spots’  
• Displays confidence in decision making  
• Demonstrate effective handling of players, officials and situations during match | • Display confidence in decision making.  
• Respond to players and situations, in a calm and confident manner.  
• Observe and respond to potential ‘hot spots’ | |
<table>
<thead>
<tr>
<th>Competency</th>
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<th>Boundary Umpire Evidence</th>
<th>Goal Umpire Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>What YOU need to see the umpire doing.</td>
<td>The umpire most of the time:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 5. Demonstrate effective management of ‘set play’ situations under senior football match conditions. | • Places players on the spot of the correct mark  
• Lines players up correctly on line of kick  
• Manages the protected area effectively  
• Executes quick ‘play on’ calls  
• Manages a ‘kick in after a behind’ effectively  
• Applies 50 metre penalties correctly  
• Applies advantage plays correctly  
• Applies time on/off correctly  
• Observes player with the ball  
• Remains composed in set play situations  
• Displays confidence in decision making |                                                                                            |                      |
### Competency

The person assessing the umpire will need the EVIDENCE as listed below, from the umpire, remembering it is the minimum expected.

<table>
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<tr>
<th>What YOU need to see the umpire doing.</th>
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<th>Goal Umpire Evidence</th>
</tr>
</thead>
</table>
| **6. Implement umpire positioning under senior football match conditions.** | The umpire in a two umpire system would most of the time:  
- Utilise acceleration points to achieve correct position.  
- Maintain correct distance from play.  
- Achieve side on position to contests.  
- Position correctly for centre bounce/throw-up.  
- Positions correctly in general play.  
- Position correctly for set plays.  
- Position correctly for boundary throw-ins.  
- Achieve correct initial position at:  
  - set kicks midfield  
  - set kicks at goal  
  - scrimmages,  
- Retain control when required.  
- Relinquish control when required.  
- Position correctly following a score. | • Out of bounds near goal (opposite side of ground).  
• Following a throw-in/field bounce/throw-up near goal.  
• Set kick at goal.  
• General play.  
• Respond quickly to changes in play.  
• Take up best alternative position when required. | • Position on-line for contested plays.  
• Position for under/behind the flight of the ball for high kicks.  
• Position ‘from post’ for high kicks near posts. |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>What YOU need to see the umpire doing.</td>
<td>Field Umpire Evidence</td>
</tr>
</tbody>
</table>
| 6. Con’t Implement umpire positioning under senior football match conditions. | The umpire in a two umpire system would most of the time:  
  • Position correctly for an infringement after disposal.  
  • Position correctly for end of quarters/match.  
  • Respond to play and correctly adjust position.  
  • Display confidence in positioning.  
  • Outline major elements of Three Umpire positioning. | | |
| 7. Implement the bounce/throw-up to the required standard (70%) under senior football match conditions. | • Height for a fair ruck contest  
  • Accuracy for a fair ruck contest | | |
| 8. Demonstrate contestable boundary throw-ins under senior football match conditions. | | | • Achieve correct height for a fair contest  
  • Achieve correct length for a fair contest  
  • Ensure accuracy for a fair contest.  
  • Achieve consistency during the match |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>What YOU need to see the umpire doing.</td>
<td>Field Umpire Evidence</td>
</tr>
<tr>
<td>9. Demonstrate effective use of the whistle under senior football match conditions.</td>
<td>• Strength.</td>
</tr>
<tr>
<td></td>
<td>• Length.</td>
</tr>
<tr>
<td></td>
<td>• Displays confidence when using the whistle</td>
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<tr>
<td>10. Demonstrate signals/indications under senior football match conditions.</td>
<td>• Advantage Play.</td>
</tr>
<tr>
<td></td>
<td>• Time on/off.</td>
</tr>
<tr>
<td></td>
<td>• Trip.</td>
</tr>
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<td></td>
<td>• Incorrect disposal (throw).</td>
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<td></td>
<td>• Deliberate out of bounds.</td>
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<td></td>
<td>• Blood rule.</td>
</tr>
<tr>
<td></td>
<td>• Order-off.</td>
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<td></td>
<td>• Running too far.</td>
</tr>
<tr>
<td></td>
<td>• Abuse.</td>
</tr>
<tr>
<td></td>
<td>• Displays confidence when executing signals/indications.</td>
</tr>
<tr>
<td></td>
<td>• Technique</td>
</tr>
<tr>
<td>11. Demonstrate technique for returning the ball to the centre after a goal under senior football match conditions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Collecting the ball.</td>
</tr>
<tr>
<td></td>
<td>• Quickly returning ball to Field Umpire.</td>
</tr>
</tbody>
</table>
The person assessing the umpire will need the EVIDENCE as listed below, from the umpire, remembering it is the minimum expected.

<table>
<thead>
<tr>
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<tr>
<td><strong>What YOU need to see the umpire doing.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 12. Demonstrate flag waving under senior football match conditions. | | | • Demonstrate correct flag waving for a goal.  
• Demonstrate correct flag waving for a behind |
| 13. Demonstrate scoring procedures under senior football match conditions. | | | • Accurately complete a scorecard.  
• Convey ‘scores correct’ to scoreboard attendant.  
• Demonstrate correct procedures for annulling a score. |

**Module 5 – Manage Others**

| | Field Umpire Evidence | Boundary Umpire Evidence | Goal Umpire Evidence |
| | • Co-operate with other umpires in a positive, decisive manner.  
• Give clear signals to other umpires.  
• Check Report of Player forms with other umpires.  
• Facilitate teamwork within the umpiring group | | • Assist and co-operate with Goal Umpires.  
• Assist and co-operate with Field Umpires.  
• Acknowledge mark near boundary line.  
• Contribute to the umpiring team in a positive manner |
| 1. Demonstrate co-operation with other Umpires under senior football match conditions. | | | • Assist umpiring team by monitoring time.  
Pre-match.  
Half-time.  
• Assist Boundary Umpires.  
• Assist Field Umpires.  
• Respond to marks near scoring line.  
• Support the umpiring team in a positive manner. |
<table>
<thead>
<tr>
<th>Competency</th>
<th>The person assessing the umpire will need the EVIDENCE as listed below, from the umpire, remembering it is the minimum expected.</th>
<th>Field Umpire Evidence</th>
<th>Boundary Umpire Evidence</th>
<th>Goal Umpire Evidence</th>
</tr>
</thead>
</table>
| 2. Demonstrate co-operation with match officials under senior football match conditions | • Meet with timekeepers and interchange steward prior to start of match.  
• Give clear signals to timekeepers for start of quarter, time on/off and end of quarters.  
• Give clear visible signals for field bounces/throw-ups to timekeepers.  
• Co-operate with club officials on match-day. | • Co-operate with club officials on match-day. | • Meet with timekeepers prior to start of match.  
• Indicate correct scores to scoreboard attendant at the end of each quarter |
| 3. Demonstrate effective communication at senior football tribunals. | • Cope with the tribunal environment in a positive manner.  
• Present case in a clear, concise and confident manner.  
• Respond to questions in a clear, concise and confident manner | | |

**Re-accreditation of Umpires**
Accreditation automatically expires after four years. It is expected that Level 1 Umpires will progress to the next level (Level 2) within the four year period. If not, Level 1 Umpires wishing to update their Level 1 accreditation will need to make application to the AFL via the State Office based on proof of three satisfactory on field appraisals from the previous season.

Level 2 Umpires wishing to update their Level 2 accreditation will need to make application to the AFL via the State Office based on proof of three satisfactory on field appraisals from the previous season.
You will be observed demonstrating the below elements to determine your competence for Level 1 Umpire Coach accreditation. More than one observation will be necessary to ensure that the assessment meets the ‘rules of evidence’, i.e.: evidence should be - valid, authentic, sufficient & current. For some elements some additional evidence will need to be provided to the person assessing you, e.g. a Coaching Plan.

The columns (Obs’n) allow for the person assessing the coach to initial and date when you have been deemed to have demonstrated competence in the respective areas. The remaining column (Compl’d) will be used when you have submitted some documentation e.g. coaching plan.

The State Manager is responsible for ‘signing off’ your Umpire Coach accreditation.

<table>
<thead>
<tr>
<th>What needs to be demonstrated!</th>
<th>Obs’n</th>
<th>Obs’n</th>
<th>Obs’n</th>
<th>Compl’d</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Demonstrate qualities of an umpire’s coach</strong></td>
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<tr>
<td>• Communicate clearly</td>
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<tr>
<td>• Listen attentively</td>
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<tr>
<td>• Encourage/support umpiring personnel</td>
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<tr>
<td>• Display honesty</td>
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<tr>
<td>• Display integrity</td>
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<tr>
<td><strong>2. Demonstrate effective communication skills with umpiring personnel &amp; others</strong></td>
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<tr>
<td>• Relate positively to/engage with umpires</td>
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<tr>
<td>• Engage with umpire coaches/mentors</td>
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<tr>
<td>• Communicate with football personnel – coaches, administrators</td>
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<tr>
<td><strong>3. Establish/contribute to &amp; maintain a positive umpiring group environment</strong></td>
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<tr>
<td>• Develop an umpiring group environment which is inclusive, safe, friendly, supportive and welcoming</td>
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<tr>
<td>• Ensure fun activities are an integral part of the environment</td>
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<tr>
<td>• Develop/maintain a learning and challenging environment</td>
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<tr>
<td><strong>4. Utilise umpires/others in coaching/training sessions</strong></td>
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<tr>
<td>• Delegate sessions/parts of sessions to senior umpires</td>
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<tr>
<td>• Involve other umpire coaches/mentors in sessions</td>
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<tr>
<td>• Involve ‘guests/experts’ in the development of the umpiring group</td>
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<tr>
<td><strong>5. Conduct umpire coaching sessions (at least 3), using coaching session outlines</strong></td>
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<tr>
<td>• Conduct sessions which are well planned</td>
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<tr>
<td>• Conduct interactive, engaging and facilitated sessions</td>
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<tr>
<td>• Conduct sessions which are targeted – eg. umpires experience/discipline</td>
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<tr>
<td>• Use variety of approaches in training/coaching sessions</td>
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<tr>
<td>• Utilise NUAS materials in coaching</td>
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<tr>
<td>• Prepare and present a Coaching Plan to State Manager</td>
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<tr>
<td><strong>6. Conduct a review of coaching sessions on a regular basis</strong></td>
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<tr>
<td>• Seek feedback from umpires on coaching sessions (2 occasions during the season)</td>
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<tr>
<td>• Undertake self assessments following coaching sessions (2 occasions during the season)</td>
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<tr>
<td>• Initiate peer assessments of coaching sessions (2 occasions during the season)</td>
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<tr>
<td>• Respond to feedback from others</td>
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<tr>
<td>What needs to be demonstrated!</td>
<td>Obs’n</td>
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<tr>
<td><strong>7. Observe umpiring performances &amp; facilitate feedback to umpires</strong></td>
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<tr>
<td>• Collect information about an umpiring performance</td>
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<tr>
<td>• Discuss performance with umpire</td>
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<tr>
<td>• Discuss follow up actions</td>
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<tr>
<td>• Provide umpire with report</td>
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<tr>
<td><strong>8. Participate in at least 1 teleconference during the season</strong></td>
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<tr>
<td>• Contribute to discussions</td>
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<tr>
<td>• Share information, experiences with others</td>
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<tr>
<td><strong>9. Complete implementation of PD Plan - ‘2 things’</strong></td>
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<tr>
<td>• Submit PD Plan to State Manager</td>
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<tr>
<td>• Undertake/implement actions</td>
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<tr>
<td>• Discuss progress with State Manager</td>
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<tr>
<td><strong>10. Participate in umpire coaches conferences and workshops</strong></td>
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<tr>
<td>• Contribute to discussions</td>
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<tr>
<td>• Participate in activities</td>
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<tr>
<td><strong>11. Review coaching performance</strong></td>
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<tr>
<td>• Undertake review at end of mid season &amp; respond to feedback</td>
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<tr>
<td>• Undertake review at end of season &amp; respond to feedback</td>
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<tr>
<td><strong>12. Complete a Coaching Journal</strong></td>
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<tr>
<td>• Record entries (coaching experiences) in journal &amp; discuss with others – eg. State Manager, colleague, umpire coaches, mentor</td>
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<tr>
<td><strong>13. Complete the ASC General Principles of Coaching - Beginning Coaching</strong></td>
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<tr>
<td>• Provide evidence to your State Umpiring Manager of satisfactory completion.</td>
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</tbody>
</table>

**Notes/Comments:**

___________________________________________________________________________

___________________________________________________________________________

Deemed: Competent  \hspace{1cm}  Deemed: Not Yet Competent

State Umpiring Manager: ____________________________  Date: ___________
Level 2 Umpire Coach Accreditation – Performance Criteria

The Umpire Coach will be observed demonstrating the below elements to determine his/her competence for Level 2 Umpire Coach accreditation. More than one observation will be necessary to ensure that the assessment meets the ‘rules of evidence’, i.e.: evidence should be - valid, authentic, sufficient & current. For some elements some additional evidence will need to be provided to the person assessing the Coach, e.g. a coaching plan.

<table>
<thead>
<tr>
<th>What needs to be demonstrated!</th>
<th>Obs’n</th>
<th>Obs’n</th>
<th>Obs’n</th>
<th>Compl’d</th>
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</thead>
<tbody>
<tr>
<td>1. Provide leadership to the umpiring group</td>
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<tr>
<td>▪ Demonstrate: effective interpersonal skills, being organised, being supportive, delegating to others, honesty, integrity, being positive, a welcoming &amp; learning environment</td>
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<tr>
<td>▪ Undertake ‘exit interviews’ with umpires/umpiring personnel</td>
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<tr>
<td>▪ Advocate &amp; promote umpiring in the region/area</td>
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<tr>
<td>▪ Commence development of a ‘succession plan’</td>
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<tr>
<td>▪ Facilitate the development/update of an umpiring plan for ‘their’ umpiring group</td>
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<tr>
<td>2. Prepare &amp; implement a coaching plan</td>
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<tr>
<td>▪ Copy provided to State Manager</td>
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<tr>
<td>▪ Evidence of implementation provided</td>
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<tr>
<td>▪ Support umpire coaches/mentors during implementation</td>
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<tr>
<td>▪ Facilitate feedback sessions with a mentor/match day/coach &amp; discuss follow up actions</td>
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<tr>
<td>3. Conduct at least 3 umpire coaching sessions (at least 1 indoor &amp; 1 outdoor session)</td>
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<tr>
<td>▪ Sessions are - planned, interactive, engaging, targeted, challenging and include variety</td>
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<tr>
<td>▪ Assist with the implementation of the NUAS in accordance with national guidelines</td>
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<tr>
<td>▪ Seek regular feedback from umpires on coaching sessions</td>
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<tr>
<td>▪ Undertake self assessments (2) and discuss with others, initiate peer assessments of coaching sessions (2)</td>
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<tr>
<td>4. Observe umpiring performances &amp; facilitate feedback to umpires</td>
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<tr>
<td>▪ Collect information about an umpiring performance, discuss performance with umpire, discuss follow up actions, provide report</td>
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<tr>
<td>▪ Assess and accredit umpires who meet the requirements of the NUAS</td>
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<tr>
<td>5. Facilitate at least 1 teleconference during the season</td>
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<tr>
<td>▪ Lead discussions, demonstrate facilitative skills (questioning &amp; engaging)</td>
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<tr>
<td>6. Complete implementation of PD Plan - ‘2 things’</td>
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<tr>
<td>▪ Submit Plan to State Manager,</td>
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<tr>
<td>▪ Undertake actions</td>
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<tr>
<td>▪ Discuss progress with State Manager</td>
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<tr>
<td>7. Participate in Professional Development opportunities</td>
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<tr>
<td>▪ Participate in a coaching role at end of year state based workshops</td>
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<tr>
<td>▪ Participate in a coaching role at representative football events</td>
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<tr>
<td>▪ Present to a PD workshop session</td>
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<tr>
<td>▪ Mentor a participant in the Umpire Coach PD Program</td>
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<tr>
<td>▪ Utilise a ‘critical friend’/mentor</td>
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</tbody>
</table>
### What needs to be demonstrated!

<table>
<thead>
<tr>
<th>Obs’n</th>
<th>Obs’n</th>
<th>Obs’n</th>
<th>Compl’d</th>
</tr>
</thead>
</table>

#### 8. Review ‘coaching team’ performances

- Review ‘coaching team’ performances at end of periods – mid season, end of season & respond to feedback

<table>
<thead>
<tr>
<th>Obs’n</th>
<th>Obs’n</th>
<th>Obs’n</th>
<th>Compl’d</th>
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</table>

#### 9. Complete a Coaching Journal

- Record umpire coaching related entries in Umpire Coaches Journal & discuss with umpiring personnel

<table>
<thead>
<tr>
<th>Obs’n</th>
<th>Obs’n</th>
<th>Obs’n</th>
<th>Compl’d</th>
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</thead>
</table>

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**Notes/Comments:**

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**Deemed:** Competent  
**Deemed:** Not Yet Competent

**State Umpiring Manager:**  
**Date:**
### AFL Umpire Coach PD Program - Self assessment checklist

Name:__________________________  Group:_________________________________

#### Delivery of presentation/session.

**Date:** ........................

*(Did you demonstrate MOAR Qs?)*

<table>
<thead>
<tr>
<th><strong>Message</strong></th>
<th><strong>Yes / No</strong></th>
<th><strong>Comment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did your presentation deliver your key messages?</td>
<td></td>
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</tbody>
</table>

**Organisation**

Did you organise yourself and the group, and did you keep to time?

**Approach**

Did you show positive body language, a confident approach and voice control?

Did you gain the audience/groups attention at the start, and engage with and involve the audience during the session?

**Review**

Did you achieve the desired outcome(s) from the presentation?

**Questions**

Did you use questioning effectively?

---

**Descriptors for each element!**

**Message**

- Clearly convey session objectives
- Express key messages
- Deliver the correct content
- Summarise key points

**Approach**

- Positive attitude (in control, confident, friendly, enthusiastic)
- Delivery (clear instructions, voice projection and volume,)
- Positioning (see and hear)
- Relevant to audience needs
- Appropriate language and terminology
- Able to modify
- Active
- Engaging & Interactive
- Check participants understanding
**Organisation**
- Session planned
- Sequence / flow
- Appropriate activities
- Learning methods
- Equipment (selection, use and set up)
- Variety
- Dressed appropriately
- Safe environment
- Organised the group
- Kept to time

**Review**
- Evaluate performance
- Identify areas to improve
- Suggest modifications

**Questions**
- Open
- Shared within group

---

**Did you structure the presentation to pass a RAVE review?**

<table>
<thead>
<tr>
<th>RAVE</th>
<th>Yes/No</th>
<th>How could you improve this next time?</th>
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<tbody>
<tr>
<td><strong>Responsible</strong>&lt;br&gt;Allow learners to take some responsibility for their learning</td>
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<tr>
<td><strong>Active</strong>&lt;br&gt;Get the group active and involved</td>
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<tr>
<td><strong>Variety</strong>&lt;br&gt;Involve a variety of methods and modes</td>
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<tr>
<td><strong>Engaging</strong>&lt;br&gt;Capture and hold the audience/groups attention</td>
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Once completed have a discussion with a colleague/peer about your presentation.

**Summary**

One thing you have learned!

One thing you will do differently next time!
### AFL Umpire Coach PD - Peer assessment checklist

Delivery of coaching session/presentation.  

**PRESENTER:** __________________________

Answer yes or no in each of the areas for the presenter and make comments in the space provided.

<table>
<thead>
<tr>
<th>Presentation aspects</th>
<th>Yes / No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Message</strong>&lt;br&gt;Did the presentation/session deliver its key messages?</td>
<td></td>
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</tr>
<tr>
<td><strong>Organisation</strong>&lt;br&gt;Did the presenter organise themself and the group, and did they keep to time?</td>
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</tr>
<tr>
<td><strong>Approach</strong>&lt;br&gt;Did the presenter show positive body language, a confident approach and voice control?&lt;br&gt;Did the presenter gain the audience/groups attention at the start, and engage with and involve the audience during the session?</td>
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<tr>
<td><strong>Review</strong>&lt;br&gt;Did the presenter achieve the desired outcome(s) from the session?</td>
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<tr>
<td><strong>Questions</strong>&lt;br&gt;Did the presenter use questioning effectively?</td>
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Once the presenter has completed the self assessment meet and discuss the session.

What did you learn from observing the session/presentation?