



# Referee Match Day Experience User Guidance Document

## Referee Match Day Experience Document Guidance

The introduction of the RFU Referee Development BIG 5 GUIDE 2024/25 has given us the opportunity to review Referee Review Forms and has created the Referee Match Day Experience document. The guidance is for everyone who uses the form including referees and those who support them with their performance and development.

The guidance document aims to provide exactly that i.e. guidance. How the form is completed and the entries made within it are at the discretion of you as the author based on what you have experienced, witnessed, sensed and the learning you may have gained from the experience.

Some of the guidance may appear self-explanatory, but we have endeavoured to ensure that each area on the form that can be completed is included in this guidance document.

Use the Big 5 as the main principles for referees to reflect on their performance and development needs. These principles embrace the refereeing principles of Safety, Process, Enjoyment/Equity, Learning and Law (**SPELL**) and contest for possession, go forward, support, continuity and pressure, (**the Principles of Play**).

### **Aim:**

Putting the development needs of the referee first, by creating a universal quality process, through support and development of all those involved from across the game.

### **Objectives:**

- Provide a single document that supports the development needs of referees and those who support them.
- Provide guidance and support on the use of the form and the nuances that may be applied when using the form.
- Provide the referee with a learning and development plan that allows them to track their progression and growth.
- Provide a document that can act as a conversation guide for the referee and those who support them.

## What are the “BIG 5”

The “**Big 5 Guide**” is designed to help referees play their part in the exciting and safe Rugby Union game. **World Rugby’s** on-field priorities encourage a safe and fast contest, with space for teams to attack, ensuring that the scrum and lineout to maul is equitable and competitive. The guidance has 5 key priority areas: **Safety, Scrum, Space, Speed** and **Lineout to Maul**. Within each section there are three focus areas which the guide supports with definitions, clips, and tips.

*The Referee Review Guidance is similarly developed with 5 key priority areas and three focus areas. (not sure we need this sentence)*

“Big 5 Guide” - <https://bit.ly/3ZJ7BYn>

“Big 5 Guide” videos - <https://bit.ly/4kLuRxd>

## What’s New/Changed

A single document covers all aspects of **Safety, Scrum, Space, Speed** and **Lineout to Maul** with criteria for each element to consider how the referee has performed. There is a section for referee reflection and for those who support referees to summarise the referee’s performance.

The game ‘**Timeline**’ is accessible to everyone who feels that this can effectively support their development, but it is expected to be used for Referees who require a more detailed analysis of their performance.

Aspects of communication and game management should be included in the 5 Key priority areas as relevant, as well as the overall summary.

## Referee Developer support role outlines:

The **Developing the Developers programme** provides information to support the development of interpersonal, intrapersonal, and professional skills for those who offer support to referees. These skills will be deployed within several roles currently used within organisations across the game.

<b>Role</b>	<b>Referee Developer</b>	<b>Performance Reviewer</b>	<b>Referee Coach</b>
<b>Purpose</b>	<p>Support Referees by creating a referee-centred, supportive learning environment which encourages and motivates.</p> <p>Create an environment where the referees become aware of their experience.</p>	<p>Support Referees by creating a referee-centred, supportive learning environment which encourages and motivates.</p> <p>Create an environment where the referees become aware of their experience.</p> <p>Provide analysis at a level that allows the referee to identify key areas that support or impact the referee's individual development plan.</p>	<p>Support Referees by creating a referee-centred, supportive learning environment which encourages and motivates.</p> <p>Create an environment where the referees become aware of their experience.</p> <p>Provide a review and analysis process that helps referees to effectively use SWOT/GROW to create and develop an individual development plan.</p>
<b>Responsibilities</b>	<p>Help referees identify appropriate training and development.</p> <p>Support feedback on performance in an agreed format with the referees.</p> <p>Share responsibility for submission of timely documentation through agreed reporting channels.</p>	<p>Help referees identify appropriate training and development.</p> <p>Support feedback on performance in an agreed format with the referees.</p> <p>Share responsibility for submission of timely documentation through agreed reporting channels.</p> <p>Provide high-quality, evidenced-based performance reviews in support of the referee's growth and development.</p>	<p>Help referees identify appropriate training and development.</p> <p>Support feedback on performance in an agreed format with the referees.</p> <p>Share responsibility for submission of timely documentation through agreed reporting channels.</p> <p>Provide high quality coaching in support of the referee's growth and development.</p>

### Referee Information:

The Referee Match Day Experience document provides a standardised layout relating to the referee, the event they are officiating and information regarding the Referee Developer who is supporting the referee.

<b>Referee</b>	Referees Name	<b>Level</b>	Referees level
<b>Organization</b>	Society/club/school/university	<b>Date</b>	Date of the game
<b>Home Team</b>	Home team (Final score)	<b>Versus</b>	Away team (Final score)
<b>Game Level</b>	Level/type of fixture	<b>Competition</b>	League, cup, friendly etc.
<b>Developer</b>	Developers name	<b>Developers Organization</b>	Developers' organization
<b>My Game</b>	<b>S</b> afety, <b>S</b> peed, <b>S</b> pace, <b>S</b> crum, <b>L</b> ineout to Maul.(Boxed circle key area)	<b>My Aim (s)</b>	Referee provides greater detail around the Big 5 area identified

### Using the framework to complete/support the impact statements:

To assist the Referee/Referee Developers to identify how the principles have been supported as part of the officiating experience, the review has a bespoke descriptor connected to it.

Each matrix has a set of differentiated statements against each criterion. The statements provide guidance as to the level of application applied by the referee viz:

- An **Outstanding Demonstration**
- A **Good Demonstration**
- An **Inconsistent/Insufficient Demonstration** – which could be based on inconsistent application or lack of opportunity for the referee to demonstrate a single specific criterion.
- A **Key Development Focus** – this may be applied for a single criterion within the principles.

Within the officiating experience, there are both objective and subjective elements. The Big 5 principles provide an objective element. How the referee applies “SPELL” provides an element of subjectivity, with the framework criterion providing guidance.

## Descriptor Framework levels linked to timings within a game.

Something to consider is that the four areas are a banding and the comments within the form support the framework level of application. The level of application within a game could relate to the number of minutes applied within 80 minutes of a game. This is not the sole measure as moments within a game could be identified in any of the four levels, supported by the comments in the impact statement.

PRINCIPLE GUIDANCE	OUTSTANDING DEMONSTRATION 60-80mins	GOOD DEMONSTRATION 40-60mins	INCONSISTENT DEMONSTRATION / INSUFFICIENT EVIDENCE 20-40mins	KEY DEVELOPMENT FOCUS 0-20mins
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## Descriptor Framework levels (extract from RMDE)

SAFETY – DLV & HCP				
PRINCIPLE GUIDANCE	OUTSTANDING DEMONSTRATION	GOOD DEMONSTRATION	INCONSISTENT DEMONSTRATION / INSUFFICIENT EVIDENCE	KEY DEVELOPMENT FOCUS
Demonstrates the use and application of the Domestic Law Variation and Head Contact Process	Able to consistently and effectively apply Domestic Law Variation and Head Contact Protocol appropriately for the level of the game	Makes good effort to apply the Domestic Law Variation and Head Contact Protocol appropriately for the level of the game	Able to apply the Domestic Law Variation and Head Contact Protocol appropriately for the level of the game, but there were missed opportunities to apply them more appropriately.	Did not apply the Domestic Law Variation or Head Contact Protocol appropriately for the level of the game

The impact statements on the form must be factually based; however, the level of detail will vary dependent on the referee and the game context. In addition, there is no requirement to comment on each individual criterion – only those which are relevant to the match itself and merit comment, within the impact statement.

The referee/referee supporter should use language within the differentiated statements from the **Descriptor Framework** to support the impact statement. The referee/referee supporter may use language within the differentiated statement as sentence starters, which should then be followed up with supporting factual evidence of the referee's actions and the resultant outcomes in relation to that specific criterion.

The approach to using the **Descriptor Framework** is to be flexible, its aim is to provide a framework for the referee/referee supporter to provide high quality, constructive developmental information in a consistent manner that meets the individual needs of the referees involved.

## The “Big 5” principles in the event

The document uses the “**Big 5**” principles for the referee and those supporting to consider the performance within the event. These key principles are **Safety, Speed, Space, Scrum** and **Lineout/Maul**. Each principle is identified within the document, with a short, precise description of the principle.

Each principle has three elements that provide guidance as points to consider within the performance, with the potential of additional elements being experienced around these guidance elements.

To help support the guidance elements, several criteria have been created that are linked to key statements to offer language that can support an impact statement for the principle. A drop-down function provides the options available for the criteria (these will be covered later in this document).

Within a principle there may be a blend of criteria based on the performance of the referee in supporting the event they are officiating; all of this can be captured when providing an impact statement. The term impact has been used in relation to those elements that the referee has impacted, and vice versa. During the event, if you feel there have been no impactful elements, this should also be recorded in a statement.

The guidance document in the section “What supporting evidence could be collected” offers a variety of elements that could be provided with the impact statement for a Big 5 principle, including communication, penalties, foul play etc. **Should you feel that there is something outside of the impact statement that should be recorded this can be captured within the additional comments box provided.**

With the form being used nationally, language and its interpretation could offer a different picture to the reader, so the statement's aims are to offer the potential of a national interpretation, to again offer a level of national understanding through the use of the framework previously identified within the document and immediately available on the Referee Match Day Experience document after the overall summary.

*Should you need support providing an impact statement **Appendix A** offers areas for consideration regarding communication/game management and an example, to stimulate your thoughts.*

PRINCIPLE	GUIDANCE	CRITERIA	PROVIDE IMPACT STATEMENT TO SUPPORT YOUR SELECTION
<b>Safety</b> - Player welfare is the No1 priority	Effective use of Domestic Law Variation (DLV) and Head Contact Process (HCP) protocols	Select	Was it evident that safety was a key priority? How was this shown? If not, how was this manifest?
	Recognizes and Manages Dangerous play i.e. contact on lower limb, contest in the air etc.	Select	Were DLVs picked up and sanctioned appropriately, including late and low and the tackle assist? Was the referee consistent in refereeing this phase? If not, why not?
	Applies recognize and remove when required as per Headcase Protocols	Select	Did the referee recognise dangerous play and sanction appropriately? Was the referee consistent in refereeing this phase? If not, why not? Were the correct protocols used when for DLVs and the HCP? <b>How did communication and interaction impact on the referees management of this principle?</b> <b>How did communication and interaction support the referees management of the game?</b> <b>What areas of development were identified by the referee prior to and after the game?</b>

PRINCIPLE	GUIDANCE	CRITERIA	PROVIDE IMPACT STATEMENT TO SUPPORT YOUR SELECTION
<b>Speed</b> - Quick ball while allowing a fair contest for possession	Demonstrates safe management of the tackler and ball carrier (no impact on ball delivery).	Select	<b>Was the referee in a good position to ensure safe, legal and fair contest?</b> Did the referee ensure that the tackler released the ball carrier and rolled East to West?
	Demonstrates safe management of assist tackler/jackler – clear release (both hands), support body weight, hands on the ball, lift.	Select	Did the jackler show clear release of the tackler? When going for the ball did the jackler support their body weight and show a clear lift on the ball?
	Demonstrates safe management of arriving players, remaining on their feet, (pushing/driving to gain possession of the ball).	Select	Was the tackled player sanctioned for preventing access to the ball? If not, why not? Did arriving players remain on their feet and safely in control when driving for the ball? <b>How did communication and interaction impact on the referee's management of this principle?</b> <b>How did communication and interaction support the referee's management of the game?</b> <b>What areas of development were identified by the referee prior to and after the game?</b>

PRINCIPLE	GUIDANCE	CRITERIA	PROVIDE IMPACT STATEMENT TO SUPPORT YOUR SELECTION
<b>Space</b> – More time and space for teams to attack	Demonstrates safe management of the ruck/ maul and offside lines (players on the back foot).	Select	Was the referee in a good position to see the offside line? What was the impact? If not, how was it manifest?
	Demonstrates safe management of kicks, and offside (no advancing until put on side).	Select	Were players in front of kicks clearly identified? Did the referee ensure that offside players retreated until put onside and how was this done?
	Demonstrates safe management of offside lines at set piece (non-participants).	Select	Was there a need to sanction players in front of kicks who were not retreating? Did the referee ensure that offside lines for scrum/lineout were set-up? Was the referee in a good position to monitor the offside lines? Did the referee manage the offside lines effectively until the scrum/lineout was over? <b>How did communication and interaction impact on the referee's management of this principle?</b> <b>How did communication and interaction support the referee's management of the game?</b> <b>What areas of development were identified by the referee prior to and after the game?</b>

PRINCIPLE	GUIDANCE	CRITERIA	PROVIDE IMPACT STATEMENT TO SUPPORT YOUR SELECTION
<b>Scrum –</b> Stability and balance to provide a platform for a fair contest.	Demonstrate safe management and application of the scrum engagement procedure (set-up, brake foot and cadence).	Select	Did the referee prioritise safety and a fair competition? Did the referee ensure that the 'Brake foot' was in place between the "Crouch" and "Bind" phases? Was the cadence for "Crouch, Bind and Set" slow and controlled, allowing players to adjust and helping with stability and compliance? Did the referee allow sufficient time between "Bind" and "Set" to allow players to adjust their binds and feet?
	Demonstrate safe management and refereeing, the scrum was square, stationary, and stable at each stage (no hit & chase, supporting own body weight).	Select	Was there stability on the set (square and stationary) and was there need to reset the scrum? Did the referee ensure that players were in a good position to support their body weight throughout engagement? Was there any illegal play? Did the referee recognise these actions? What did the referee do to prevent and sanction any illegal actions?
	Demonstrates how to manage unsafe and /or illegal scrummaging (pushing straight, no angles or stepping sideways).	Select	<b>How did communication and interaction impact on the referee's management of this principle?</b> <b>How did communication and interaction support the referee-s management of the game?</b> <b>What areas of development were identified by the referee prior to and after the game?</b>

PRINCIPLE	GUIDANCE	CRITERIA	PROVIDE IMPACT STATEMENT TO SUPPORT YOUR SELECTION
<b>Lineout/Maul –</b> Safe and fair contest for both teams.	Demonstrates management and refereeing to maintain a one meter gap, numbers, fair & safe contest.	Select	Did the referee set and maintain a 1m gap throughout the phase? Was there one receiver and a defending player in the 5m channel? Were LO numbers communicated early and was there no delay to the LO formation?
	Demonstrates safe management and refereeing, of the maul set up (access to the catcher).	Select	Was the referee's positioning effective in ensuring a safe and fair contest? Did the referee recognise and sanction unsafe LO actions?
	Demonstrates management and refereeing to promote a fair contest for the ball at the maul (entry points, retain binding,)	Select	Were defending players allowed access to the catcher? If not, why not? Did the referee ensure that players joined the maul legally and safely? Did players maintain their binds throughout the phase? Was the referee in a good position to monitor the phase and to identify legal/illegal players? Were any sanctions imposed consistent with the offence? <b>How did communication and interaction impact on the referee's management of this principle?</b> <b>How did communication and interaction support the referee's management of the game?</b> <b>What areas of development were identified by the referee prior to and after the game?</b>

## What supporting evidence could be collected?

When considering the questions provided to support the completion of an impact statement in the previous pages, there are several elements within the game that can provide information to help support the completion of the statement.

The referee as part of their role will have collected **key data** that may have a reference within an impact statement, such as - **Score, Penalty Kicks, Yellow Cards, Red Cards and incidents of foul play.**

Other areas of data that can be collated by those who support referees could include **scrums awarded/resets, line outs, good practice, errors, non-decisions.** Any data collated **is to be included and connected to the impact statement**, to provide/support the context of the experience.

*Each organisation may determine the depth in which supporting evidence is to be collected. It is anticipated that those reports written in greater depth would need more supporting evidence.*

**For aspirational referees'** investment in goal setting, reflective practice and granular data analysis, within the Referee Match Day Experience doc, is important to support and reflect the development journey.

*Information re using the Timeline will be found later in this document.*

## % Scrum Completion Rates Calculating

- Total number of scrums awarded
- Total number of resets awarded (Not including stand ups which occur before the set call)
- Total number of successful completions without PK/FK sanction
- Total number of PKs & FKs awarded at the scrum

The method by which the overall Scrum Ball Out % should be calculated is:

1. Total number of scrums awarded + Total number of resets awarded = Total engagements, e.g. 10 scrums + 5 resets = 15 engagements
2. Total number of resets awarded + Total number of PKs & FKs awarded at the scrum = Total unsuccessful completions e.g. 5 resets + 2 PKs = 7 unsuccessful completions
3. Total engagements - Total unsuccessful completions = Total number of successful completions e.g. 15 engagements - 7 unsuccessful completions = 8 successful completions
4.  $(\text{Total number of successful completions} \div \text{Total engagements}) \times 100 = \text{Scrum Ball Out \%}$  e.g.  $(8 \text{ successful completions} \div 15 \text{ engagements}) \times 100 = 53.3\%$

## Reviewing for the future

Within the “**What? So What? Now What?**” section it supports a reflective model which involves asking “**what**” happened by describing the facts of the event; “**so what**” by analysing, sense-making, and drawing insights from the event; and “**now what**” by applying the lessons learned for effective next steps.

The overall summary allows for both the referee and the referee's support to utilize the reflective process to consider their practice and behaviours. The referee's support can utilize this summary to support their observations of the referee's performance or reflect on their own practice as to the support they have provided, and how this has assisted the referee's review.

Below we have offered some questions for referees that may help with your reflections and support you completing this element of the form. These are not the only questions available but hopefully they will help to stimulate your thinking.

Referee supporters whilst using the document to offer their thoughts and observations for discussion with the referee, could also use this element to consider how effective their developer skills were applied in support of the referee.

*Should you need support providing a summation Appendix A offers an example, to stimulate your thoughts to develop a summation.*

OVERALL SUMMARY				
	REFEREE COMMENTS	CRITERIA	PROVIDE IMPACT STATEMENT TO SUPPORT YOUR SELECTION	
What? So What? Now What?	How would you describe your performance	Select	After selecting the criteria does the language reflect this? Are you measuring this against identified objectives? How did you feel?	
	Provide information on What, Went, Well (WWW) and Even better if (EBI)	Which Big 5 Principle/guidance do feel you had a positive impact on? How were the “SELL” principles applied? How was your communication/interactions? Which areas do you could have improved, why and how?		
	Overall summation of game experience / performance	How was your pre-match preparation? Did this contribute to your performance how? What elements of the experience surprised you? Was your goal setting pre-effective and supported your performance? How did your communication/interactions impact on the game? What have you learned from today and how will you use this going forward? Did you experience any fight-flight or freeze?		
	REFEREE DEVELOPER COMMENTS			
	Provide information on What, Went, Well (WWW) and Even better if (EBI)	Which elements of the “Big 5” were effective? Can you reflect the conversation with the referee with regards to these areas?		
Overall summation of match official performance	Within the summation you could consider, before, during and post experience, including any conversations with the match official. Which key elements within the performance were managed effectively, or not? The summation is based on factual evidence for this performance, resist the temptation to suggest promotion etc. Completion of the impact statements and summation should provide the factual information/evidence to support decision making, for those who manage progression.			

## So What? – Data collection and analysis of the event

Included as an appendix to the Referee Match Day Experience is what is often referred to as a “game timeline” sheet.

For some referees, due to the level they officiate at, this will be completed as part of their development process after each event. For others this is an opportunity to make use of this element to help with their analysis of the event they have officiated, should they have time, and access to a video of the event, or have access to recordings made by those participating in the event (Veo).

Completing this makes use of various abbreviations and statements as per the box below:

KEY ABBREVIATIONS TO SUPPORT TIMELINE		
ABBREVIATION	DECISION	EXPLANATION
G	GOOD	Where a referee* believes they have been correct in their judgement or behaviour.
E	ERROR	Where a referee* believes they have been incorrect in their judgement or behaviour.
ND	NON-DECISION	Where a referee* has observed and chosen not to act or has failed to observe a situation.
Q	QUESTION	A point of curiosity/interest within the event to discuss.
FK	FREE KICK	Free Kick Awarded in relation to elements of Law.
PK	PENALTY KICK	Penalty Kick Awarded in relation to elements of Law.
YC	YELLOW CARD	Yellow Card Awarded in relation to elements of Law.
RC	RED CARD	Red Card Awarded in relation to elements of Law.

The definitions relating to the asterisk, questions, good practice, errors & non-decisions are:

\* The **asterisk** indicates that this observation could be made by the referee or developer.

**Good** – An example of where the Referee’s actions had a positive impact on the game

**Error** – Whistle blown, and the resultant decision awarded was clearly and obviously incorrect. Reference should be made to whether the error was due to:

- Incorrect understanding of the Laws
- Inaccurate reading of what happened

**Non-decision** – Whistle not blown when a clear and obvious decision should have been made, and it has had a material impact upon the game. Reference should be made to whether the referee:

- Decided not to give a decision (for whatever reason) or did not understand the Laws required to make a decision
- The Referee failed to make a decision due to not focussing on a significant aspect of play
- The Referee being in a position that was not appropriate for that phase of game

Any event recorded as an example of **good practice, error or non-decision** must have had a clear and obvious material impact upon the game.

**Question** – A question for the referee for clarification or to obtain further information

Any event classified as a **High Impact Decision (HID)** should be marked with an asterisk (\*) next to the code in the timeline.

**Errors** which class as a **High Impact Decision (HID)**:

- An error resulted in points being scored (directly or indirectly) by the team benefiting from an incorrectly awarded decision
- An error resulted in a player being incorrectly issued a yellow or red card
- An error directly decided the outcome of the match including non-decisions which class as High Impact Decisions:
- A non-decision resulted in points being scored (directly or indirectly) by the team benefiting from a decision that was not taken
- A non-decision in relation to a player not being issued a yellow or red card, despite there being clear and obvious expectation to do so
- A non-decision directly decided the outcome of the match

Below is an extract of the “Game Timeline” with a simple example of how to complete the Game Timeline:

*Example*

GAME TIMELINE				
	TIME	HOME	AWAY	DECISION / DISCUSSION POINT
Quarter One 0 mins to 20 mins	10:30	PK		Deliberate Knock on (Blue 1)
	10:45	ND/Q		<i>Deliberate knock on by Blue 1 prevented a probable try. What was the referee's view of the actions of Blue 1? Was there a realistic possibility of Blue 1 catching the ball? Was there any cover defence?</i>
Quarter Two 20 mins to 40 mins +	21:10	FK		Scrum feed not straight (Red 9)
	23:30	ND*/Q		<i>Clear &amp; obvious forward pass by Red not given, what was the reason for this?</i>
	27:45	PK		Dangerous tackle (Red 7)
	28:15	RC		<i>Issued to Red 7 following a dangerous tackle, where a swinging arm made direct contact with the head of an opponent at force</i>
	33:30	Q		<i>An attacking 5m scrum was awarded to Red, how did the ball end up in-goal?</i>
	36:00	YC/E*		<i>Incorrectly issued to Blue 7 following a deliberate knock on by Blue 1, who's actions prevented a line break</i>
	37:20	G		<i>Penalty advantage for a deliberate knock on played, which resulted in try being awarded to Blue</i>
	39:30	E		<i>Maul formed directly from a kick in open play by Red. The maul became unplayable and the resultant scrum was awarded to Blue. What is the referee's understanding of the Law in relation to this incident?</i>

## Appendix A

Guidance to support completion of Impact statement for a “**Big 5**” principle, with recognition that the three guidance elements, have a mixed level of criteria.

### Writing Examples

The examples below show how the impact statement is linked to the three criteria.

PRINCIPLE	GUIDANCE	CRITERIA	PROVIDE IMPACT STATEMENT TO SUPPORT YOUR SELECTION
<b>Safety</b> Player welfare is the No1 priority	Effective use of Domestic Law Variation (DLV) and Head Contact Process (HCP) protocols	Key development Point	The referee needs to reflect upon the way he deals with DLVs. Whilst A's tackling in particular didn't help, he missed several opportunities to re-enforce his expectations. Two missed early DLVs set the tone and he was unable to get A to change their behaviour. In addition, the referee needs to reflect upon the actions of the 2 <sup>nd</sup> tackler. There were over 5NDs for DLVs in Q1. Of the three YCs, two were for repeat DLVs and one for a dangerous tackle (The decisions were correct)
	Recognises and Manages Dangerous play i.e. contact on lower limb, contest in the air etc	Good	
	Applies recognise and remove when required as per Head Case Protocols	Good	

The 'Key Development Point' for effective use of DLVs reflects the evidence on his in-effective management of DLVs

The good under the criteria for managing dangerous play reflects the good handling of the dangerous tackle

The Good criteria for 'Applying recognise and remove when required as per Head Case Protocols' is due to insufficient evidence

PRINCIPLE	GUIDANCE	CRITERIA	PROVIDE IMPACT STATEMENT TO SUPPORT YOUR SELECTION
<b>Scrum</b> -Stability and balance to a platform for a fair contest	Demonstrate safe management and application of the scrum engagement procedure (set-up, brake foot and cadence).	Good	11 scrums, 2 resets with 3PKs/FKs.  The phase was generally well managed with a good completion rate. The referee worked hard to ensure safety and stability on engagement and there was a good cadence. The referee will reflect whether more could have been done in the 1 <sup>st</sup> half to ensure that there was more space upon engagement and players held their weight better. This was much improved in the 2 <sup>nd</sup> half when there was 100% completion. The reset (1/15) was an error, as it should have been a PK against A 1 for going to ground.
	Demonstrate safe management and refereeing, the scrum was square, stationary, and stable at each stage (no hit & chase, supporting own body weight).	Satisfactory	
	Demonstrates how to manage unsafe and /or illegal scrummaging (pushing straight, no angles or stepping sideways).	Good	

The good criteria for the safe management and application of the scrum engagement procedure reflects the good management of the initial set-up phase.

The satisfactory criteria in the 2<sup>nd</sup> box reflects that the referee should have done more in the 1<sup>st</sup> half to ensure that there was more space on engagement and players should have held their weight better.

The good for the 3<sup>rd</sup> criteria reflects that unsafe and illegal was picked up well

## Example of how an overall summary could be written

OVERALL SUMMARY		
	Referee Supporter Comments	
<b>What?</b> <b>So what?</b> <b>Now what?</b>	Provide information on What, Went, Well (WWW) and even better if (EBI)	Good control throughout with a very good use of advantage. BD managed very well enabling the game to be played at high pace.  Scrum – management of the space on engagement and ensuring that players held their weight.
	Overall summation of referee performance	This was a good quality and dynamic match which provided the referee and ARs with a strong challenge. The technical elements were managed well which enabled both to play positively, supported by good use of advantage. The referee communicated his expectations clearly and this got a good player response. His calmness under pressure was very good especially when dealing with match affecting decisions. Overall, ***** and the T of T will be pleased with their good performance which added good value to the game.

**Glossary: (whilst all matches may not have Assistant Referees, the example would still be relevant with these elements omitted)**

BD – Break Down

AR's – Assistant Referees

T of T – Team of Three

### Elements Included

- Reference to the challenge of the game for the referee's level
- Reference to the quality of the game and the dynamic nature
- How the referee managed the technical elements (contact area, scrum, line outs etc)
- The referee's communication and the impact he had with the players
- The referee's calmness under pressure
- The referee's overall performance and the value added to the game.

## Communication and Game Management Considerations

The prompts and questions are provided to help you consider how effectively the Referee's communication and game management have contributed to the management of the Big 5 principles of Safety, Scrum, Speed, Space and Lineout to maul. Observations and comments can be added to the relevant boxes and support the impact statement.

AREA	PROMPT/QUESTIONS
<p style="text-align: center;"><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Communication using whistle</li> <li>• Communication using signals</li> <li>• Verbal communication</li> <li>• Non-verbal communication</li> <li>• Communication of advantage</li> <li>• Communication with other referees</li> </ul>	<p>Were whistle tones clear and distinct and did they differentiate between scrum and PK/FK offences?</p> <p>Did the referee communicate effectively with their voice, what was the impact on the game?</p> <p>How effective was the referee using downtime in the game?</p> <p>Were primary and secondary signals correct, clear and used consistently?</p> <p>Were PK/FK decisions followed by a clear and concise explanation?</p> <p>Was the referee's preventative input clear and concise, what was the impact upon the game?</p> <p>Did the referee communicate when under pressure in a clear and concise manner, how effective was this?</p> <p>Did the referee's body language display confidence especially when explaining decisions under pressure?</p> <p>Did the referee Interact in a non-threatening manner when under pressure, if so, what was it's impact?</p> <p>Did the referee engage with ease when interacting with people from a variety of backgrounds and roles?</p> <p>Did the referee communicate effectively when working with and leading</p>
<p style="text-align: center;"><b>GAME MANAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Use of preventative and punitive measures</li> <li>• Interactions with captains and other players</li> <li>• Management of cynical behaviour and persistent infringements</li> <li>• Application of advantage</li> </ul>	<p>Did the referee demonstrate an ability to observe, analyse and make appropriate and acceptable decisions?</p> <p>Did the referee set and maintain good standards throughout?</p> <p>Did the referee only seek to penalise clear and obvious offences that impacted on play?</p> <p>Was there a balance between punitive and preventative actions?</p> <p>Did the referee adapt their refereeing style to the conditions/context and challenges of the game?.</p> <p>How effectively did the referee manage cynical offences and foul play with appropriate use of card?.</p> <p>Did the referee manage inappropriate behaviour by players and/or others in the playing environment?</p> <p>Was there a good interaction with captains and players?</p> <p>Did the referee manage repeat infringements by applying appropriate sanctions, and use of card?</p> <p>Was advantage applied without undue pressure on the non-offending side and was play allowed to continue when the advantage was gained?</p>
<p style="text-align: center;"><b>CORE VALUES</b></p> <ul style="list-style-type: none"> <li>• Demonstration of Rugby's Core Values when managing the game through their actions and behaviours</li> </ul>	<p>Did the referee apply the Core Values of: Teamwork, Discipline, Enjoyment, Respect, Sportsmanship?</p> <p>How effectively did the referee use/apply the Core Values during the game?</p>

We would like to thank the following for their contributions to the pilot project for the Referee Match Day Experience document:

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