

Unit 22: Rules, Regulations and Officiating in Sport

Unit code:	K/502/5767
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to enable learners to apply rules and regulations and to officiate in a selected sport.

● Unit introduction

The 'respect' campaign that was championed by the Premier Football League demonstrates the importance of officials in high-profile sports and the significant role officials play in sport. For a sport to remain successful and high profile, there must be respect between officials, players and spectators.

Sport is constantly developing rules and regulations to improve the experience for participants, to provide spectators with greater enjoyment and, often, to provide the media with greater levels of excitement.

Governing bodies have realised that the more exciting their sport is, the more popular and marketable it is. When sports do become more popular, it is often the case that more people look to participate in the sport at a competitive level.

It is often not recognised that without the officials who regulate these sports, competition could not take place. In the past, the referee, the match official or the umpire would usually have been a former player, or someone with practical experience of the game. However, due to some rule changes, sports have become faster and people with experience are not always as mobile as they need to be to officiate in high demanding physical sports. Governing bodies have begun to look to the younger generations to start officiating as early as possible, and build up their experience as match officials.

In this unit learners will examine the rules of a selected sport. The unit requires learners to understand the roles and responsibilities of all the officials who participate in a selected sport. Learners are also required to analyse the performance of officials in a selected sport, as well as officiate a selected sport themselves.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the rules, laws and regulations of a selected sport
- 2 Know the roles and responsibilities of officials involved in a selected sport
- 3 Understand the performance of officials in a selected sport
- 4 Be able to officiate effectively in a selected sport.

Unit content

1 Know the rules, laws and regulations of a selected sport

Sport: eg football, rugby union, cricket, badminton, rugby league, basketball, netball, volleyball, hockey, tennis, wheelchair basketball, wheelchair tennis, boccia

Rules, laws and regulations: as published by governing body eg court/pitch layout, playing surface, fouls and sanctions, number of players, substitution, time, facilities and equipment, safety, scoring, methods of victory

2 Know the roles and responsibilities of officials involved in a selected sport

Officials: as appropriate to sport eg umpire, line judges, timekeepers, scorers, linesmen, referees, fourth officials, video referees, judges

Roles: eg arbiter, judge, communication, presentation, timekeeper, scorekeeper, safety officer

Responsibilities: eg application of rules, health and safety, communicating information, establishing and maintaining relationships, scoring

3 Understand the performance of officials in a selected sport

Situations: eg player in illegal position, player injured, ball out of play, illegal challenge

Officials: as appropriate to sport eg umpire, line judges, timekeepers, scorers, linesmen, referees, fourth officials, video referees, judges

Analysis: observation checklist; method eg observation and video analysis, notational analysis, performance profiling; strengths; areas for improvement; development eg practice, training, qualifications, self analysis, buddy systems

4 Be able to officiate effectively in a selected sport

Officiate: application of the rules/laws; control of the game; effectively using scoring systems; ensuring health and safety of all participants; relationships with others eg coaches, performers, spectators; conflict management; other considerations eg health and safety of participants, use of signals, checking equipment, dealing with pressure

Review: formative and summative; feedback (from participants and players, supervisor, observers); strengths and areas for improvement

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the rules, laws and regulations of a selected sport		
P2 describe the roles and responsibilities of officials in a selected sport		
P3 apply the rules, laws and regulations of a selected sport in three different situations [CT5, EP5]	M1 explain the application of the rules, laws and regulations of a selected sport in three different situations	
P4 devise suitable criteria to analyse the performance of officials in a selected sport [IE1, CT1, CT2, TW2, SM2, EP2, EP3]		
P5 analyse the performance of two officials in a selected sport, identifying strengths and areas for improvement [IE1, IE4, EP2, EP4]	M2 explain the identified strengths and areas for improvement of two officials, and make suggestions relating to improvement	D1 justify suggestions made in relation to improving performance of two officials from a selected sport
P6 officiate in a selected sport, with tutor support [CT5, EP5, SM1, SM2, SM3, SM5, SM6, SM7]	M3 independently officiate in a selected sport	
P7 review own performance in officiating in a selected sport, identifying strengths and areas for improvement. [RL1, RL2, RL3, RL4, RL5, IE1, IE2, IE3, IE6, EP4, CT2, CT4, CT6]	M4 explain the identified strengths and areas for improvement, and make suggestions in relation to improving own performance.	D2 analyse own performance and justify suggestions made in relation to improving own performance.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit requires learners to officiate in practical situations. Learners should be encouraged to practise and rehearse the application of the rules and regulations and the role of various officials in a selected sport. Practice may include officiating peers, although it is suggested that learners take control of a range of situations and a variety of participants, rather than just their peers, when being assessed.

Tutors will need to use information from the relevant National Governing Bodies of sports to ensure that learners have access to up-to-date rules and regulations of their selected sport. All learners will require access to their selected sports rules and regulations (available from governing bodies).

When researching the roles and responsibilities of officials in the selected sport, learners could be directed towards the relevant section in each sport's rule book. A guest speaker who has experience as an official in the selected sport would be ideal to provide learners with this information. Learners should also analyse officials in action to observe how top class officials perform roles and responsibilities.

Learners should have the opportunity to perform a variety of officiating roles in their selected sport to boost their proficiency. By participating as an official in a variety of roles and on a number of occasions, learners should have gained the confidence to complete an assessment observed by the tutor.

Learners are required to produce an observation checklist that they can use to analyse their own performance and that of two qualified officials from their selected sport. It is at the tutor's discretion which learners complete first, however, learners should practise a number of times before completing the assessment as evidence.

After self-analysis learners should complete a development plan that identifies methods of improvement.

To conclude the delivery of this unit tutors should be directing learners towards completing appropriate qualifications in officiating in their selected sports. These qualifications could be provided as part of the unit.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit
Assignment 1: The Rules, Laws and Regulations of a Selected Sport and the Roles and Responsibilities of Officials (P1, P2, P3, M1). Tutor introduces the assignment brief
Learner activity: research the rules and regulations of a selected sport
Tutor to demonstrate to learners how to apply the rules of a selected sport in various situations
Learners to consider methods of applying the rules to various situations for their sport. Learner activities in small groups
Tutor to introduce the variety of officials used in a selected sport
Learners to investigate the roles and responsibilities of each official involved in a selected sport
Learners to complete an observation of officials in action from their selected sport, ensuring that roles and responsibilities are being followed correctly by the officials
Assignment 2: Analyse the Performance of Officials in a Selected Sport (P4, P5, M2, D1). Tutor introduces the assignment brief
Learners to participate in practical officiating and demonstrate the application of the rules and regulations of a selected sport in various situations; when appropriate, tutor to correct learners' application of the rules and regulations of their selected sport
Lecture: introduce the various methods of assessment and discuss the requirements of each method
Tutor-led activity: in this session learners will be introduced to the requirements of an observation checklist to undertake a performance analysis of two officials in a selected sport. The session could include an opportunity to carry out an observation checklist of an official in action. After the completion of the checklist, the tutor should discuss the key findings of the observations and exactly what learners should look out for in future observations of officials in action. The tutor should refer to the <i>Unit content</i> section of the specification for guidance
Learners to complete an observation checklist that could be used to analyse the performance of two officials in selected sport (tutors check against assessment criteria as appropriate)
Learners to carry out assessments of officials using the observation checklist and agreed criteria completed
Assignment 3: Officiate and Review Performance as an Official (P6, M3, P7, M4, D2). Tutor introduces the assignment brief
Tutor to demonstrate how to officiate in a selected sport for the full duration of a match/game scenario commenting on key factors relating to the rules and regulations of the selected sport and the roles and responsibilities of officials from the selected sport
Learners to practise officiating a selected sport appropriately and finally be assessed on their competence to do this in a competitive scenario. Tutors to ensure learners apply the rules/laws; control of the game; effective use of scoring systems; ensuring health and safety of all participants; relationships with others; conflict management
After the completion of their officiating in their selected sport, learners should review their own performance whilst officiating, identifying strengths and areas for improvement
Learners to conclude the unit by completing a development plan that targets areas for improvement and identifies what actions can be taken to improve their ability and knowledge as an official in their selected sport
Review of reflective practice of unit and assessment

Assessment

It may help to break down this unit into three parts. Tasks should be differentiated across the available assessment and grading criteria to ensure that learners have the opportunity to achieve the full range available. The first part of the assessment may involve a summary of the rules and regulations of the game and the roles and responsibilities of officials from a selected sport.

For P1, learners could produce a leaflet that introduces the rules and regulations of their selected sport. The description should be a summary of the rules as stated by the governing body of the sport and not simply a 'copy' of the rules. Learners could be asked to simplify the language and summarise the key rules and regulations of the sport for a complete novice to read and be able to play the sport, not having had any prior knowledge.

For P2, learners could produce guidelines for prospective officials in the selected sport commenting on their roles and responsibilities with specific reference to the rules and regulations of their selected sport.

For P3, learners are expected to apply the rules/laws and regulations of their selected sport practically in three different situations; this could be assessed through learners being asked to apply the rules and regulations of a selected sport in controlled scenarios. This may also include acting as different officials, for example touch judge and/or referee in rugby. If learners are officiating regularly outside of their learning environment the application of the rules could be visually recorded and used as evidence for assessment, supported by a tutor witness statement/observation record.

For M1, which builds on P3, learners should explain the application of the rules and regulations in each of the three different situations.

The second task focuses on the analysis of sports officials in a selected sport.

For P4, learners should produce an observation checklist to analyse the performance of officials from their selected sport. The observation analysis form should include the information produced to meet P2 (roles and responsibilities). The form should have adequate space for learners to make notes for further evaluation after initial observation.

For P5, learners need to observe two officials (other than themselves) in a selected sport and analyse their performance (using the observation analysis sheets devised for P4), identifying strengths and areas for improvement. Learners could observe live or video performances of officials. The officials they observe can have the same role, for example learners may observe two football referees, or could perform different roles, for example a rugby referee and a touch judge. Learners could also observe peers in action or experienced officials from a selected sport. For either option the observation could be carried out using video analysis if a live observation cannot take place.

For M2, which builds on P5, learners need to expand on their analysis of the two officials and explain the strengths and areas for improvement and suggest how they could improve their performance when officiating. For D1, learners need to develop responses to M2, drawing on responses to M1, and justify their suggestions made in relation to improving the performance of the two sports officials.

The third task requires learners to officiate in a sport and review their own performance.

For P6, learners should officiate in a selected sport with tutor support; ideally, this assessment should last the length of a match, or competition, as appropriate. Tutors should ensure that learners take control of the game and follow the appropriate rules and regulations of their sport. A tutor observation record will need to be completed to confirm achievement.

For M3, learners need to officiate independently in a selected sport; if the tutor or another observer has to intervene because of serious foul play or a breach of health and safety, the learner will have received support and will be unable to attain grading criterion M3. To officiate independently is to have full control of the game/situation and the performers participating throughout the duration of the event. A tutor observation record will need to be completed to confirm achievement.

For P7, learners must review their own performance as an official (P6), and identify strengths and areas for improvement. The review should be conducted both formatively and summatively, and should include feedback from others – participants/players, supervisors, observers. Grading criterion M4 requires learners to explain identified strengths and areas for improvement and make suggestions relating to improvement. Learners should draw on feedback received in their explanation and make positive suggestions for improvement. Grading criterion D2 requires learners to analyse their performance, assessing strengths and areas for improvement, taking a critical perspective. Suggestions for improvements should be justified drawing on evidence of own performance. Learners will need to provide reasons or evidence to support how they arrived at their conclusions.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1	The Rules, Laws and Regulations of a Selected Sport and the Roles and Responsibilities of Officials	As an assistant sports coach, research the rules and regulations of a selected sport, and correct methods of application of the rules. Research roles and responsibilities of officials from a selected sport.	Promotional material Leaflet and video/DVD
P4, P5, M2, D1	Analyse the Performance of Officials in a Selected Sport	Complete an observation checklist to assess performance of officials and conduct analysis of two officials in a selected sport.	Observation checklist Written report
P6, M3, P7, M4, D2	Officiate and Review Performance as an Official	Having observed other officials you now move onto practically apply rules in a competitive situation. Analyse own performance of officiating in a selected sport.	Practical observation and assessment Written report Observation records

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
Technical Skills and Tactical Awareness	Practical Individual Sports	Practical Individual Sports
Practical Sport	Practical Team Sports	Practical Team Sports
	Talent Identification and Development in Sport	Analysis of Sports Performance
	Technical and Tactical Skills in Sport	
	Analysis of Sports Performance	

This unit links with the National Occupational Standards (NOS) for:

- Coaching, Teaching and Instructing at Level 3.

Essential resources

Learners will need access to governing body rules and regulations of selected sports, the resources required to officiate in their selected sports, for example facilities, participants, equipment, and resources required for analysis and observation, for example recording equipment.

Employer engagement and vocational contexts

This unit focuses on the practical aspects of officiating in sport and will give learners the background knowledge and skills they need to officiate selected sports in competitions or at sports events. Centres are encouraged to develop links with local sports clubs and local National Governing Body organisations. This could be via talks, officiating workshops and delivery of officiating qualifications.

Indicative reading for learners

Textbooks

Diagram Group – *Rules of the Game: The Complete Illustrated Encyclopedia of All the Sports of the World* (Saint Martin's Press Inc, 1995) ISBN 9780312119409

Sharma A et al – *The Illustrated Encyclopaedia of Rules in Sports and Games* (Sports Publication, 2004) ISBN 9788178791432

Ebooks

Mahoney C – *Managing People and Situations* (Coachwise, 2005) Code B23970 available from www.lst4sport.com/lst4sportsite/productsearch/B23970.htm

Pegg D – *An Introduction to Sports Officiating* (Coachwise, 2005) Code B23822 available from www.lst4sport.com/lst4sportsite/productsearch/B23822.htm

Journals

International Journal of Sports Science and Coaching

Journal of Sports Sciences

PE Review

Websites

Amateur Swimming Association

British Cycling

British Gymnastics

The British Olympic Association

Coachwise

English Basketball Association

The Football Association

The Lawn Tennis Association

The Rugby Football Union

Sports Leaders UK

Sports Officials UK

UK Athletics

www.britishswimming.org

www.britishcycling.org.uk

www.british-gymnastics.org.uk

www.olympics.org.uk

www.lst4sport.co.uk

www.englandbasketball.co.uk

www.thefa.com

www.lta.org.uk

www.rfu.com

www.sportsleaders.org

www.sportofficialsuk.com

www.ukathletics.net

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are...
Independent enquirers	devising suitable criteria to analyse the performance of officials in a selected sport analysing the performance of two officials in a selected sport, identifying strengths and areas for improvement reviewing own performance in officiating in a selected sport, identifying strengths and areas for improvement
Creative thinkers	applying the rules, laws and regulations of a selected sport in three different situations devising suitable criteria to analyse the performance of officials in a selected sport officiating in a selected sport, with tutor support reviewing own performance in officiating in a selected sport, identifying strengths and areas for improvement
Reflective learners	reviewing own performance in officiating in a selected sport, identifying strengths and areas for improvement
Team workers	devising suitable criteria to analyse the performance of officials in a selected sport
Self-managers	devising suitable criteria to analyse the performance of officials in a selected sport officiating, in a selected sport, with tutor support
Effective participators	applying the rules, laws and regulations of a selected sport in three different situations devising suitable criteria to analyse the performance of officials in a selected sport analysing the performance of two officials in a selected sport, identifying strengths and areas for improvement officiating, in a selected sport, with tutor support reviewing own performance in officiating in a selected sport, identifying strengths and areas for improvement.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	researching the rules and regulations of a specific sport and how to apply the rules in various situations researching the variety of officials in a specific sport and their roles and responsibilities when officiating
Creative thinkers	sanctioning players for breaking the rules and regulations of a specific sport
Reflective learners	observing the performance of officials in practice observations
Team workers	practising as officials with peers in a variety of sports practising analysis of officials in action with peers using observation checklists
Self-managers	completing observation analysis of officials in action following the appropriate procedures
Effective participators	undertaking the role of various officials in various sports.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching the rules and regulations of a selected sport researching the roles and responsibilities of a variety of officials from a selected sport
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	selecting appropriate information to complete a rules and regulations summary
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	completing an observation checklist to assess the performance of two officials and self whilst officiating in a selected sport completing checklists using tally charts to assess the performance of two officials and self whilst officiating in a selected sport completing results and formulating graphs and charts as appropriate
Bring together information to suit content and purpose	completing results and formulating graphs and charts as appropriate
Mathematics	
Select and apply a range of skills to find solutions	completing checklists using tally charts to assess the performance of two officials and self whilst officiating in a selected sport completing results and formulating graphs and charts as appropriate
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	completing results and formulating graphs and charts as appropriate
Draw conclusions and provide mathematical justifications	completing results and formulating graphs and charts as appropriate
English	
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading and summarising the rules and regulations of a selected sport reading and summarising the roles and responsibilities of selected officials from a selected sport
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	completing a written summary of the rules and regulations of a selected sport completing a written summary of the roles and responsibilities of selected officials from a selected sport completing a summary of the strengths and areas for improvement of selected officials in a selected sport.