



## Unit 33: Rules, Regulations and Officiating in Sport

### Delivery guidance

#### Approaching the unit

The aim of this unit is for learners to further develop their knowledge and understanding of the rules and regulations of a selected sport. Learners will explore developments that have led to changes in rules and regulations, including factors that have and could influence future change. This unit should be delivered through practical sessions. Learners need to be able to apply the rules and regulations of a selected sport whilst officiating.

#### Delivering the learning aims

##### Learning aim A

This learning aim centres on the roles and responsibilities of the officials involved in sport. It is best suited to research and class discussions. Learners will need the opportunity to research the rules of a chosen sport and to investigate how officials' roles and responsibilities have evolved. It would be useful to bring in guest speakers, such as officials from a range of sports, to come and speak to the learners. They could explain their roles, how they have changed over time, and how they keep up with new technology and trends. Centre visits would also be useful for learners to be able to observe officials at work.

##### Learning aim B

Learners must consider the performance of officials in a selected sport. They need to be able to evaluate the performance of officials based on their abilities to apply the rules, to make the correct decisions, to communicate clearly and fairly and to apply behavioural management when officiating sport. This learning aim would be best suited to visits and guest speakers. Learners need to be able to experience first-hand the role of official and observe them at work in their specific sports.

##### Learning aim C

This learning aim centres on learners undertaking the role of a match official in a competitive sport. It is best suited to practical delivery. Learners must be given the facilities and time needed to practise taking on an officiating role for a sport of their choice. Learners need to gain confidence in their role so that they can evaluate their own performance as an official, identify strengths and areas for improvement and use feedback to recommend improvements for their personal development.



### Assessment model

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand the development of the roles and responsibilities of the officials involved in sport	<b>A1</b> NGB rules/laws and regulations in different sports <b>A2</b> Roles of the officials <b>A3</b> Responsibilities of the officials	A written report discussing how the official's roles and responsibilities have evolved.
<b>B</b> Explore the performance of officials in a selected sport	<b>B1</b> Applying rules/laws and regulations to different situations <b>B2</b> Analysing officials in different sports	A written report/video analysis of officials' performance and identifying how the rules/laws and regulations were applied.
<b>C</b> Undertake the role of a match official in a competitive sport	<b>C1</b> Officiating in a full match/game <b>C2</b> Review own performance	A practical demonstration evidenced through observation reports/video evidence of learners officiating in a selected sport, applying the correct rules and regulations in a controlled environment.  A written report analysing own performance of officiating in a selected sport using witness testimony/questionnaires.

### Assessment guidance

This unit is internally assessed. There is a maximum number of three summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

The first assessment for this unit is a report discussing how the official's roles and responsibilities have evolved. Learners should draw on a range of information from their chosen sport's National Governing Body (NGB). They must cover rules/laws and regulations, the roles and responsibilities of officials and how these have had to develop to deal with issues such as increased media coverage and technological advances.

The second assessment is a written report/video analysis of officials' performance identifying how the rules/laws and regulations were applied. Learners must demonstrate that they can apply rules/laws and regulations to different situations and analyse officials in different sports. For the final assessment, learners must carry out a practical demonstration which must be evidenced through observation reports/video evidence of learners officiating in a selected sport. Learners must show that they can apply the correct rules and regulations in a controlled environment. Learners should include a written report which analyses their own performance of officiating in a selected sport using witness testimony/questionnaires.



## Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

### Introduction

Introduce the learners to this unit by discussing the roles and responsibilities of the officials involved in sport, how this has evolved and how it has been affected by trends and new technology.

### Learning aim A: Understand the development of the roles and responsibilities of the officials involved in sport

- You could introduce this learning aim by asking learners to discuss the role of National Governing Bodies (NGB) in sports and how they make rules/laws and regulations for their sports. Learners could continue this activity by using the internet to research a selected NGB's rules/laws and regulations as published by the national or international governing body for the sport.
- You could ask learners to work in pairs to research current-day rules/laws for different sports and current-day regulations, as published by the national or international governing body for the sport. They could include information about the development of the rules/laws and regulations, formation of NGBs and the effects of the media and technology in terms of both positive and negative influences. Learners could use their information to create a presentation for the class or to produce a booklet which could be shared within the class.
- Learners would benefit from a guest speaker or a visit with someone who currently works as an official and has knowledge about officials and their historical development. The guest speaker should be able to discuss the development of rules and regulations within their sport and the influences that have impacted on the development of their role as official over time (media, technologies, increased sponsorship).
- Learners could discuss the roles of officials in tournament/competition play. They should identify the different roles (e.g. judge, timekeeper, scorekeeper, safety officer, communicator, disciplinarian, arbiter) and their responsibilities (such as application of rules, communicating information, establishing and maintaining relationships, scoring, health and safety, fair play and appearance).
- Learners could investigate the current issues in officiating in sport by looking through sports magazines and journals to identify sport-specific issues and other issues that impact on sport (e.g. political, social, the impact of working with new technologies). They could also consider future expectations within sport and how the role of the officiator may change over time.

### Learning aim B: Explore the performance of officials in a selected sport

- Introduce this learning aim by leading a discussion on the performance of officials in different sports. Ask learners to draw from examples of experiences in their own preferred sports.
- Learners should be given the opportunity to observe situations where an official has to enforce the rules/laws and regulations of the selected sport (e.g. illegal challenges, players in illegal positions, injuries to players, ball out of play, simulation, poor discipline). It may



be useful to show videos and, where possible, for learners to attend competitive sport competitions/games.

- Learners could observe a competitive sports situation and make notes about the use of effective decision-making and effective communication by the official in different scenarios. Learners could also observe and make notes about how officials apply behaviour management when officiating sport and how they control the game.
- Learners must be given the opportunity to analyse officials in different sports. They should be able to observe relevant officials for their specific sports (e.g. umpires in cricket and netball, line judges in badminton and tennis, touch judges in rugby, referees in football and hockey, fourth officials in football, video referees in rugby league and rugby union, judges in gymnastics, timekeepers in boxing).
- Learners could discuss ways of analysing officials in their selected sports, including notational analysis, performance profiling, SWOT (strengths, weaknesses, opportunities, threats), observation checklist and video analysis. Learners should consider methods to identify strengths and areas for improvement. They should also discuss ways to develop and improve officials within their selected sport. Future development could include: practise, training, qualifications, self-analysis, mentoring, buddy systems and reduction of errors by match officials.

### **Learning aim C: Undertake the role of a match official in a competitive sport**

- You will find it useful to ensure that the delivery of activities in learning aim C in as practical and interactive as possible.
- You could introduce this learning aim by discussing the role of match officials in competitive sports with the learners. Ask learners about their experiences in competitive sport and how the role of officials has played a part in the competition.
- Learners need to be given the opportunity, facilities, equipment, sports performers and time to officiate in full match/game situations. Learners should practise officiating using the sport's NGB competition/tournament rules and regulations for their chosen sports.
- Learners should practise applying relevant rules/laws for the sport they are officiating. They should learn how to control the game and use scoring systems effectively to develop confidence in the role. Learners must also be given the opportunity to demonstrate effective relationships with others, for example, coaches, performers, spectators and other officials. They need to show that they can manage conflict and use appropriate methods of effective communication. Learners should be able to ensure health and safety of all participants (environment, injuries, equipment) throughout.
- You could introduce learners to the methods they can use to review their own performance as an official. Learners should become familiar with receiving feedback from participants/players, supervisors and observers. They should also be taught how to use other methods of feedback, such as video analysis, and formative and summative feedback.
- Learners should use feedback to analyse their own strengths and areas for improvement as an official. They should then practise using this information to produce a personal reflection and development plan.



## Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 5: Self-employment in the Sport and Physical Activities
- Unit 29: Technical and Tactical Skills in Sport
- Unit 32: Sports Performance Analysis
- Unit 35: Practical Sports Performance.

## Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

### Textbooks

Allen MB, *Sports Exercise and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited, 2005) ISBN: 9781563088193 – Provides comprehensive information on resources related to sport, exercise and fitness.

Expert (2011), *How to Play Badminton – Including Official Rules* (Foulsham's Sports Library), Read Books, ISBN 978 1 44742 668 4.

Hinkson, J. and Lombardi, J. (2011), *Lacrosse For Dummies*, 2nd edition, Wiley Publishing, ISBN 978 0 47073 855 9.

Sharma A et al – *The Illustrated Encyclopaedia of Rules in Sports and Games* (Sports Publication, 2004) ISBN 9788178791432 – Covers the rules of over 40 well known sports and games.

Webb T, *Elite Soccer Referees: Officiating in the Premier League, La Liga and Serie A* (Routledge, 2017) ISBN 9781138101616 – Provides an in-depth exploration of the evolution of the match official and presents a comparative analysis of elite Association football referees in England, Spain and Italy.

### Journals

*Exercise and Sport Sciences Reviews* (Lippincott, Williams and Wilkins). Quarterly reviews of the most contemporary scientific, medical and research based topics in the field of sport, medicine and exercise science.

*International Journal of Sports Science and Coaching* (Sage). This journal publishes articles which integrate theory and practice in sports science

*PE Review* (Hodder Education). Topical articles and fresh sporting analysis covering a wide range of sporting subjects aimed at Level 3 learners

*Research Quarterly for Exercise and Sport* (Taylor & Francis). Publishes research into the art and science of human movement.





### Websites

[www.1st4sport.com](http://www.1st4sport.com) – Coachwise

[www.bwfbadminton.com](http://www.bwfbadminton.com) - Badminton World Federation (BWF)

[www.humankinetics.com](http://www.humankinetics.com) – Human Kinetics

[www.ijf.org](http://www.ijf.org) - The official International Judo Federation website

[www.sportsci.org](http://www.sportsci.org) – Sport Science

[www.topendsports.com](http://www.topendsports.com) – Topend Sports: the Sport and Science Resource, which provides a range of information on sport rules and regulations.

[www.lta.org.uk](http://www.lta.org.uk) The official website for Lawn Tennis Association UK

[www.uefa.com](http://www.uefa.com) – The official website for Union of European Football Associations

[www.fifa.com](http://www.fifa.com) – The official website for world football

*Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.*