



Reviewed: 01/09/25

If you have any questions, please contact refereeing@scotlandkorfball.co.uk.

Guidance

When conducting a formal written evaluation, it is important to remember that the evaluator is there to provide critical but encouraging feedback. Evaluations which are wholly negative will not benefit the referee and will often serve to undermine their confidence. Similarly, assessments which do not engage critically with a referee's performance will hamper that individual's progress.

When performing an evaluation, it is imperative that the evaluator observes the entire game and bases their evaluation on the referee's performance throughout that game. Do not start to judge until after you have observed most of the game.

Note: It is not the place of the evaluator (if in person) to interfere in the game or with the referee's officiating within that game. Referees assigned to that game must be left to manage the game. For in person assessments, feedback is encouraged at the half time break; a strong second half performance where the referee has clearly taken feedback on board can merit a pass despite a poor or marginal first half performance.

The assessment form linked in the Referee Starter Pack is view-only. Before completing the form, you should create your own copy. This can be done within Google Docs using File -> Make a copy, or by downloading as a Word document using File -> Download -> Microsoft Word (.docx). If you have been provided with an editable copy by the SKA Refereeing Co-Ordinator you may ignore these instructions.

The assessment form is the same for Basic and Higher assessments, with certain areas 'greyed out' for the former. These are areas which, although desirable, are deemed non-essential for new referees. Assessors may comment on these areas if the referee shows understanding and implementation of them, but they should not affect whether an individual passes or fails.

Any recommendation is subjective and there will therefore be some variation between assessors. It is expected that a 'Yes' is reached in all areas that are being assessed for



a 'Pass', unless there are some areas that cannot be assessed (N/A). In this case, the assessor should use their discretion to decide whether further assessment is required. In marginal cases, it is recommended a 'Fail' is given and an opportunity for reassessment presented.

Criteria

1a-e (Pre-Match Preparation)

In-person assessors should arrive 15 minutes early to assess pre-match preparation. Leniency should be given on 1a and 1c if the referee is involved in another match immediately prior to their assessment. Guidance will be provided to referees to ensure footage includes pre-match checks in the case of remote assessments.

2a-b (Communication)

N/A at Basic level.

2c (Communication)

The whistle should be loud and used when needed (i.e. when the ball goes out of play, as well as to signal the subsequent re-start).

2d-e (Communication)

The signals (IKF, 2015) for substitutions, time-outs, changing zones, football, defended shots, cutting, 4 second rule, free passes and penalties should be consistently used when/if required. Some leniency may be given if an incorrect signal is used, as long as it does not cause confusion and is used consistently. Corrections should be noted in the feedback.

3a-c (Interpretation of the Rules)

The referee should be able to consistently recognise fouls, although some minor misinterpretation of the correct type of re-start (especially between re-starts and free passes) is to be expected. At the assessor's discretion, this may be fine as long as the



decision-making is consistent. Regular and/or serious misinterpretation of what type of re-start should be given should require re-assessment.

3d (Interpretation of the Rules)

The referee should follow the correct procedure for substitutions, including receiving requests from each team's coach or captain and ensuring substitutions are tracked, either by the referee or an assistant.

3e (Interpretation of the Rules)

The referee should demonstrate understanding of the full criteria required to award a defended shot although leniency should be given in marginal cases and interpretation of 'an arm's length', as long as there is consistency. Clear and consistent misunderstanding of any of the requirements should lead to reassessment.

3f (Interpretation of the Rules)

Some leniency can be given here, especially in lower level games with newer players. Cases where players are clearly 'gaining' from the running offence and not trying to stop, however, should be consistently penalised by the referee.

3g (Interpretation of the Rules)

Some leniency can be given here, although obvious cases of cutting (such as shooting immediately after 'running the block') should be picked up by the referee.

4a (Control of Contact)

The referee should demonstrate the ability to control clear instances of over-physical play.

4b-c (Control of Contact)

N/A at Basic level.

5a-b (Dealing with Misconduct)



The referee should be confident issuing cards where appropriate to retain control of the game. Higher level communication about behaviour either during stoppages in play or while play is ongoing is not expected for a pass at Basic level, but the ability to appropriately punish infringements that may otherwise escalate is. It is important to note that such a situation may not arise in an assessment match and leniency should be given in borderline situations where control was retained.

6a (Positioning)

N/A at Basic level.

6b (Positioning)

The referee should be making an effort to actively follow the play. Referees who stand on the half-way line, or in the corner of the court and rarely change position should require re-assessment.

6c (Positioning)

N/A at Basic level.