

Volleyball England

Referee strategy

2015 – 2024

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VOLLEYBALL ENGLAND REFEREE STRATEGY 2015 – 2024

Vision for refereeing

To have a well-trained, highly-qualified body of referees that support and enhance the delivery of the sport.

Objectives

1. Increase quality & quantity of active, appropriately qualified & skilled referees and referee observers & mentors
2. Produce and promote the referee pathway to illustrate continuous development and opportunities - from local to international
3. Increase the profile and perception of refereeing across the sport

The key components are:

1. Clear referee pathway
2. Continual Professional Development (CPD) / mentoring support for all referees
3. Increase in the number of people to deliver; observers, mentors, regional teams, Commission support
4. Support at local and regional level.

Overview

Refereeing is a critical enabler to the growth and success of the sport at all levels. Teams, coaches and players expect high-quality officiating and this can only be achieved with good training and development.

Improved refereeing is also reliant on more support across the sport – Regional Committees, clubs, teams, players and coaches – to help to provide new referees and an environment of support for their long-term development.

This strategy examines the current issues and key areas for development. Information has been taken from the “Referee Commission Development Plan 2014 / 15 for Volleyball, beach and sitting volleyball” and the “Performance Gap analysis” which identifies the gaps in referee development to 2024. There has also been input from people across the sport.

A. CURRENT ISSUES – WHERE ARE WE NOW?

1. Recruitment, retention and training

How many does the sport need, where and at what level?

Referee Commission estimate that we need more referees moving through the pathway. According to Who's the Ref (WTR) (the online referee appointment system) there are just enough referees at Super8, National Volleyball League (NVL) division 1 and NVL division 2 levels. Where there is a shortage is at NVL Division 3 level where the triangular matches are often looking for referees, with only 60-70% of matches having the three referees needed.

Shortages are not helped by the way that teams are allowed to enter the leagues. There is currently no stipulation for new teams to have registered referees when they register.

For NVL games there is a requirement to have three qualified referees at G3 Regional or above. However, for NVL Division 3, this is sometimes difficult to achieve and therefore not mandatory.

Shortages are more acute in the North West, North East, South West and South Wales.

The real increase in numbers is the Grade 4 referees, largely due to the success of the new one-day course that was introduced in September 2014. There have been approximately 20 courses run from September 2014 to March 2015. This has seen an extra 280 Grade 4s added to the database.

Current figures (February 2015)

Year	Total	Grade 4	Grade 3 R	Grade 3N	Grade 2	Grade 1	Higher (nat, Int, overseas)
2014 - NOW	557	344	81	52	33	19	28
2013/2014	477	266	81	46	30	18	36
2012/2013	477	242	96	58	30	18	33
2011/2012	361	124	100	69	21	20	27

The table above reflects the small number of referees at the higher grade where there is a demand from the NVL S8, 1 & 2. It should also be noted that not all the higher grade referees are active. International figure should show there are four indoor, one beach and three sitting international referees.

When broken down regionally, the figures look extremely low.

Current Volleyball figures (February 2015)

Region	Total	G4	G3R	G3N	G2	G1	National	Intl	Overseas	Junior	Clubs
EA	42	32	3	3	1	1	1	1	0	0	46
EM	47	30	6	4	4	1	1	0	0	1	30
LO	68	20	19	8	9	5	3	1	3	0	56
NE	31	22	3	1	1	2	2	0	0	0	13
NW	51	39	4	4	2	2	0	0	0	0	40
SE	122	82	14	13	5	4	3	1	0	0	73
SW	58	23	12	7	8	3	3	1	0	1	58
WM	97	70	12	6	3	1	3	1	1	0	43
YO	42	26	8	6	0	0	2	0	0	0	26

Current beach figures (February 2015)

Region	Total	G4	G3R	G3N	G2	G1	National	Intl
EA	2	1	1	0	0	0	0	0
EM	5	3	1	0	0	1	0	0
LO	3	1	1	0	0	0	0	0
NE	0	0	0	0	0	0	0	0
NW	3	2	1	0	0	0	0	0
SE	5	2	1	1	2	0	0	1
SW	6	4	1	1	0	1	0	0
WM	2	1	1	0	0	0	0	0
YO	2	0	0	0	0	2	0	0

The figures for beach show a small amount of referees per region (although regions are less of an issue with beach) and a small base at grade 4 from which to build. The Commission is having difficulty in running beach courses and only one has run in 2015.

There needs to be a more systematic approach in recruiting beach referees and more support from the clubs where beach is played.

Current sitting figures

Region	Total	A	B	C	Intl
EA	3	0	1	1	1
EM	5	0	3	2	0
LO	5	1	3	0	1
NE	2	0	1	1	0
NW	1	0	1	0	0
SE	10	0	5	3	2
SW	3	0	2	0	1
WM	1	0	1	0	0
YO	0	0	0	0	0

There are five Grand Prix events each year where there is a need for 10 – 12 referees which is always a struggle. There are only 14 active sitting referees. There have been efforts to run sitting courses but the take up has been too low for them to happen.

1a. Recruitment

Recruitment into refereeing starts with the Grade 4 exam and candidates pass through the grades as they gain experience. In September 2014, the one day course was launched. It has already proven a success with candidates. Early feedback on the new one-day course shows that it is more popular, with the pass rate unaffected.

The main issue is that the majority of new referees are not going straight into refereeing. There are many valid reasons for this:

- required to do the course by the club / university
- confidence to take to the stand falls away quickly after the course
- lack of opportunity / support to referee at the appropriate level.

Another area of recruitment is the National Technical Official (NTOs) – scorers and line judges. Since the drive to recruit NTOs for London 2012, very few courses have been run to build this workforce. Scoring and line judging are both an entry point into officiating and a CPD option – as shown on the Pathway. The scoresheet remains part of Grade 4 course, which is confirmed by a simulation test and represents 10% of the grade 4 pass mark.

Split by gender

The chart opposite provides a benchmark of where we stand on the male / female split. There needs to be a focus on female recruitment in order to address the imbalance.



Split by Age

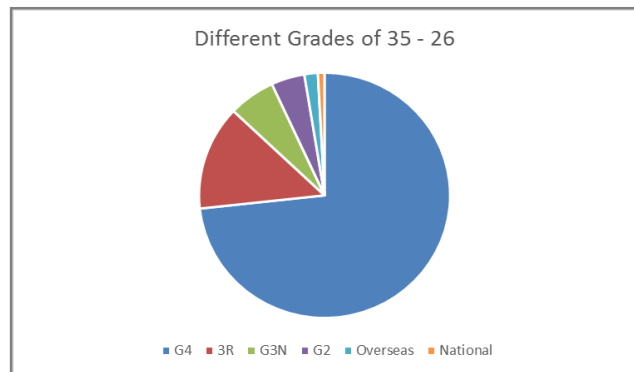
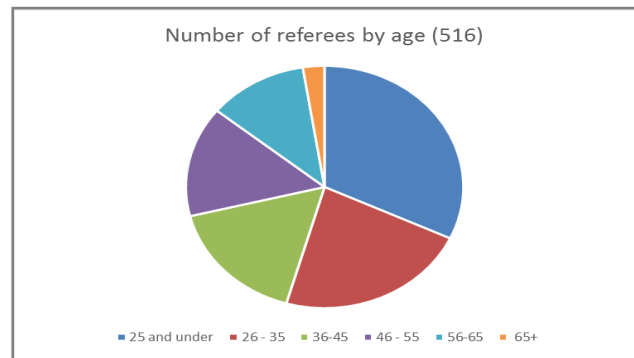
The chart opposite shows that there is a good age spread and many young referees.

However the 25 and younger age group (165) contains almost all Grade 4s (151 of the 165) and only a handful of grade 3Rs (14).

The next group up, the 26 - 35 is similar in the high number of grade 4s, although there are a few higher grades emerging. These two age groups represent 236 of the 376 grade 4s, with many still playing.

1b. Retention

Our renewal figures show that in the past two years, approximately 30% of referees are renewing at Grade 4 – or 60 referees. If we continue this pattern, then we will steadily grow our numbers.



All Codes represented:

Grade	2014-15			2013-14		
	2014-15 Total	Renewed from 2013-14	Retention Rate	2013-14 Total	Renewed from 2012-13	Retention Rate
Grade 1	19	19	82%	23	22	100.00%
Grade 2	33	33	100.00%	33	31	86.11%
Grade 3N	52	50	89%	56	53	79.10%
Grade 3R	93	70	72.16%	97	75	71.43%
Grade 4	411	115*	49.57%	232	62	30.10%
International	7	6	100.00%	6	5	100.00%
Junior Referee	1	1	100.00%	1		
National	18	18	100.00%	18	18	94.74%
Overseas	5	2	100.00%	2		0.00%
(blank)	7	4	66.67%	6	2	22.22%
Grade 4 (J)	1	1	100%	7	6	54.55%
Grand Total	647	319		481	274	

* 2014-15 retention rate for Grade 4 is significantly skewed by a large number (50) of Grade 4s being registered between 01/04/14 and 31/07/14 so would have been registered for both the 13-14 and 14-15 season automatically. Fig should be All 30%.

The table also shows, that once referees start moving up the pathway, their retention rate increases greatly. Investment at the bottom therefore will have the greatest impact in the next few years.

Areas to look at are:

- better process of engagement at the training course – i.e. clearer next steps
- an efficient communication process post-course at Volleyball England
- better engagement in the regions / regional referee administrators (RRAs)/ mentoring
- responsibility taken by clubs - volleyball, beach and sitting

1c. Moving referees along the pathway

Promotion through the grades is done as a result of observation and recommendation. This procedure follows a set of Key Performance Objectives (KPOs) listed in “The Referee Development Pathway by Grade and Requirement.” **Appendix 1.**

Three key issues here are:

- **Process for moving Grade 4s along the pathway**

According to our pathway, moving from G4 to G3R can take 2 months to 1 year, depending on activity. Once referees have passed their course, there is no centralised process for communicating with them and making sure that they feel supported and know how to progress. They receive an email from Volleyball England, the tutor and then possibly the RRA, but after this, there are no scheduled follow ups. The first few weeks are seen as critical for new referees as this is when their confidence is at its highest to take to the stand.

New referees’ names are also passed to the RRA for them to make contact and get the new referee engaged. This is usually a welcome email, however not all RRAs do this.

Often, we rely on the referees themselves to make contact and request to be observed. This process needs to improve.

There have been 36 referees (G4s, overseas referees re-graded and senior grades) upgraded from (April 2014 – March 2015). The higher grades are done following recommendations towards the end of the indoor season by the Commission (see breakdown in the table below).

Upgrading from Grade 4 to 3R is done throughout the season at competitions and locally at matches by observers, or referees at Grade 2 and above.

Generally, there are no targets for observations. Without having a plan, it is difficult to know where to invest time and effort each season.

- **Time taken to upgrade**

Another key issue is the time taken to upgrade each Grade 4 & 3R referee. Estimates from Referee Commission on the time given up by each observer per individual:

The Ideal:

- Up to 1 hour travel each way x 2
- Up to 3 hours observing as 1st referee at the match
- Up to 3 hours observing as 2nd referee
- At least 1/2 hour following the completion of the match for the debrief x 2.

Approximately 9 hours.

However, due to time constraints if the candidate can demonstrate competence as a first referee then they may be upgraded on one observation only.

If this observation process could be streamlined to a triangular match at a NVL3 game or a tournament appearance, for the G4 and 3R initially, this would make it easier for the observer and the referee being observed.

Upgradings as a result of observations at the higher grades

Year	3R to 3N	3N to 2	2 to 1	1 to national
2010/11	13	5	1	2
2011/12	26	4	1	0
2012/13	11	16	4	6
2013/14	2	1	1	0
2014/15	6	5	2	1

- **Addressing the CPD needs of registered referees that lie outside observing / mentoring – see Training & Development section.**

1d. Referee Insight

Understanding our participants is key to developing more, better trained referees. Insight for this report has come from across all areas of refereeing and from referees themselves: training & development; support from clubs; how we communicate with them; support from a mentor; aspirations etc.

In July/August 2015, we carried a survey of all G4 referees – those who completed the new course (271) from September 2014 onwards and those who qualified on the old course (171) before September 2014. The results demonstrated a demand for support and development which provides a rationale for expanding local and regional support for new referees.

The response rate was high. Those that replied were mostly refereeing; so the ones from the courses who were actually interested. Most of them were also attached to a club and were motivated mainly by wanting to help their club.

Survey replies

- The new one-day course G4 referees – 271 referees in 2014/15 (these are the ones who receive a free membership until the end of the indoor season, so have not yet paid for membership)
Replies to the survey – 97 (36%)
Those wanting to be observed and potentially upgraded – 37
Those wanting to be mentored – 49
- The old two-day course G4 referees – 171 referees in 2014/15 (candidates pre 2014- Following their 1st year registration, they have paid to re-register).
Replies to the survey – 56 (33%)

Those wanting to be observed and potentially upgraded – 29
Those wanting to be mentored – 25

There was also a survey of the Grade 3 referees.

- G3 referees – 136
Replies to the survey – 59 (43%)
Those wanting to be observed and potentially upgraded – 31
Those wanting to be mentored – 36

This group is more committed to refereeing, referee more, the majority are still playing and they are more likely to stay as a member.

There was also a survey of the Grade 2&1 referees. They were asked a very different question: “We are exploring the opportunity of increasing our team of referee observers / mentors to grow the next generation of referees - working mainly in the regions with grade 4, 3R and 3N referees. Would you be interested in hearing more about this new scheme?”

- G2 & 1 referees – 52
Replies to the survey – 28 (54%)
Interested in being trained to become a mentor or observer – 19 (70%)

This group is older as they are refereeing to stay in the game, to give something back and they are refereeing more, and at a higher level.

See **Appendix 2** for full survey results – REFEREE SURVEYS 2015.

2. The volunteer workforce

Recruiting, retaining, developing and celebrating volunteers to drive the refereeing strategy forwards is key. Volunteers are essential in organising training, planning and delivering courses, managing the NVL appointments, running the observation programme and much more.

A large amount of this work is completed by a relatively small number of people. The same names crop up as senior referees, Commission members, tutors and observers, with many people holding at least two roles. This creates the issue of people being overburdened and a lack of successors. The main volunteer groups are observers, tutors, Regional Referee Administrators and the Referee Commission. When these are mapped (see below), it is obvious that there are not enough people in the regions to drive change at any pace.

2a. Observers

We need more observers in the regions to train and develop referees. Our current team of observers is both not large enough and comprises too many people who have other commitments demanding their time.

With each region having 40 – 100 referees (and this number hopefully growing), there needs to be an increase in the number of observers (ideally non-refereeing) for each region. This is also necessary in order to make the process easier as more local observers will mean less travel.

There is the in-house capability to train observers and this was last completed at the Northern European Volleyball Zone Association (NEVZA) in 2014.

Non-Refereeing Observers	Ref Com observers	Senior Referees
Elaine Diplock (volleyball)(WM) Also a tutor	Diane Hollows, (volleyball & Beach) (YO) Also Commission member & tutor	Ray Capewell (volleyball and Beach) (EM)
Steve Evans (volleyball) (WM) Also Commission member & tutor	Deb Smart (volleyball & Beach) (YO) Also Commission member & tutor	Dee Wauchope (volleyball and Sitting) (also a RRA) (SE)
Anthony Stalker (volleyball) (NE)	Glynn Archibald (volleyball & Sitting) (SE) Also Commission member & tutor	Peter Parsons (volleyball & Sitting) (SE)
Richard Insley (volleyball) (SW)	Nick Heckford (volleyball) (SW) Also Commission member & tutor	Greg Thompson (beach) (SE) Also a beach tutor
Bernard Kilkenny (volleyball) (LON)?	Martin Shakespeare (volleyball) (SE) Also Commission member & tutor	Andy Worrall (volleyball and Beach) (SW)
	Richard Morten (volleyball) (SW) Also Commission member & tutor	

In addition to needing more observers that are not refereeing, we need to use their time more effectively. Structured observations happen at junior and senior competitions; the Volleyball England Beach Tour (VEBT), the Cup Final and the S8 finals for example. At these more senior events, it tends to be more senior referees observed, with a few new faces each year. This is not due to any lack of effort, but more a reflection on the resources available to move referees through the system. (One new referee at the 2015 VEBT from the May beach referee course).

The focus needs to be on the lower grade referees – 4s and 3s. Smaller tournaments are ideal for this and can be built into the course follow-up process. Competitions where it is difficult to attract referees such as the Association of Colleges Cup would provide a perfect training opportunity.

2b. Regional Referee Administrators (RRAs)

The RRAs, the Referee Commission’s team on the ground in the regions (appointed by the regional Committees and not the Commission), have a critical role. According to their job description, they liaise with the clubs and the referees to make sure that they are supported and upgraded. In some regions, this is not happening.

The impact of RRAs not working in some regions has resulted in a patchy support service to the referees. Where RRAs are active, they still have little time to organise training, development and observations. It is largely left to the referee to make contact and to ask to be observed or helped. If we assume that 40% for example of new referees would be active if they were contacted on a regular basis (10% more than current figure), we would have additional referees re-registering year on year and progressing. This would mean more clubs having trained and active referees and the players and supporters getting a better game experience.

The RRA role needs to be looked at as part of the whole post-course follow up and the increase of people in the regions to support them; namely the mentors and the observers. They also need to be involved more in the work of the Commission so that they feel more of the team. Therefore, the Commission needs to include them in the training and development plans for the mentors and observers and ensure that they are an integral part of the Annual Referee Conference. A tailored approach to each RRA and their association will be most effective.

2c. Tutors

One of the priorities of the Commission for 2014/15 was to expand the tutor workforce and this has been achieved. There are now more tutors and good coverage across regions. The tutors comprise some of our most senior referees and a large number of them are currently still refereeing or have a Commission role.

Tutors	Region	Current refereeing	Tutors in training	Region	Currently refereeing
Debra Smart	YO	Y	Keith McAdam	E	Y
Dee Wauchope	SE	Y	Peter Parsons	SE	Y
Diane Hollows	YO	y	Katarina Dundjerski	LO	Y
Elaine Diplock	WM	N	Ludwik Kowalewski	SE	Y
Glynn Archibald	E	y	Herman Prada	LO	Y
Greg Thompson	SE	Y	Phil Cobb	EM	Y
Lenny Barry	NW	Y	Rita Grimes	WM	Y
Martin Shakespeare	SE	y	Seb Widlarz	SE	Y
Nick Heckford	SW	Y	Joe Gore	EM	
Richard Morten	SW	Y	Dave Skipsy		
Steve Evans	WM	N	Andrew Potter	SW	Y
			Ray Capewell	EM	
			Andy Worrall	SW	
			Ian Cheesborough	EA	
			Adam Gillibrand	NW	

2d. Mentors

There are currently no mentors working in refereeing in any formal capacity. The observers are currently fulfilling this role. We need to reintroduce this role to work as part of a regional team – with the observers and RRAs – to provide the support that will guide the next generation of referees.

To be effective in the role, there needs to be a training programme so that mentors are adequately skilled to develop other referees. Ideally, we want the mentors to be able to work with referees in their local area to provide guidance on a range of skills, not just technical skills. We have a team of observers who would be a natural fit for the mentoring role also, but there needs to be recruitment of more people so that there is more activity in the regions. Part of the 2015 referee survey was focused on asking if any senior referees were interested in being trained as mentors and the response was positive.

As part of the expansion of the overall volunteer workforce, we need to have clear role descriptions and person specifications.

2e. Referee Commission

Overseeing referee development is the Commission, comprising a team of eight people. See **Appendix 3** – REFEREE COMMISSION TERMS OF REFERENCE. There is a huge amount of expertise in the Commission and this is reflected in how involved they are: all members have at least one other role and many are still refereeing.

There needs to be more input from other areas to reduce some of the burden on the Commission. For example, more information on the website, sub-committees for when there are larger projects, and more observers and trainers. Workload was discussed at a Referee Commission meeting and will be addressed.

3. Training and Development: Improving the quality

After passing the Grade 4 course (indoor or beach) there are some existing opportunities for training and development:

- Sitting refereeing course
- Annual Conference
- Scorers course
- Line judge one hour course

The scorers and line judges courses have not been widely promoted through the clubs or to existing referees who may wish to take them although several are run each year. All NVL teams are required to have competent scorers at their games. There is a current shortage of scorers and line judges available for competitions and these need to be promoted more widely as part of the pathway and as part of the next steps after passing the course.

What is missing from the above are some of the less technical training areas of referee development. For example:

Brand Me; Communications; Body Language; Emotional Intelligence; Observation & Decision Making; Focus & Concentration.

These can then form the basis of a non-technical CPD programme that can be transferred to e-learning modules in the future. A taste of this “softer skills” agenda was delivered by Sports Officials UK (SOUK) at the 2014 referee conference.

There is also the option to enhance the skill level of senior referees and existing tutors and observers to deliver the training for us. SOUK has worked with other sports (Hockey for example) to put on orientation days for tutors on the topics of assessment, mentoring and coaching. Following the training, it is then possible to identify where each referee’s skills set is best suited. For example, some will make excellent mentors whilst others may be better on delivering technical training.

4. Referee Pathway

How a referee progresses through the pathway is not widely publicised and is not currently on the Volleyball England website. A draft document exists, **Appendix 4 – REFEREE PATHWAY** and has been amended to show the level of match referees can typically expect to officiate at and how they can progress.

Once adopted, this needs to be added to the refereeing web pages and embedded in all communication materials to clubs and teams. Without setting out these clear expectations, it is difficult to create movement through the grading system.

The Pathway document needs to work hand in hand with **Appendix 1 - THE REFEREE DEVELOPMENT PATHWAY, BY GRADE AND REQUIREMENT USING GRADE INDICATORS**. This document provides a detailed description of what observers are looking for at each grade. This needs adding to the website and publicising as above.

5. Raising the profile

In common with most sports, the refereeing role is often seen as something that must be done rather than a 'next steps' career choice, like coaching. This perception needs to be changed by valuing our referees and developing them as a critical part of the volleyball workforce.

A communications plan would seek to address this by promoting a referee's view of the game, the career choices it gives, the development opportunities and the personal rewards. There is little done to promote the role and its contribution other than articles in 3T from time to time, annual awards and the occasional press release. Celebrating success and value will be key in raising the profile.

On the ground, there needs to be better communication with the clubs. Clubs need to communicate the referees that they are using at local leagues as this may identify referees that are not registered and not known. RRAs need to let clubs know the referees available in their area that are new and available for local leagues.

The RRAs perception of the clubs' support is that they demand quality refereeing but are not prepared to support by training volunteers to referee, line judge or score. As a result, the clubs use unregistered referees for local league games which does not help in driving up standards. The onus on the need for clubs to support and not to use unregistered referees needs to be communicated.

In order for many of the changes to happen in this strategy, there needs to be greater planning with the Regional Associations in advance so that courses and training are co-ordinated by them.

6. Who's the Ref (WTR)

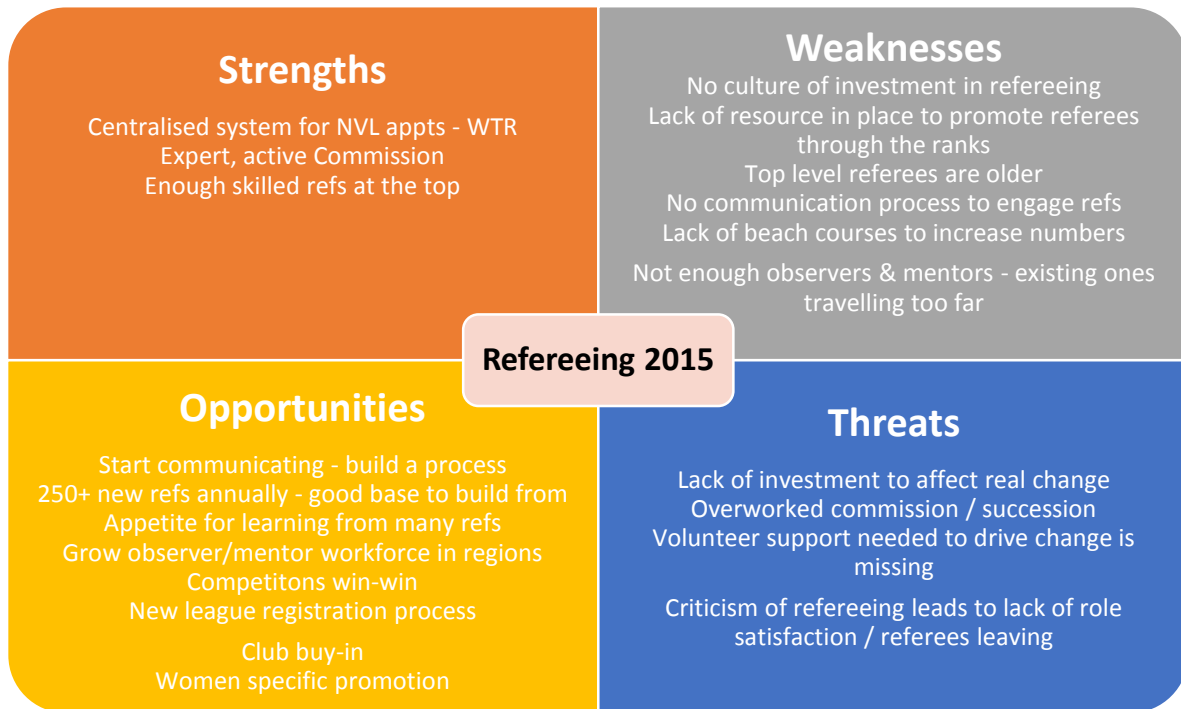
This is the online appointment system where referees register and make themselves available for NVL and BUCS matches. At the beginning of each season, a Referee Commission appointments team spend a weekend allocating referees to the NVL matches and competitions.

All referees have to register their details. We currently don't push grade 4s enough to do this, but those that show an interest in refereeing NVL are invited to join WTR. Getting them onto WTR gets them instantly active.

7. Research into best practice in refereeing development

As the strategy is developed, there needs to be benchmarking of best practice with other sports and other volleyball countries. Research to date has shown that sports are looking to develop more eLearning (as with coaching) – or 'blended learning' as is it now being called. There is also more focus on the non-technical skills that an official needs.

8. Summary of key issues



B. KEY AIMS & OBJECTIVES – WHERE DO WE WANT TO GET TO?

1. Increase the quality & quantity of active, appropriately qualified and skilled referees and referee observers / mentors

As highlighted in ‘where are we now’ there is no systematic investment in or monitoring of new referees, and as a result, there is little movement through the grades. The 2015 survey shows that there is a demand for training and development from the referees. There is also a shortage of people working in the regions to develop the referees and no signposting to games or competitions as opportunities to train.

What does success look like?

Investment in referees

Target	Measure	Deadline
All 3Rs and 3Ns to have been invited to at least one regional development event	30% take up (40 at current figures)	By the end of the 2016/17 season
Mentors assigned to 3Ns and 3Rs	30% take up (40 at current figures)	By the end of the 2016/17 season
Movement of 3Ns & 3Rs along the pathway	15% to have moved up (20 at current figures)	By the end of the 2017/18 season
Increase the number of 3R referees	50 per year (from the G4 upgrades)	By the end of the 2017 / 18 season
Increase the number of NTOs	Each region running one scorer’s and one line judging course per year	By the end of the 2016/17 season
To maintain the current pathway of new grade 4s entering the system & retain them	20 courses per year	By the end of the 2015/16 season
	Retention of grade 4s to 40%. (Current rate is 30%)	By the end of the 2017/18 season
	All grade 4s offered a mentor with a 20% take up (68 at current figures)	By the end of the 2016/17 season
A CPD programme available for all referees	Development opportunities for all grades that builds on the observer/mentor programme	By 2020
	CPD to include e-learning support package	
A referee workforce that is double in size across grades 3R, 3N, 2 & 1 – covering all regional shortages.	All NVL games have appointed referees at the right level	By 2022
	Clubs have an in-house referee ‘workforce’ to work at local league level	
A referee workforce that reflects the male / female make-up of sports	Insight – ‘women into refereeing’	By 2020
	Recruitment campaign	By 2019
A Commission that reflects the needs of the sport	Commission members with the expertise to drive development and a succession plan for key skills and knowledge	By end of 2016/17 season

Investment in observers, mentors & RRAs

Target	Measure	Deadline
A well-trained team of regional observers & mentors to work alongside the RRAs	Training programme for all observers to include wider skills development	By the end of the 2016/17 season
	5 new observers / 5 mentors recruited – mapped to areas of need	
	An additional eight observers / mentors recruited	By the end of the 2017/18 season
	Observers / mentors working with RRAs to host training events in the regions	Start of the 2016/17 season
	Observers / mentors working with local clubs at NVL 3 matches to enhance the skill level of new referees	By the end of the 2016/17 season
A team of active RRAs with a clear role to work alongside regional observers / mentors	All RRAs to sign up to and to be meeting role description. Greater connection with the regions and the clubs.	2016/17 season

2. Produce and promote the referee pathway that provides continuous development and refereeing opportunities - from local to international

The process for progressing needs to be communicated much more effectively so that referees can see a career choice, similar to coaching and have an expectation that they will progress and have training opportunities.

What does success look like?

Target	Measure	Deadline
Clear pathway that shows how a referee progresses	All referees to have a copy of the pathway, published on the website & communicated more effectively.	By the end of the 2015/16 season
Create a talent ID system to invest in top referees as part of a long term training plan	Open process on the website for referees to apply. Annual training plan in place	By the end of the 2016/17 season
Regional CPD events for all referees / clubs	Each region to run at least two CPD events for all referees (such as scorer's course, rule changes, dealing with pressure)	By the end of the 2016/17 season
Annual competitions plan targeted at all new Grade 4 and Grade 3 referees and observers	Selected competitions to have a mix of experienced and new referees supported by Comps Commission.	For the 2016/17 season

3. Increase the profile and perception of refereeing across the sport

In addition to a training and development system, there also needs to be better ownership and investment in refereeing from the clubs. This has to start from when clubs register in the leagues so there is some responsibility to provide officials and develop them. Both changes to the rules for league entry and better promotion of refereeing need to work together.

What does success look like?

Target	Measure	Deadline
Communications plan to be completed as phase 2 of the strategy roll out	Plan is owned by all involved in refereeing	By end of 2015/16 season
	Launch of strategy for stakeholders	By end of 2015/16 season
Clubs to take more ownership of refereeing	Competitions Commission agree to change league entry requirements	For the 2017/18 season
	Clubs to have at least one named referee per team	
To have Grade 4 referees absorbed into Who's The Ref (who are willing to referee at NVL and BUCS matches)	30% of Grade 4 referees registered onto WTR	By the end of 2015/16
	40% of Grade 4 referees on WTR	By the end of 2016/17
	50% of Grade 4 referees on WTR	By the end of 2016/17
Club survey & coach feedback	5% Increase in satisfaction of referee performance year on year	From 2017/18 season - 2020

C. HOW DO WE GET THERE?

There is a detailed tactical plan that sets out how the aims and objectives will be achieved over the next nine years. **Appendix 5**. This plan has been broken down into a simple milestones document to provide an overview of delivery objectives. **Appendix 6**.

Summary of key areas for delivery

1. Increase the quality & quantity of active, appropriately qualified and skilled referees and referee observers / mentors

a.	Focus on developing referees at the lower end of the pathway through observing, mentoring and regional courses
b.	Training the trainers: Development of the existing & new workforce of observers, mentors and RRAs in order to train and enhance the skill level of the referees on a local & regional basis.
c.	Working with the regions to provide annual CPD events for referees
d.	Succession plan to make sure there is a Commission with the skills and knowledge to drive the sport

2. Provide and promote the referee pathway that provides continuous development and refereeing opportunities - from local to international

a.	Pathway that shows how a referee can progress and develop
b.	Pathway & communications that set expectation of progression
c.	Competitions to be used more strategically to develop junior referees

3. Increase the profile and perception of refereeing across the sport

a.	Communications plan that promotes refereeing as a vibrant part of the game with highly skilled referees
b.	Clubs to own refereeing – they need to have registered, qualified referees when they register teams.
c.	Refereeing seen as a career choice for players once they retire in the same way as coaching

D. BUDGET IMPLICATIONS

Current budget allocation

Refereeing currently receives a budget of £8,500 per year.

Code descriptions	2014/15 budget	2015/16 budget	Detail
Courses Income			
Total Income	13,616	13,700	Based on running 20 courses per year
<u>Expenditure</u>			
Admin & meeting expenses	1,563	2,400	Includes Who's The Ref
Course expenses	5,809	7,600	
Tutor Training	760	500	
Publications	71	0	
Training & assessment	3,259	3,000	Observations spend: NVL games; S8, Cup Final; VEBT; Last 8s; Student Cup; Champions Trophy
Annual conference costs	53	1,000	Cancelled this year
Miscellaneous Expenditure	0	1,285	To be allocated
NTO Development & Provision	0	0	
NVL Appointments	204	400	Appointment weekend costs
International Referees	1,002	1,000	Expenses to support our international referees in sitting & indoor
Beach Referee Development	0	3,000	Beach development including observations at VEBT, Student Cup & Canary Wharf & NTO development
Sitting referees' development	0	1,000	Referee Observations
E- learning platform	0	0	
NTO Development for Indoor / sitting	0	1,015	
Total expenditure	£12,720	22,200	
Net Budget Surplus / (Deficit)	£896	(£8,500)	

From the above table, you can see that in 2014/15, refereeing made a surplus of £896 and not the deficit of £8,500 that was forecast. This made an underspend of £9,300 in total. This was partly due to generating more income than expected from the new one-day course and then not having time to plan effective spend. (2013/14 income was 4,500)

The 2015 /16 figures above rely on us running 20 courses and generating an income of £13,000 against a cost of £7,600 (we currently have 12 referee courses delivered or planned).

The additional income has been allocated in a number of key areas: beach development, sitting development, observer programme, miscellaneous and NTO development, although much of this was not spent in 2014/15 for the reasons mentioned above.

Anticipated costs with strategy proposal in current funding cycle

Activity	2015/16	2016/17
<i>Expansion of observer / mentor programme</i> Two-day training event to enhance the skill level of the workforce using external consultants	£7,800	£4,800
Using competitions strategically to enhance the skill level of G4 and G3 referees	Cost neutral (money already exists in the Comps budget)	£0
More observations taking place at local & regional level (£35 + expenses is current fee for observations = £50)	Assume at least 5 x observations per region = 50 x 5 x 9 regions = £3,000	£3,000
Totals	£10,800	£7,800

The costs above will be absorbed into the current budget. Spending will be taken from the annual conference, beach referee development, sitting referee development, NTO development and miscellaneous to fund the training programme in 2015/16 and 2016/17.