



Squash Australia

TRAINING PROGRAM

for the accreditation of

SQUASH REFEREES

Version Control

Version	Date
1.0	November 2017
2.0	October 2019

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1. Training Program General Information, Administration and Policies

1.1 Details of the proponent seeking registration of the training program

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Richard Vaughan

Chief Executive Officer

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Vision

We will ensure that all Squash Referees reach their full potential by providing the appropriate pathways, funding and mentoring. We will also provide event opportunities and programs to assist Australian Referees in officiating on the world stage.

Mission

To develop the most innovative and respectable Refereeing Training Program, by enabling all Australian Referees of all ages, cultural background and skill level the opportunity to excel as an official in squash.

Goals

- Squash Australia Referees are valued, trained and competent to deliver the sport.
- Squash Australia Referees are of the highest standard in the World
- Assessors trained in every State and Territory to the highest standard to deliver Refereeing knowledge to the wider Squash Community.

Values

- **Collaborative** – Working together as one for the good of the sport.
- **Innovative** – Embrace change, be consumer focused and have a growth mindset.
- **Inclusive** – Include all of society.
- **Respectful** – To Listen, empathise, and be considerate of everyone.
- **Excellence** – To strive for the highest standards in everything we do.

1.2 Name of Training Program

Squash Referee Training Program

1.3 Purpose of the Training Program

This training program defines the pre-requisites, competencies, training, activity and assessment requirements for all three levels of Australian Squash Referee. These levels are:

- Club Referee – an entry level accreditation for new referees, usually qualified at their own level of play;
- State Referee – an entry or upgrading level of accreditation qualified up to the second highest grade of play in each State; and
- National Referee – the highest level of accreditation qualifying referees for the highest level of play in each State, and for all National and other higher level tournaments in Australia

Squash Australia also recognises the accreditations of Oceania Squash Federation Regional Referee and World Squash Federation Referee administered by these bodies respectively. These accreditations meet and exceed the Australian National accreditation in all respects.

1.4 Accreditation/Reaccreditation

Candidates for initial and ongoing accreditation must meet the requirements of this training program.

1.5 Integrated or Separate Officiating General Principles Component

This is a separate training course provided by the Australian Sports Commission (ASC).

The ASC General Principles for Officials Introductory course is a pre-requisite for the Club Referee accreditation

The ASC General Principles for Officials Advanced course is a pre-requisite for the National Referee accreditation

1.6 Training Program Fees

Fees for initial accreditation are determined by State Squash Organisations and are general in the range of \$50 to \$100. No fees are applicable to reaccreditation or upgrading.

1.7 Presenter Qualifications

Course presenters must have a minimum Squash referee accreditation at State Level. Presenters must also have attended a course presenter, train the trainer or presentation skills course.

Course assistants must also have a minimum State Level Squash referee accreditation.

1.8 Presenter Training

All presenters will be required to improve their professional and teaching qualifications. Each presenter should undertake a Squash Course Presenters course. Squash Australia and its state affiliates conduct these courses as required. Also, the ASC has produced a Course Presenters Manual, which may assist in training presenters, and State/Territory Sport Education Centres offer Course Presenter Courses on a regular basis.

1.9 Assessor Qualifications

Assessors of National Referee candidates must have at least a Squash National Referee accreditation. Assessors must also have attended an assessor training program.

1.10 Assessor Qualifications

Squash Australia has adapted the ASC's Assessor training resources to include squash specific content in a Squash Assessor Training Manual and runs courses using this for assessors as required. Alternatively, assessors may undergo a similar assessor training course program (eg. The assessment modules from the TAFE Certificate IV in Training and Assessment course). In addition, a Squash Assessor Training Program is under development.

1.11 Venue

The following are the minimum requirements for venues where training takes place:

Activity area

A squash court with sufficient viewing space to conduct the practical refereeing task.

Classroom

- A classroom space is required to conduct the non-practical components of the training program, including:
 - White board marker and pens
 - Data projector and screen or large monitor

1.12 Insurance

Squash Australia insures all accredited referees against injury, public liability (\$5 million) and professional indemnity (\$2 million).

1.13 Code of Practice for Training Program deliverers

Squash Australia endorses the ASC's Code of Practice for Training Program Deliverers.

1.14 Official's Code of Behaviour

Squash Australia has adopted a Code of Behaviour for Referees which contains elements of the World Squash Federation's code and the ASC's Officials Code of Behaviour. It requires officials to sign and put into practice this code. In addition, Squash Australia has developed regulations covering behaviour which outline disciplinary action which will be applied if officials are found to have breached the Code. For more information see Squash Australia's Code of behaviour for Referees and Squash Australia Regulation 7 – Disciplinary Matters. See Appendix 2.

1.15 Complaints Handling Procedures

Candidates with grievances about the conduct of their training program or seeking appeals on their assessment process must submit them in writing to the course coordinator within 30 days of the completion of the training program or on receiving notification of their assessment outcome.

All grievances and appeals will be considered by a technical panel convened by Squash Australia for this purpose. The panel will inform the candidate of the process they use to consider the grievance and the outcome of the deliberations within 30 days of receiving the grievance/appeal. The panel will include one member from the Rules and Refereeing Committee as chairperson, one person from the National Assessors Panel and others as deemed necessary from time to time.

Further grievances and appeals will be referred to the Chief Executive Officer for consideration and decision.

1.16 Flexible Delivery

Delivery of the integrated Squash Australia National Referee training program will normally be through face-to-face seminars and the practical refereeing task. For grouped candidates outside capital cities, presenters and assessors will usually travel to them.

To assist with the Distance Education (DE) program for participants outside capital cities, a range of video resources have been developed to assist with flexible delivery. These will minimise the face-to-face time required for training, particularly the practical refereeing task.

Some training programs will be offered over one or more weekends, while others will be offered during evening classes over a convenient period.

1.17 Implementation Strategy

Squash Australia will provide workshops for representatives from each state and territory, to assist in training presenters, assessors and mentors involved with the new Squash training program. This will occur in the first year of the four year registration cycle of the training program. Quality monitoring procedures will identify further training needs during the following three years and state/territory, or national training sessions will be conducted accordingly.

Squash Australia has developed a standardised Presenter's Kit with presenter notes, worksheets, overhead transparencies and CDs to assist with the rollout of current training programs. These will be adapted to suit revised training programs as they are registered with the ASC.

Squash Australia will provide assistance to states/territories with the process of RPL. States/territories should contact the National Refereeing Manager for advice on requests for RPL.

1.18 Quality Control

1.18.1 Monitoring training program quality

The following procedures will be put in place to ensure quality control of courses:

- Ongoing presenter and assessor training as outlined in sections 1.8 and 1.10
- Evaluation of presenters by course participants using course evaluation forms
- Visits by members of the Rules and Refereeing Committee of Squash Australia to state based courses to evaluate delivery of courses and presenters.

1.18.2 Training program evaluation and review processes

In addition to the evaluation pro-forma, the following methods will be used to assess and review the course:

- Brief informal discussions with the course presenters will follow the course. These discussions will focus on the organisation of the course and the need for changes to the delivery methods.
- Data on numbers of participants completing this course and progressing to National Level will be analysed.
- The course will undergo a thorough review every four years, and input sought from the Squash Australia Rules & Refereeing Committee members and National Assessment Panel members.

Appropriate amendments will be made, and the course will be submitted to the ASC for renewed registration.

1.18.3 Design and review committee

The Squash Australia Education Working Group chaired by a Squash Australia director will act as Squash Australia's Training Program Design Committee.

2. Previous and Ongoing Referee Experience

2.1 Enrolment Pre-Requisites – Age of Entry into the Program

Candidates for this course must have attained the age of 16.

2.2 Enrolment Pre-Requisites

Prior to accreditation as a Club Squash Referee under this training program, candidates shall:

- Have natural or corrected 20-20 vision and good hearing; and
- Sign and abide by the Squash Australia Code of Conduct for Referees; and
- Pass the ASC Community Officiating General Principles online course; and
- Obtain a valid Working With Children Check (WWCC) through their relevant State Government

In addition, for State Referee accreditation,

- Complete ASADA Level 1 Certificate
- Complete Match-Fixing Certificate

In addition, for National Referee accreditation,

- Be an accredited State Referee for at least 12 months; and
- Pass the ASC General Principles for Officials - Advanced Level course; and
- Have vision and hearing verified by a qualified medical professional.

Exemption to the requirement of being a State level referee for at least 12 months may be considered but usually only for players with significant experience playing at least at the top pennant grade in any State. The request for exemption must be made to the National Refereeing Manager for approval.

2.3 Recognition of Prior Learning (RPL)

There will be no honorary accreditation. All officials must satisfy the competencies for each level of accreditation. However, some practising referees may be able to satisfy all or most of the competencies required for accreditation without having to attend a formal course. Candidates may apply for exemption from all or sections of the course. Such people will be required to document their prior learning and submit it in writing to the course coordinator. These will then be passed on to the National Refereeing Manager for consideration. RPL assessment will be conducted using the RPL Assessment form in Appendix 3. The candidate may be required to demonstrate their expertise in a particular area by written or practical demonstration.

2.4 Recognition of Squash Specific and General Principles for Officials Courses

Candidates must supply the course coordinator with such letters, transcripts, certificates and descriptions of courses as is necessary to satisfy the various requirements of each level of accreditation. Evidence may include equivalent overseas accreditations and courses.

2.5 Updating

To retain their accreditation status, referees must:

- Where the Rules of Squash have changed since the referee was last accredited, attend a course on rule changes or sit the current applicable Squash Australia Rules Exam; and
- Continue to mark and referee matches as required in Section 4; and
- Continue to be assessed in accordance with the requirements of Section 5.2; and
- Continue to have natural or corrected 20-20 vision and good hearing.

3. Competency Statements of Training

3.1 Competency Statements

In order to be appointed as a Squash Referee, candidates must:

1. Know the rules and apply them consistently
2. Make correct decisions on interference including:
 - i. Movement made by players to provide access to the ball for the opponent
 - ii. Effort made by the players to get to and play the ball
 - iii. Minimal interference
 - iv. Winning Return
 - v. Swing interference
 - vi. Front wall interference
3. Manage the match by:
 - i. Preventing constant stoppages for lets
 - ii. Communicating effectively with players and other referees
 - iii. Applying Conduct penalties
 - iv. Ensuring play is continuous
4. Use refereeing system correctly, including:
 - i. Working as a referee or marker
 - ii. Using the video review system
 - iii. Using electronic scoring devices

3.2 Training Program Overview

Training can be achieved by a number of strategies including by formal seminar or by tutoring and mentoring or a combination of both. Training covers the areas of:

1. Knowing the rules
2. Interpreting the rules and decision making, and

3.3 Training Unit Outlines for Candidates for Squash Referee

3.3.1 Unit 1 – Knowing the Rules

Learning Outcomes

This unit requires the candidate to:

1. Know the rules of squash
2. Be able to interpret the squash singles rules in theoretical scenarios

Content

Current WSF World Squash Singles Rules

Nominal Duration

- Club Referee – 2 hours
- State Referee – 4 hours
- National referee – 4 hours

Delivery Strategies

- Rules Exam
 - o Online; or
 - o Soft copy; or
 - o Paper version

Resources

- Current WSF World Squash Singles Rules
- Squash Australia rules exam

3.3.2 Unit 2 – Interpreting the Rules and Decision Making

Learning Outcomes

The aims of this training program are to ensure candidates are proficient in:

1. Decision making at the Club, State or National Level where applicable
 - a. Make correct decisions on interference including:
 - i. Movement made by the players to provide access to the ball for the opponent
 - ii. Effort made by the players to get to and play the ball
 - iii. Minimal interference
 - iv. Winning return
 - v. Swing interference
 - vi. Front wall interference
 - b. Manage the match by:
 - i. Preventing constant stoppages for lets
 - ii. Communicate effectively with players and other referees
 - iii. Apply conduct penalties
 - iv. Ensure play is continuous
 - c. Use referee systems correctly, including:
 - i. Working as a referee or marker
 - ii. Using the video review system
 - iii. Using electronic scoring devices

Content

- Interpreting the rules and decision making
- Video referee system

Nominal Duration

- Club Referee – 2 hours
- State Referee – 2 hours
- National Referee – 3 hours

Delivery Strategies

- Online courses for Club and State Referee, and/or
- Seminar including video material on decision making, player tactics, conduct and communication with players at the Club, State or National level as applicable
- Tutoring and mentoring
- Practical refereeing

Accrediting bodies are strongly encouraged to appoint tutors and mentors to assist candidates to meet the training aims and during practical refereeing. Tutors and mentors are crucial in helping candidates to meet the assessment standards and achieve their potential as referees. Mentoring is particularly valuable at the early stage of any referee's development and ideally before being formally assessed. Tutors provide encouragement, constructive advice and feedback on a candidate's performance, while mentors will establish a longer-term relationship with the candidate.

Resources

- Current WSF World Squash Singles Rules
- Online training courses for Club or State Referee
- Squash Australia Seminars for Candidates for Club, State or National Referee
- Squash Australia Video Rules Presentations, Introductory or Advanced

4. Refereeing Activity

The number of levels of refereeing required for initial and ongoing accreditation are specific to this section

4.1 Minimum number of Matches to be Refereed

Each year to maintain levels, or prior to upgrading the next level, a referee must have refereed at least:

Club Level – 4 matches at least at the referee’s own level of play;

State Level – 6 matches up to and including at least 4 on the second top grade in the State, or equivalent;

National Level - 8 matches, and for upgrading 24 matches in the previous 3 years, from the list of qualifying matches in 4.2 below. Within each block of 8 matches:

4.1.1 At least 5 must be while acting as a Referee; and

4.1.2 At least 4 must be Men’s matches while acting as a Referee; and

4.1.3 At least 2 must be Men’s matches as Referee between PSA men both ranked in the top 300 or Australian men both ranked in the top 40.

4.2 Qualifying Matches – National Level

4.2.1 Any match qualifying for the WSF Referee level or WSF or Oceania Regional level; or

4.2.2 Any recognised match (but not an exhibition) between PSA men both ranked in the top 300 (or equivalent, eg. recently retired players) or between PSA women both ranked in the top 150 (or equivalent, eg. recently retired players) at the time of the match. (World ranking of the players at the time the match was played must be stated); or

4.2.3 All matches of Australian Open Championships; or

4.2.4 All matches in Australian National Championships; or

4.2.5 All matches in the main draw of PSA 5 events or higher; or

4.2.6 Semi or Final matches of National Junior Championships; or

4.2.7 Number 1 and 2 players matches of the highest State pennant competition; or

4.2.8 Any other match considered to be of an appropriate level by the assessor assessing the match.

5. Refereeing Assessment

5.1 Rules Exam

The Squash Australia Rules Exam assess knowledge of the Rules of Squash. A 100% pass mark is required. Candidates may re-sit as many times as necessary to pass. The exam is available to complete online, fillable PDF soft copy or hard copy formats.

Club Referee – are required to complete 50 Multiple choice questions and 12 video questions

State Referee – are required to complete 50 Multiple choice questions

5.2 Practical Refereeing Assessment

For an assessment to be valid, there must be at least 10 decisions made on interference, conduct or injury (ie. Decisions against Competencies 1 (Injury rule), 3-9 and 11 in Appendix 4).

In addition, the difficulty of a match will be judged by:

- Easy match – shall have less than 3 Influential or Difficult decisions
- Regular match – shall have between 3 and 5 Influential or Difficult decisions
- Hard match – shall have more than 5 Influential or Difficult decisions

An Influential decision is one that sets a standard for the match and promotes continuous play.

A Difficult decision is one where the correct outcome is not obvious but is challenging for the referee as there is only a slight difference between the preferred and non-preferred decision.

The practical assessment requirements for accreditation at each refereeing level are:

5.2.1 Club Level

In each 4-year period:

- For initial accreditation – pass the online Australian Club Referee Course, or
- For ongoing accreditation – a single assessment over one or more matches until at least 7 of the 12 boxes on the assessment sheet for competencies 1, 3 – 13 can be ticked, and the overall error rate is less than 15%

5.2.2 State Level

In each 2-year period:

- At least 2 assessments
- At least one passing assessment on a regular match at the second top grade in the State
- Passes must exceed Not to Standard (NTS) assessments in number
- At least 9 of the 12 boxes on the assessment sheet for Competencies 1, 3-13 must be ticked over all assessments, and
- The overall error rate in all assessments, including invalid assessments, is less than 15%

5.2.3 National Level

In the previous 3 years or block of 24 matches

- At least 4 assessments on matches in 4.2
- At least 3 passes

- At least 1 pass on a Hard match between PSA men both ranked in the top 300
- At least 2 passes on men's matches
- At least 1 pass on a woman's match
- Passes must be at least 65% of passes plus NTS assessments
- All boxes on the assessment sheet for competencies 1-13 must be ticked over all assessments
- An overall error rate in all assessments, including invalid assessments of less than 10%
- May be subject to review if there are 2 NTS assessments on easy matches
- Assessments must be from at least 2 different assessors

5.3 Assessment Sheet

The Combined Oceania and Australian Assessment Sheet is used with the Guidelines for Assessors to assess a candidate against the Competencies and Standards listed in Appendix 4 for each of Club, State and National levels

5.4 Flexible Assessment Practices

To ensure fairness and integrity, Squash Australia is committed to providing flexibility in the assessment methods, including:

- using oral instead of written exams and worksheets where appropriate
- using video of the practical officiating task for assessment purposes where necessary (eg. for a candidate in a remote area)
- considering any request from candidates for flexibility.

5.5 Supervision and Mentoring of the Practical Refereeing Assessment

Where possible, a referee will be assigned to supervise the practical refereeing task and mentor candidates for initial accreditation at each level.

The usual structure of the supervised and unsupervised practical refereeing assessment, using matches Section 5.2 above, will be:

- mentoring by the supervisor on initial matches refereed, then
- when deemed of suitable standard, assessment by the supervisor, then
- continuing to referee matches with or without mentor to achieve the minimum activity required in Section 4, then
- assessment by an accredited assessor

Supervisors will meet with candidates to develop a plan to meet the practical refereeing requirements.

5.6 Supervisor and Mentor Credit

Supervisors will receive updating credit towards National Assessor accreditation for the number of hours spent assessing a National candidate. However, they will not receive any updating credit towards refereeing accreditation.

Appendix 1 – Code of Practice for Training Program Deliverers

Educational Standards

Training program deliverers will maintain high professional standards in the marketing and delivery of education and training services, which protect the interests and welfare of the participant.

Training program deliverers will maintain a learning environment that is conducive to the success of participants. They will have the capacity to deliver the nominated training program(s), provide adequate facilities and use appropriate methods and standards.

Marketing

Training program deliverers will market their training programs with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons will be drawn with any other delivery organisation or training program.

Trainee Information

Accurate, relevant and up-to-date information should be provided to participants prior to commencing the training program. This should include:

- admissions procedures and criteria
- copy of the refund policy
- total fees/costs to participants
- details of the certification to be issued on full or partial completion of the training program
- competencies to be achieved by trainees
- assessment procedures
- grievance/appeal procedures
- RPL arrangements.

Recruitment

Recruitment of training program participants will be conducted at all times in an ethical and responsible manner, and be consistent with the requirements of the curriculum.

Training program deliverers should ensure that selection decisions for entry into training programs comply with equal opportunity legislation. These decisions should be made by appropriately qualified staff and be based on the applicants' qualifications and likelihood of achieving the stated competency standards.

Refunds

Training program deliverers must safeguard fees paid by trainees. Proponents must have a refund policy, which is fair and equitable.

Sanctions

The ASC may withdraw NCAS and NOAS training program registration from proponents who breach this code of practice.

Equal employment Opportunities (EEO) Principles and Practices

Training program deliverers must be aware of EEO principles and practices as they apply to education and training. They should observe the following points:

- Characters (and their names) used in case studies, exercises and examples must be free from stereotypes and unlikely to cause offence.
- Material and presenters must discourage and prevent polarisation of participants.
- The training program content, process and/or activities must include all trainees and avoid giving an advantage to any one individual or group over another.
- Verbal and non-verbal language must be non-discriminatory.
- Humour must be non-discriminatory.
- Training program materials such as session plans, videos, handouts, graphics and cartoons must be non-discriminatory and unlikely to offend.

Appendix 2 – Code of Behaviour

Squash Australia requires a high standard of professionalism and conduct from its Referees.

These standards are, a Referee:

1. Must have natural or corrected vision of 20-20 and normal hearing
2. Must have a full knowledge of the WSF Rules of Squash and their current and correct interpretation
3. Should be a positive role model in personnel appearance. When officially attending matches, referees should wear either a State or National Referee's shirt or a sponsor's shirt if one is provided.
4. Should arrive at least 30min prior to a session and be prompt for all assigned matches.
5. Will not officiate in any match in which the referee has a relationship with one of the players which might be considered a conflict of interest so as to cast doubt on the Referee's impartiality.
6. Should not criticise or attempt to explain calls or decisions by other Referee's to anyone other than those Referees directly, or to the Tournament Referee.
7. Shall not enter into any wager in connection with any Squash event
8. Shall at all times act in a professional and ethical manner and give due regard to players, sponsors and other Referees and tournament personnel.
9. Shall not participate in a media interview or meeting with a journalist where statements relating to squash refereeing can be printed or broadcast without the approval of the Tournament Referee.
10. Must maintain an activity log, which will be reviewed on a regular basis.
11. Must value the individual in the sport, must place the safety and welfare of the participants above all else and must show concern and caution towards sick and injured players.
12. Must accept responsibility for all actions taken
13. Must at all times respect and value the property of a tournament (e.g. balls, microphone, clothing). This includes both honesty in returning property and due care in using such items.
14. Must be courteous and respectful and be open to discussion and interaction.
15. Must encourage inclusivity and access to all areas of officiating.
16. Must refrain from any form of sexual harassment, personal abuse or discrimination towards players.
17. Should seek continual self-improvement through study, performance appraisal and regular updating of competencies.

I agree to abide by all the conditions in the Squash Australia Code of Behaviour for Referees. A breach of the code may result in disciplinary action being taken.

Name (printed) _____

Signed _____ Date _____

Appendix 3 – Recognition of Prior Learning and Recognition of Current Competence

Introduction

Participants undertaking Referee Training Program are able to apply for Recognition of Prior Learning (RPL). RPL will be granted when all the stated learning outcomes and performance criteria of the specific training program have been met.

What is RPL?

RPL is based on the awareness that people learn in many different ways through their lifetime – through work experience and life experience as well as through education and training. RPL takes into account a person's skills and experiences, no matter where these were learnt, to enable people to gain credit in a course of study.

RPL Principles

The process of RPL must be quality controlled and delivered by personnel with experience in the sport and in coach/official education. These personnel are responsible for ensuring that

- Procedures are fair and equitable
- Measures are valid and reliable

How can prior learning be recognised?

Each training program contains a set of learning outcomes and associated performance criteria that must be achieved before a participant will be deemed competent. In broad terms, the process of RPL involves matching what a participant already knows and can do with the learning outcomes of the module.

In this way, RPL enables participants to focus on developing skills and knowledge in new areas, rather than re-learning what they already know and can do.

Who can apply?

A person can apply for RPL if they think their prior learning and experience mean they can provide evidence to show that they are already competent in the learning outcomes of the Referee Training Program.

Benefits of RPL

- Speeds up the process of becoming a qualified recreation industry assessor
- Conforms to the requirements of equity in adult education programs
- Avoids the problem of participants having to unnecessarily repeat learning experiences
- Encourages the development of various assessment procedures
- Assesses the candidates' current competencies in comparison to the stated standards of competence required
- The RPL process can clarify what relevant skills the participant does and does not possess – so that the learning program can be tailored accordingly.

How do you show evidence of competencies gained via prior learning?

There are many ways that a person can show evidence of the competencies they hold. RPL can only be granted on current evidence, that is, work that has been completed within the last four years. Following are a few examples of the ways evidence can be provided. The person will need to include a variety of these in their application form.

- Education and Training
 - Formal, accredited and informal training
 - Copies of certificates, qualifications achieved from other courses, schools or tertiary results.
 - Statements outlining courses and or study that they have undertaken, and the learning outcomes/competencies achieved from these
- Officiating related experience
 - Resume of officiating experiences and positions held, which may include reports from people within the sport
 - Copies on any statements, references or articles about the official's employment or community involvement
 - Relevant officiating samples, e.g. copies of training programs, videos of officiating or assessment tools, which the official has developed and implemented
 - Reports on opportunities undertaken, which could include evaluations from courses conducted.
- Life Experience
 - Overview of sport and recreation involvement
 - Relevant work or other experiences
 - Evidence of home / self-directed study which may include a list of relevant readings, synopsis of seminars attended, reports of own research/analysis undertaken

Please remember, the above are only examples. The person should provide all the documentation that they can which clearly shows evidence of the competencies they hold.

Recognition of Prior learning procedure

If a person considers they have already acquired the learning outcomes specific to the Referee Training Program, they may formally apply to have these skills recognised.

An RPL assessment panel will assess the application. The panel should comprise of people who are experienced in the areas of:

- Adult education
- Negotiation skills
- Standards of enforcement
- Assessment methods

It is also desirable that they are accredited at a higher level than the RPL applicant. The RPL assessment can only be carried out when the applicant provides evidence of the relevant competencies that they believe they hold. This is achieved through completing the RPL application form a forwarding this with the required fees.

The following sequential process has been established as the procedure to be followed when a person wishes to obtain credit of prior learning or current competencies through RPL.

1. Request

- a. Applicants who consider applying for RPL will contact the Course coordinator, or State or National Coaching or Officiating coordinator, who will provide a brief explanation of the RPL process and advice to the applicant.
- b. An RPL application form will then be forwarded to the applicant.

2. Complete application form and send to the course coordinator

- a. Applicants will utilise the information contained within the RPL application form to conduct a self-assessment against the training program learning outcomes.
- b. Applicants will need to consider if and how they have achieved the learning outcomes and if they can satisfy the performance criteria by submitting a valid, sufficient, authentic and current evidence.
- c. Applicants will need to gather all relevant supporting documentation and complete the RPL application form in honest, clear, complete and concise information
- d. The completed application form with supporting documentation and the administrations fee applying, will then be forwarded to the relevant person within the sport who will arrange for the application to be assessed by and RPL assessment panel.

3. Assessment

On receipt of the application, the application will be reviewed to determine the completeness and relevance of the documentation. The RPL assessment panel will:

- Confirm the acceptance of the application to the applicant.
- Advise the applicant of the date for the assessment by the RPL panel
- Advise the applicant of the deficiencies that must be rectified or addressed before the applicant can proceed.

1. The relevant person will send the application to other members of the RPL panel. The panel should compare the evidence provided by the applicant with the performance criteria. A judgment must be made about whether the applicant fully or partially meets the requirements. The panel should check that the evidence submitted conforms to the following RPL principles:

- validity (is the evidence relevant?)
- sufficiency (is there enough evidence?)
- authenticity (is the evidence a true reflection of the candidate?)
- currency (is the evidence recent – obtained within four years?).

2. In the event of partial completion of the learning outcomes, the panel should outline which performance criteria still need to be achieved, and preferably what evidence is still required.

Options include:

- supply further supporting documentation
- complete certain assessment activities
- complete parts of a training program
- work with a mentor to obtain the required competencies.

3. The RPL panel will complete and return the assessors' reports with recommendations for the applicant.
4. The relevant person will collate the recommendations from the RPL panel and submit a report and decision to the applicant.
5. The RPL panel may need to meet to discuss issues with the applicant during the assessment process. The meeting could take the form of a teleconference.
6. The course coordinator, or State or National Coaching or Officiating Coordinator will keep records of all RPL applications for seven years.

4. Notification

The relevant person will notify the applicant of the decision within two months of receiving the application

Successful applicant for RPL will receive the appropriate certification/accreditation.

5. Appeal

The applicant has the right to appeal the RPL assessment panel's decision, if they believe the decision is unfair, unjust or the panel has misinterpreted the evidence.

In the case of an appeal, a new assessment panel will be established that will consist of the following personnel:

- one of the original RPL panel
- an independent qualified assessor.

The new assessment panel will review all material available and make a decision to either:

- grant recognition, or
- Deny recognition.

The RPL review assessment panel will notify the applicant of the decision within two months of receiving the appeal.

The decision of the RPL review assessment panel will be final.

RPL Application Form

Section 1 – Personal Details

Name: _____

Organisation: _____

Position : _____

Address: _____

Postcode: _____ Phone: _____

Email: _____

Section 2 – Evidence (Compulsory)

Competency	Summary of Evidence provided
Know the Rules	
Be consistent in decision-making on all rules	
Make correct decisions on the movement of players to provide access to the ball for the opponent	
Make correct decisions on the effort made by players to get to and play the ball	
Make correct decisions on minimal interference	
Make correct decisions on a winning return	
Make correct decisions on swing interference	
Make correct decisions on front wall interference	
Prevent constant stoppages for lets	
Communicate effectively with players and other referees	
Apply conduct penalties	
Ensure play is continuous	
Use Refereeing Systems correctly	

RPL Assessor Report

Applicants name: _____

Competency	Evidence Supplied	Validity <small>(is the evidence relevant to the performance criteria)</small>	Sufficiency <small>(is there enough evidence)</small>	Authenticity <small>(is the evidence true reflection of the candidate?)</small>	Current <small>(is the evidence recent? Obtained within the last 4 years?)</small>	Comments
Know the Rules	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Be consistent in decision-making on all rules	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Make correct decisions on the movement of players to provide access to the ball for the opponent	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Make correct decisions on the effort made by players to get to and play the ball	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Make correct decisions on minimal interference	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Make correct decisions on a winning return	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Make correct decisions on swing interference	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Make correct decisions on front wall interference	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Prevent constant stoppages for lets	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Communicate effectively with players and other referees	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Apply conduct penalties	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Ensure play is continuous	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Use Refereeing Systems correctly	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

All Performance Criteria met: (Please tick)

Yes

No (Please provide advice to the applicant of what evidence they are still required to supply)

Date of Assessment: _____

Name of Assessor: _____

Position: _____

Contact number: _____

Assessor's Comments	Recommendations

Appendix 4 – Assessment Standards

	Competencies	National Standard	State Standard	Club Standard
1.	Know the Rules	Knows thoroughly all rules arising in a match and applies them correctly - no more than 1 totally wrong decision	Knows all rules arising in a match and applies them correctly - no more than 1 totally wrong decision	Knows the rules arising in a match and applies them correctly - no more than 2 totally wrong decisions
2.	Be consistent in decision-making on all Rules	- no more than 10% error rate	no more than 15% error rate	no more than 15% error rate
3-8	For each of Competencies 3-8 below:	On an Easy match: - no more than 2 marginally incorrect - no more than 1 incorrect - no more than 1 totally wrong decision (one competency only) On a Regular match: - no more than 3 marginally incorrect - no more than 2 incorrect - no more than 1 totally wrong decision (one competency only) On a Hard match: - no more than 4 marginally incorrect - no more than 2 incorrect decisions - no more than 1 totally wrong decision (one competency only)	On an Easy match: - no more than 2 marginally incorrect - no more than 1 incorrect - no more than 1 totally wrong decision (one competency only) On a Regular match: - no more than 4 marginally incorrect - no more than 2 incorrect decisions - no more than 1 totally wrong decision (one competency only) On a Hard match: - no more than 4 marginally incorrect - no more than 3 incorrect decisions - no more than 1 totally wrong decision (one competency only)	Decisions generally correct

3.	Make correct decisions on the movement of players to provide access to the ball for the opponent			
4.	Make correct decisions on the effort made by players to get to and play the ball			
5.	Make correct decisions on minimal interference			
6.	Make correct decisions on a winning return			
7.	Make correct decisions on swing interference			
8.	Make correct decisions on front wall interference			
9.	Prevent constant stoppages for lets	Good management of interference decisions to prevent repeated and unnecessary lets	Adequate management of interference decisions to prevent repeated and unnecessary lets	Fair management of interference decisions to prevent repeated and unnecessary lets

10.	Communicate effectively with players and other referees	Effective communication with the players and referees	Adequate communication with the players and referee/marker	Fair communication with the players and referee/marker
11.	Apply Conduct Penalties	Good management and control using the Conduct Rule	Adequate management and control using the Conduct Rule	Fair management and control using the Conduct Rule
12.	Ensure play is continuous	Keep good continuity of play	Keep adequate continuity of play	Keep fair continuity of play
13.	Use Refereeing Systems correctly	<ul style="list-style-type: none"> - Good working as Referee or Marker - Good use of the Video Review System - Good use of electronic scoring devices 	Good working as Referee or Marker	Good working as Referee or Marker