



# NETBALL EUROPE UMPIRE ASSESSMENT HANDBOOK

APRIL 2016

Netball Europe wishes to acknowledge with thanks the work undertaken by the Netball Europe Officiating Technical Group together with Member countries and regions who have supported the implementation and updating of these awards

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## FOREWORD

This manual covers all areas of the officiating assessment process for the Netball Europe 'C', 'B' and 'A' Umpire Awards.

The documents included are aligned to the competencies by which umpires are graded against in the INF IUA International Performance Grades and the Learner Assessment Report. This means that umpires at all levels of the game are now graded by the same criteria. This will greatly assist with the training and assessment of umpires at all levels.

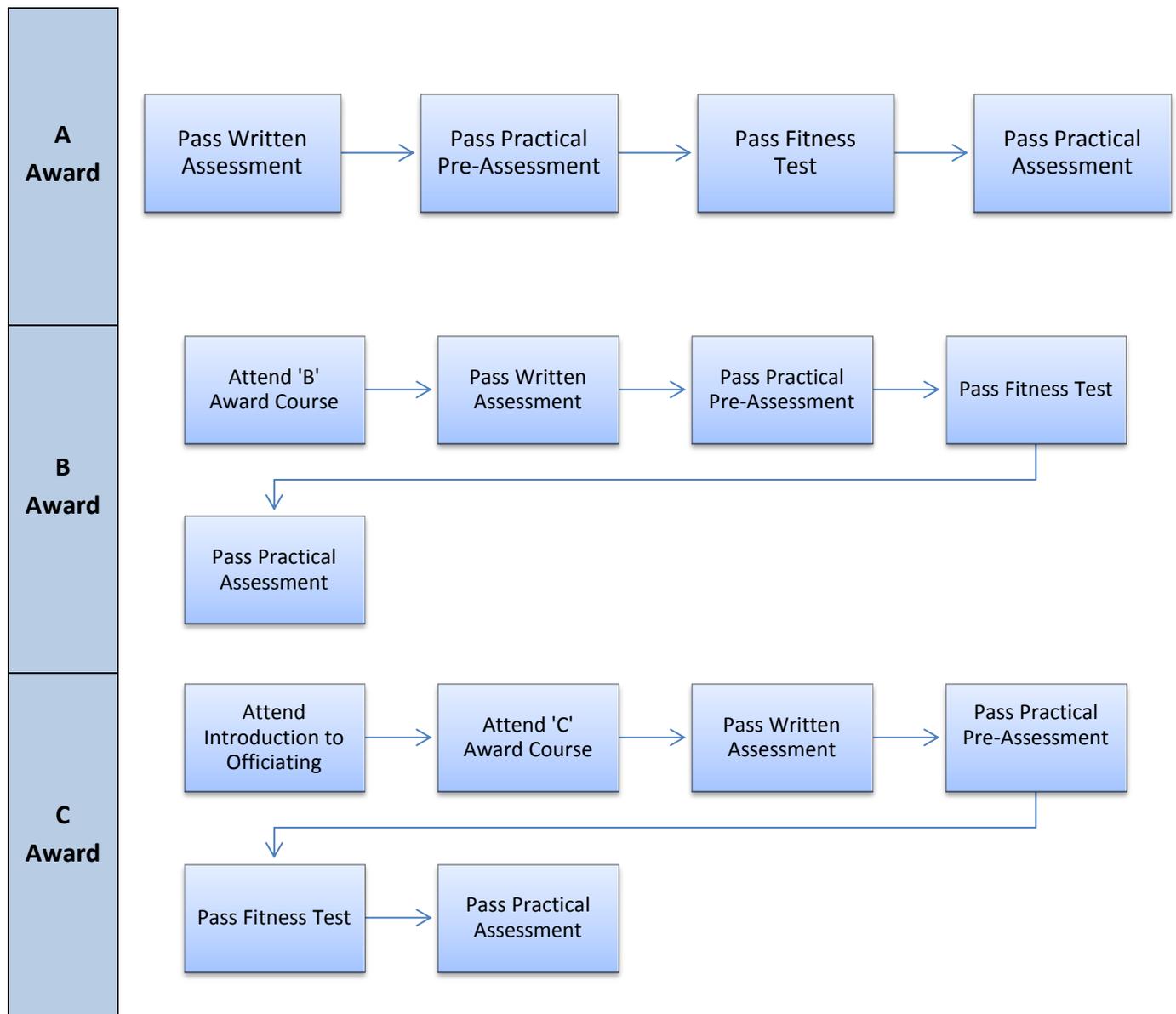
Netball Europe recognises the development of the umpire and the importance of the Assessor role in ensuring that a quality standard is achieved in the umpire performance. There is a need to operate common standards and ensure greater consistency in assessing umpires while improving standards to meet the needs of the ever changing game.

The aim of this handbook is to enhance your knowledge of the assessment process and to offer assistance regarding your work as an Assessor or Assessment Organiser.

|                                 |  |
|---------------------------------|--|
| <b>ASSESSOR NAME:</b>           |  |
| <b>MEMBER COUNTRY:</b>          |  |
| <b>REGION/DISTRICT:</b>         |  |
| <b>AFFILIATION NO:</b>          |  |
| <b>CONTACT DETAILS:</b>         |  |
| <b>USEFUL DETAILS</b>           |  |
| <b>MEMBER COUNTRY PHONE NO:</b> |  |
| <b>CONTACT PERSON NAME:</b>     |  |
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## Netball Europe Officiating Pathway

Netball Europe is committed to developing and retaining enthusiastic umpires in our sport – see below development pathway and the stages through training to assessment.



# UMPIRE ASSESSOR INFORMATION

Assessors play a key role in the in the development of the umpire. They are tasked with ensuring a standardised quality is achieved and that the umpire understands the development of the game and the need for a controlled performance.

Being an Assessor is both a rewarding and an enjoyable experience – umpires are dependent on the Assessor feedback, support and guidance as they progress along the Netball Europe Officiating Pathway (shown on page 4)

The Assessor role is a natural progression from umpiring to assist in the future development of the new umpire. Those interested in becoming an Assessor should contact the relevant person within their Member Country for further information on the approved Assessor training programme.

A qualified Assessor may assess at any level on behalf of any other participating Member Association with permission and agreement from the Netball Europe Technical Group.

| <b>Role descriptor</b>   |  |
|--|--|
| Ensure that the Learner Umpire meets the quality standards required to achieve the qualification |  |
| <b>Person specification</b>  |  |
| Qualification/education/training   | <ul style="list-style-type: none"> <li>• Minimum of 2 years umpiring experience at the level at which they are assessing</li> <li>• Commitment to attend the NE Umpire Assessor training as delivered by their Member country</li> </ul>   |
| Experience   | <ul style="list-style-type: none"> <li>• Actively involved as an umpire or umpire mentor</li> </ul>  |
| Personal qualities   | <ul style="list-style-type: none"> <li>• Knowledge of the rules of the game</li> <li>• Be enthusiastic about umpire development</li> <li>• Have the ability to view the game as an umpire</li> <li>• Evaluate the umpire performance related to the competencies and criteria</li> <li>• Provide and communicate constructive feedback to the Learner Umpire</li> <li>• Prioritise the strengths and areas for development</li> <li>• Have an ability to collate the information and report on the assessment paperwork</li> </ul> |

*NOTE\*All Observer Assessors/Assessors must be an affiliated member of the Member Country\**

**Observer Assessors at all levels should have gone through the Pre Assessor education of the Member Country and have completed a minimum of two practical observations before undertaking the following practical work:**

The Lead Assessor (see below) should confirm/explain the procedures to the 'Observer' who then undertakes the duties of an Assessor at an actual assessment, although his/her ratings will not influence the result.

The Observer will be allocated a positional assessment place and shall be present for all parts of the assessment.

Will complete a rough assessment report and should join in the discussions on the performance of the Learner Umpire. However, the Observer should not contribute in the presence of the Learner Umpire.

Before an Observer Assessor can gain accreditation they shall complete a written assessment report on at least one of the Learner Umpires allowing the two Assessors to assess the suitability of the Observer as an Assessor. The Assessors will then recommend to the Assessment Organiser that the Observer (a) should be accredited as an Assessor or (b) should undertake a further period of observation

All contact details of the Observers should be registered on the appropriate assessing documents as organised by the Member Country.

**Assessors at all levels must have gone through the appropriate Assessor education and hold a current Country Accreditation as an Assessor In additional all Assessors must be a minimum of B Award Umpire before undertaking any of the following practical work:**

To ensure that all assessments are conducted efficiently the following suggestions are given on number of assessments to be undertaken by the assessors in any one period:

C AWARD – 4 learners per Assessor per day

B AWARD – 4 learners per Assessor per day

A AWARD – 1 assessment per day (i.e. 2 learners in one day)

All assessors should have a minimum of 2 years umpiring experience at the level at which they are assessing.

Two Assessors will be appointed to assess the Learner Umpires one of whom will be nominated by the Assessment Organiser to be the Lead Assessor.

The Assessor who is designated the 'Lead' shall make the final decision in all situations where the Assessors disagree on any aspect of the assessment process and/or criteria that affect the outcome of the Practical Assessment for the Learner Umpire i.e. PASS or NYMC.

To continuously improve standards all Assessors are expected to attend training as organised by the Member Country.

An accredited Assessor may assess at any level on behalf of any other participating Member Association via prior agreement with the Netball Europe Technical Group

# **ASSESSMENT ORGANISER GUIDANCE & ADMINISTRATION**

In order to develop technical knowledge, umpires must in the first instance attend the relevant course as per the Umpire Pathway (documented on page 4)

These courses are facilitated by each Member country and should include:

- Practical based exercises demonstrating skills and techniques of an umpire
- Theory and advice on taking both the written and practical assessments
- Be compliant with Member Country's guidelines on minimum age requirements

*\*Note-The Netball Europe Guidelines for U18 are available in the Appendix section of this Handbook\**

This is required at all stages of the umpire pathway and evidence of course attendance will be required by the Assessment Administrator/Organiser at point of assessment application.

Each Learner Umpire should maintain a log of the matches completed. These matches should be varied and at the appropriate award level at which they are developing. The log book will also be required at point of assessment application. (*\*Sample available in the Appendix section of this Handbook*)

### **Assessment organisation**

The administration/coordinating of assessments should be arranged by each Member Country with the appropriate personnel appointed to carry out the duties of the Assessment Organiser. It is also the responsibility of each Member Country to nominate Assessors in ways that suit the organisation of their own Association and to keep up to date records which may be made available to Netball Europe if requested.

Assessments for all awards will follow the same format and all information concerning the date, venue and time of assessment together with relevant papers should be forwarded to each Assessor by the Assessment Organiser. The Lead Assessor will be nominated by the Assessment Organiser.

*\*Where possible 2 x Learner Umpires should be assessed in one match\**

### **Written Assessment**

- 1 The written assessment paper will be the same for B and A levels, and the mark gained will determine to which level a Learner Umpire may proceed without re-sitting the theory assessment. This will be valid for 2 levels, i.e. B and A Award.
- 2 C Learner Umpires will take their written assessment paper as organised by their NGB.  
*\*Note - Learners cannot step directly from C Award to A Award\**
- 3 The written assessment for B and A should be held at central venues, as decided by the Member Country on three (3) occasions throughout the year. The dates will be set by Netball Europe: *\*February, May and November\**

- 4 The pass mark will be valid for two (2) years from the date of the written assessment for C and B Award, and four (4) years from the date of the written assessment for A Award level
- 5 Each Member Country will arrange for a list of accredited markers to be forwarded to the Area personnel responsible for holding and conducting the written assessment.
- 6 All written assessment papers, compiled by Netball Europe will be managed by England Netball on behalf of Netball Europe until further notice. Sample written assessment papers should be held by each Member Country and should be made available to support Learner Umpires of all levels.
- 7 The B and A written assessment will last for 1½ hrs. (90 minutes) (*see point 9 for special consideration learners*) and must be conducted in a suitable venue, i.e. a room with tables/desks and chairs, and an appropriate amount of space. If there are more than 10 learners there shall be two (2) invigilators present. All answers must be written in pen on the question paper.
- 8 The C written assessment will last for ½ hr. (30 minutes) (*see point 9 for special consideration learners*) and must be conducted in a suitable venue, i.e. a room with tables/desks and chairs, and an appropriate amount of space. If there are more than 10 learners there shall be two (2) invigilators present. All answers must be written in pen on the question paper.
- 9 Both B/A & C written assessment papers will each have two sections covering Rules and Protocols.

The B and A written assessments will have:-

**Section 1** - 12 questions

**Section 2** - will have 8 questions requiring longer answers. The questions will be of various types; (e.g. direct questions, diagrams, discussion) which will demand a conclusion, close-procedures or a rule or situation scenario

See below table for the required pass marks in each section for the Learner Umpire to proceed to the practical assessment:

| Award | Sec 1 | Sec 2 | Pass Total |
|-------|-------|-------|------------|
| Total | 33    | 32    | 65         |
| A     | 27    | 25    | 52         |
| B     | 22    | 18    | 40         |

Candidates must pass both sections of the written assessment paper

The C Written Assessment will have:-

**Section 1** – 20 questions

These questions will consist of Rules knowledge that require a simple yes/no answer

**Section 2** – 5 questions which will require longer answers and will be of various types (e.g. direct questions, diagrams, photographs)

See below table for the required pass marks in each section for the Learner umpire to proceed to the practical assessment:

| Award | Sec 1 | Sec 2 | Pass Total |
|-------|-------|-------|------------|
| Total | 20    | 10    | 30         |
| C     | 17    | 7     | 24         |

- 10 Learner Umpires who require any special consideration due to a physical condition or reading problems should contact the Member Country Lead Organiser for the assessments who can then make the necessary arrangements. These may include: use of a computer, additional time, a reader, a scribe or use of a lexicon dictionary.
- 11 Written assessments papers will not be returned to the learner. Each Member Country should provide feedback as appropriate.

**Pre –assessment criteria (All awards)**

Learners will be required to reach the following levels on the multi-stage fitness test (Bleep Test) within 6 weeks prior to taking their practical assessment:

| Award        | MSFT Level to Achieve |
|--------------|-----------------------|
| C Award Test | Minimum 5.1           |
| B Award Test | Minimum 6.1           |
| A Award Test | Minimum 7.1           |

The test must be fully conducted as per the MSFT Instructions. The test and results need to be validated by a suitably qualified person from outside the Learner Umpire’s club, e.g. qualified fitness instructor, coach, physical education teacher. Details of the MSFT test can be found at <http://thebleeptest.com/>

### **Practical pre - assessment**

1. In preparation for the Practical Pre-Assessment, Learner Umpires will be required to maintain a log of the matches they have umpired (*see appendix for sample log*). This log should contain a variety of matches which are appropriate to the level of the award to which the umpire is working.
2. The Assessment Organiser will verify that the Learner Umpire's log meets the criteria as set by the Member Country (i.e. the number, variety and standard of matches umpired)
3. The Pre-Assessment must be outside of the Learner Umpire's normal umpiring environment.
4. The match conditions and timings shall be the same as for the equivalent Assessment situation
5. Learner Umpires must ensure that they have a thorough understanding of the scoring system; however they will not need to demonstrate this during the game
6. All Assessors must be qualified at the level at which the pre assessment is being conducted and shall be appointed by the Assessment Organiser
7. Scorers & Timekeepers must be provided for all pre assessments, even if not normally used at that standard of match; as the Learner Umpires will not be required to undertake any other duties

### **Practical Assessment administration**

The application to take the relevant assessment must be received by the Assessment Organiser within one month of the successful pre-assessment and must be arranged as soon as possible but definitely within six (6) months of the receipt of the application (unless there are extenuating circumstances) and must include the following:

- a) The appropriate assessment fee
- b) Completed application form duly endorsed by the person who has carried out the pre-assessment and the appropriate Officiating Personnel within the Member Country
- c) Evidence of attendance at the relevant B or C Award course certificate
- d) Evidence of a successful fitness test result within 6 weeks of the date of the assessment

If a Learner Umpire withdraws from a scheduled assessment date, the Assessment Organiser will agree and confirm a new assessment date with the Learner Umpire. It shall also be advised that a new fitness test result may be required depending on the timescale.

## Practical assessment requirements

It is expected that all practical assessments shall meet minimum operating requirements in order to be conducted effectively. This shall include; times, match standards & appropriate level of Assessors.

### C Award

1. Time: The Learner Umpire/s shall be observed for a minimum of 30 minutes and a maximum of 40 minutes. The time viewed will be divided between the Learner Umpires according to the timing of the arranged match. (i.e. 2 x 15, 2 x 20 mins or 4 x 10 mins)
2. Whatever the arrangements for the timing of the match, the Assessor observation shall commence at the start of the game and be **continuous for 30 minutes game time**
3. Games: a good standard school, junior or club match is required. Member Country nominated personnel should be asked for advice on the appropriate standard of match within the area that the assessment shall be conducted.
4. Assessors: 2 accredited C Award Assessors

### B Award

1. Time: The Learner Umpire/s shall be observed for a minimum of 4 x 15 mins match or equivalent at identified tournaments.
2. Games: a competitive match at good senior club level. Member country nominated personnel should be asked for advice on a suitable standard of match within the area that the assessment shall be conducted.
3. The Learner must be assessed outside their normal county or usual area of umpiring
4. Assessors: 2 accredited B Award Assessors, one of whom must be an A Award Umpire (or equivalent, as stipulated by the Member Country)

### A Award

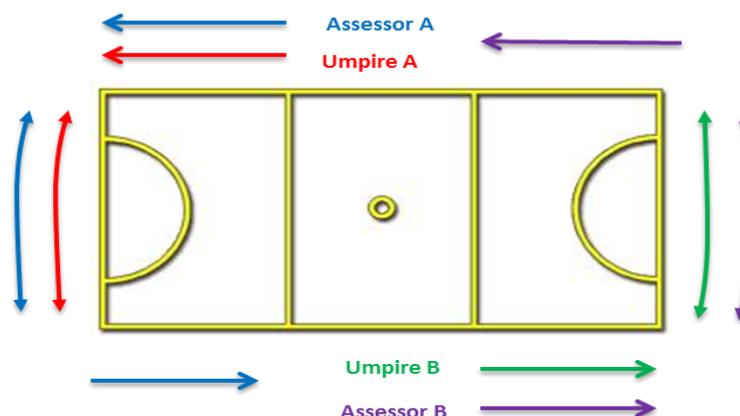
1. The Learner Umpire/s shall be observed for a minimum of 1 match of 4 x 15 mins.
2. Games: a competitive match identified by the Member Country or U17 Netball Europe Development Competition
3. Assessors: for 1 learner – minimum 2 A Award Assessors  
Assessors: for 2 learners – minimum 3 A Award Assessors

### Venue

1. The match court must be clearly marked with sufficient room around it for Learner Umpires and Assessors to conduct their duties.
2. The goalposts should be of an appropriate standard and shall also have nets.
3. Before the match, a room must be available for approximately 15 minutes for the Lead Assessor to conduct the pre-match briefing of the Learner Umpires
4. After the match, a room must be available for approximately 1 hour (this may vary/increase depending on the level of award) for:
  - a) Assessors to discuss their findings and decide on the results for each Learner Umpire
  - b) Conduct the post-match discussions; including communicating the result to the Learner Umpire/s

## Conduct of the assessment – Assessor(s)

1. Both Assessors should make adequate travel plans to ensure they arrive in sufficient time to meet each other at the assessment venue to; establish and agree the initial areas for clear observation of the Learner Umpire/s
2. The Lead Assessor should provide the relevant prepared paperwork for both Assessors – including the Learner Assessment Report and the competencies document
3. The Lead Assessor should introduce both Assessors to the Learner Umpire/s and conduct a pre match briefing including a check of their understanding of the assessment procedures.
4. 'C' Award Learner Umpire/s are expected to be aware of the appropriate equipment and safe playing conditions, but should not be given a Not Yet Met Criteria (NYMC) because of deficiencies here as it is the Lead Assessors' responsibility to monitor these conditions. However, Learner Umpire/s must ensure that players conform to the rule governing nails and jewellery.
5. During the game Assessors should:
  - a) Work independently throughout the match on opposite sides of the court ensuring equal attention is given to both Learner Umpires
  - b) During the appropriate assessment periods; observe each Learner Umpire from behind the Umpire, on the side line, on the goal line and from the opposite side line
  - c) 'B' and 'A' Award assessments: when in the last quarter of the game the Assessors may choose to observe only one Learner Umpire
  - d) Agree which side of the court that they will start their observation and move according to the following guidelines. The Lead Assessor will ensure that the change-over is timed and managed as smoothly as possible.
  - e) Assessors will ensure that their presence does not interfere with the Learner Umpire during the observation of specific things (particularly when on the goal line)
  - f) Agree to move in either a clockwise or an anti- clockwise direction



- g) Will move to the side line after the prescribed 7 ½ minutes. This does not restrict the Assessor moving from side to goal and then back to side line and then to opposite side line but they need to ensure that they are ready to move along the opposite side line at the end of the prescribed time
- h) When behind or when opposite the Learner Umpire, watch for the Learner Umpire's ability to recognise specific rule infringements and his/her ability to demonstrate umpire technical skills including: - position, vision, timing etc.
- i) Provide themselves with a rough rating sheet and record observation notes of the Learner Umpire's performance
- j) Whilst adhering to the principle of not coaching Learner Umpires during an assessment, there may be some circumstances when advice is necessary regarding specific umpiring techniques. Assessors must use their discretion in such cases and advice can be offered when both Assessors deem it beneficial to the Learner Umpire. Such advice shall only be provided at half-time.
- k) Allow time for reflection between the end of the assessment and preparing your report for the Learner Assessment Report - it is essential to be positive in your approach at all times

### **Completing the Learner Assessment Report**

As the Assessor you will play a vital part in the development of the Learner Umpire and therefore, your feedback should always be constructive, honest and helpful. The results of the assessment observation shall be discussed and agreed by the 2 x Assessors prior to completing the Learner Assessment Report:

- a) All Learner Umpire and Assessor details completed accurately
- b) Write using positive language showing support of the Learner Umpire
- c) Be positive in identifying areas of performance that have been delivered well
- d) Identify areas for development while providing advice to improve
- e) Provide evidence from the assessment game to support the above
- f) Reference must be made to the Umpiring Competencies as necessary
- g) Show marks in each section and a total score while recording Pass/NYMC
- h) All comments, grades and result decision must be mutually agreed by all Assessors

### **Conducting the post-match discussion**

All feedback and results on the day of the assessment should be completed within the following time scale:

- a) C Award – 45 minutes
- b) B Award – 60 Minutes
- c) A Award – 75 minutes

Assessors have the option to provide all written feedback on the day of the assessment as long as it stays within the timescales as identified above. If not then they must be sent to the Learner Umpire within one week of the assessment (This must be conveyed to the Learner Umpire at the time the result is given)

- a) Conduct the post-match discussion using the room booked for pre/post-match discussion
- b) Always start with recognition of the Learner Umpire commitment to the game and challenges that he/she may have faced
- c) Be cautious about the use of your word such as 'good', 'very good' & 'excellent'
- d) Use terminology familiar to the Learner Umpire and reference the language used in the competencies when discussing the assessment observation and conveying the assessment result
- e) Always congratulate the Learner Umpire on the individual areas of strength and discuss the development areas; supported by verbal advice on improving the standards
- f) Be accurate when referencing Rules
- g) Answer questions and clarify any points that the Learner Umpire may wish to discuss referring to the assessment
- h) Convey the overall result and advise the Learner Umpire of the Umpire Pathway and their next steps

### **NYMC & Re- Assessments – All Awards**

Occasionally, Learner Umpires may not demonstrate the minimum level required to attain the Award for which they are being assessed. In order to assist the Learner Umpire progress the following guide shall be used:

- a) The Assessor shall make a recommendation on the amount and standard of matches required to gain further experience
- b) The Learner Umpire shall be advised on the expected level of performance to pass the practical assessment
- c) The Assessor will ensure that the Learner Umpire is clear on next steps to help improve on areas of performance
- d) The Assessor shall actively encourage the Learner Umpire to continue training with a view to being reassessed in the future
- e) For all awards, the minimum period before an Umpire is able to retake the practical assessment is 3 calendar months from the date of the NYMC.
- f) The Learner Umpire must also undertake a further pre-assessment and fitness test before retaking the practical assessment.

## Talent Identified Umpires

1. These Awards require all Learners Umpires to take a theory assessment before attempting the practical assessment.
2. These Awards require all Learner Umpires to pass a fitness test before they can apply to take the practical assessment. (See 2.2.2)
3. If when taking the 'C' Award practical assessment the Learner Umpire is identified by the Assessors as having TID potential, the Assessors can recommend them for development to take the 'B' Award practical assessment.
4. The Assessors must take into account the skill and pace level of the assessment game before making a TID recommendation. *\*See the TID Process document which defines the pathway requirements – this may be found in the appendix section of this handbook\**
5. Providing that at least one of the 'C' Award Assessors is an accredited 'B' Award Assessor, then a TID recommendation removes the requirement for a separate pre-assessment before the Learner Umpire can apply for the 'B' Award practical assessment.
6. If neither of the 'C' Award Assessors are accredited 'B' Award Assessors, then a Learner Umpire identified as TID potential, will be required to pass a practical pre-assessment before they may apply to take the 'B' Award assessment. In addition the Learner Umpire shall have a relevant pass mark on the fitness test.
7. A Learner Umpire taking a practical assessment **cannot** in any circumstances be awarded a pass at a higher level than the level at which they are being assessed i.e. a Learner Umpire taking the 'C' Award practical assessment can only gain the 'C' Award on that particular assessment. The reason for this restriction is that the appointed Assessors may not be accredited to assess at 'B' Award level and the game may not be of an adequate standard.
8. A pass in the theory assessment is valid for two (2) or 4 years depending on the level of the pass (If the assessment pass is out of validity, the Learner Umpire will have to;  
a) re-take the theory assessment and b) pass a pre practical assessment before they can apply to take the 'B' Award practical assessment.

### **TID at 'B' to 'A' Award level defined EX.AB (Exceptional Ability)**

Essentially, the same pathway will apply to any Learner Umpire identified by the Assessors as having TID potential when taking the 'B' award practical assessment:

1. A Learner Umpire who achieved a score of 80% (the pass mark for the 'A' Award) or above in the theory assessment will not have to take the theory assessment again before applying for the 'A' Award practical assessment, providing the pass is within validity.
2. These Learner Umpires will be required to pass the required level of fitness test.
3. One of the 'B' Award Assessors must be an accredited 'A' Award Umpire.
4. The Assessor(s) can recommend that the Learner Umpire apply to take the 'A' Award practical assessment without the constraint of the normal 12 month waiting period.

5. It is for each Member Country to determine:-
  - a) The definition of an 'Exceptional Ability' Learner Umpire
  - b) Whether any higher Member Country internal approval procedure applies
6. Exceptional Ability learners will not have to undergo a further practical pre-assessment
7. Other TID Learner Umpires will be required to pass a practical pre-assessment after the minimum qualifying period before they may apply to take the 'A' Award practical assessment
8. If the pre-assessment pass is no longer valid the Learner Umpire must:-
  - a) Re-take the theory assessment
  - b) Pass another pre-assessment before they can apply to take the 'A' Award practical assessment.
9. All queries regarding the implementation of the TID pathway should be referred to the individual Member Country.
10. Anyone who has been identified because of their practical ability, may not need to attend the relevant course but will be required to maintain a log book (see appendix) which will be verified prior to the assessment. The assessment will be arranged as soon as possible but definitely within six (6) months of the Learner Umpire being identified. The Learner Umpire will be required to pass the fitness test within 6 weeks of the date of the practical assessment.
11. This process will apply from C Award to B Award and from B Award to A Award.
12. Each Member Country shall identify, train and nominate their own Talent Identifiers

### **Paperwork/Results/Finance – All Awards**

1. Each appointed Assessor must be provided with the appropriate Learner Assessment Report and key performance paperwork for each Learner Umpire being assessed.
2. The Lead Assessor must be provided with an extra Learner Report Form for each Learner Umpire
3. The Learner Assessment Reports must be returned to the Assessment Organiser within one week of the practical assessment
4. The Assessment Organiser shall record the result as directed by the Member Country and send it to the appropriate personnel responsible within the agreed time-frames e.g.:-
  - i) C Award –monthly,
  - ii) B Award – monthly,
  - iii) A Award – immediately
5. Pass certificates/badges will be distributed to the Learner Umpire(s) according to the organisation of the Member country
6. Up to date records of qualified umpires shall be made available to other Member Countries upon request (while adhering to the Member Country data protection guidelines) e.g. when validating an Umpire qualification if he/she has moved country and intends to umpire within that Member country

7. Member Countries shall notify NETG in writing or electronically of any Talent Identified Umpires both TID and EX.AB; such notification shall be given within two weeks following the practical assessment
8. All Learner Umpire pre-assessment and assessment fees shall be charged according to the organisation of the Member Country
9. All Assessor fees and expenses shall be agreed and paid according to the organisation of the Member Country

### **Recognition as a Netball Europe Umpire**

Currently, Netball Europe do not have a recognised formal process for the reassessment/endorsement of the C or B Award qualified umpires. However, umpires may seek guidance from their Member Country for direction and support.

1. An Umpire may retain recognition as an 'A' Award Umpire by submitting an application for re-assessment. This application must be submitted prior to the fourth year expiry.
2. Recognition re-assessments shall be made according to the organisation of the Member Country
3. Following a successful assessment, the Umpire's recognition is confirmed and will be considered 'current' for four years from the date of passing the reassessment

# APPENDIX

## **NE OFFICIATING AWARDS GUIDELINES FOR U18 ACCREDITED UMPIRES**

1. These Guidelines require all Member Countries to comply in full with all applicable country specific safeguarding procedures and processes for young persons under the age of 18. This includes travel and accommodation.
2. The minimum age for Learner Umpires to attend an accredited NE 'C' Award course is 13 years
3. The minimum age for taking the 'C' Award practical assessment is 14 years (they can pass the theory assessment and the practical pre-assessment before they are aged 14).
4. If they pass the 'C' Award Practical Assessment, they receive accreditation as a NE 'C' Award umpire but the following restrictions apply until they reach their 16th Birthday:
  - they may only umpire matches up to U17 level
  - they may not umpire matches with over 18's participating
  - they may not umpire mixed sex matches
  - separate changing and toilet facilities are to be provided
5. U16 accredited umpires who hold the NE 'C' Award may progress along the 'B' Award pathway but may not take the 'B' Award practical assessment until they reach their 16th Birthday.
6. U18 accredited umpires who hold the NE 'B' Award may progress along the 'A' Award pathway but may not take either the 'A' Award Practical pre- assessment or the practical assessment until they reach their 18th Birthday.
7. An 'A' pass achieved by U16's in the combined B/A Award theory assessment when going for the 'B' Award is valid for the 'A' Award pathway (the validity is 4 years from the date of the theory assessment).
8. The TID pathway does not apply to NE accredited umpires under the age of 18.
9. These Guidelines, which has been drafted following outline discussions with INF, were submitted for discussion and ratification at the NE Council meeting in June 2014.
10. These Guidelines are effective from 1st July 2014.



## **PERFORMANCE GRADES AND UMPIRE COMPETENCIES**

### **SECTION 1 – POSITIONING AND TIMING**

| <b>grade</b> | <b>POSITIONING AND TIMING – the performance grades</b>   |
|--------------|--|
| 1            | Consistently related well to the play  |
| 2            | Mostly related well to the play  |
| 3            | Sometimes related well to the play; increased consistency desirable                                  |
| 4            | Varies; often not related to the play = <b>Not Yet Met Criteria (NYMC) for all Award Assessments</b> |

| <b>1.1</b> | <b>POSITIONING AND TIMING - the Competencies</b>   |
|------------|--|
| 1.1.1      | Kept level with, or slightly ahead of, play, including restarting play, with constant re-positioning as appropriate  |
| 1.1.2      | Accurately read the play and moved and positioned accordingly  |
| 1.1.3      | Was able to hold position on the side line whenever necessary  |
| 1.1.4      | Correctly timed movement to goal line in relation to play  |
| 1.1.5      | On the goal line, positioned appropriately near to the post  |
| 1.1.6      | When necessary was able to cut across the corner of side/goal line (as long as this was done at speed and did not interfere in any way with the players when moving to and from the goal line) |
| 1.1.7      | Readjusted position quickly when play changed direction or pace, including along the goal line   |
| 1.1.8      | In position to give accurate Throw In decisions and to be able to conduct a Toss up as the nearer umpire   |
| 1.1.9      | Covered the full area of control using a variety of foot movements   |
| 1.1.10     | Used a clear change of pace whenever necessary, including restarting play after a goal is scored   |

### **SECTION 2 – VISION**

| <b>grade</b> | <b>VISION – the performance grades</b>   |
|--------------|--|
| 1            | Consistently related well to play  |
| 2            | Mostly related well to play  |
| 3            | Sometimes related well to play; increased consistency desirable                                  |
| 4            | Varies; often not related to play = <b>Not Yet Met Criteria (NYMC) for all Award Assessments</b> |

| <b>2.1</b> | <b>VISION - the Competencies</b>   |
|------------|--|
| 2.1.1      | Maintained a wide angle of vision and displayed a knowledge of where and when to look, and what to look for                                |
| 2.1.2      | Looked early, often and long to the goal circle  |
| 2.1.3      | Looked towards the goal circle when play comes into the goal third   |
| 2.1.4      | Used forward vision when play is coming back up court  |
| 2.1.5      | Read the pace and patterns of play and used this information in own movement and positioning plus how, when and where to support co-umpire |

### **SECTION 3 – GAME MANAGEMENT AND PROTOCOLS**

| <b>grade</b> | <b>GAME MANAGEMENT – the performance grades</b>   |
|--------------|---|
| 1            | Applies and maintains high standards and effective tone; protocols applied correctly:<br>Maintains a high level of fitness and concentration for the duration of the game |
| 2            | Mostly ensures good control and tone & protocols correct; only occasional errors:<br>Maintains a good level of fitness and concentration for the duration of the game     |

|   |   |
|---|---|
| 3 | Generally maintains acceptable standards in all areas; increased consistency desirable:<br>Maintains an acceptable level of fitness and concentration for the duration of the game<br>= Not Yet Met Criteria (NYMC) for A and B Award Assessments |
| 4 | Varies; players sometimes unsure of requirements:<br>The level of fitness and/or concentration shown is below an acceptable level<br>= Not Yet Met Criteria (NYMC) for C Award Assessments  |

|            |  |
|------------|--|
| <b>3.1</b> | <b>CONTROL AND DISCIPLINE - the Competencies</b>   |
| 3.1.1      | Reacted quickly and appropriately to happenings on court – this includes re-positioning, playing advantage, penalising infringements and dealing with indiscipline |
| 3.1.2      | Correctly applied the penalty for breaking the rules when the game is not in progress  |
| 3.1.3      | Correctly determined actions and infractions which are contrary to the spirit of the game, including the deliberate delaying of play                               |
| 3.1.4      | Dealt quickly and appropriately with disputes with an Umpire, including dissent  |
| 3.1.5      | Dealt appropriately with persistent and/or deliberate infringements, especially around the edge of the circle, by the same player                                  |
| 3.1.6      | Dealt quickly and correctly with inappropriate play and/or behaviour   |
| 3.1.7      | Applied the correct procedures for giving a warning / suspension / ordering off  |
| 3.1.8      | Enhanced control of the game by using an appropriate manner and tone of voice  |
| 3.1.9      | Applied correct procedures to maintain control of team officials, team benches and court conditions  |

|            |   |
|------------|---|
| <b>3.2</b> | <b>FITNESS AND CONCENTRATION - the Competencies</b>   |
| 3.2.1      | Was able to keep up with play, including restarting play, for the duration of the game                |
| 3.2.2      | Maintained speed, endurance and recovery throughout the game  |
| 3.2.3      | Maintained focus and concentration for the duration of the game                                       |
| 3.2.4      | Showed the same level of concentration and application of the Rules when play is coming back up court |

## **SECTION 2 – APPLICATION**

| <b>SECTION 4 – CONTACT</b> |   |
|----------------------------|---|
| <b>grade</b>               | <b>CONTACT – the performance grades</b>   |
| <b>1</b>                   | Understands interference well; applies rule to a consistently high level                                      |
| <b>2</b>                   | Mostly judges interference well; a high number of correct decisions   |
| <b>3</b>                   | Generally rules well; increased consistency desirable   |
| <b>4</b>                   | Varies; inconsistent applications; improvement needed = Not Yet Met Criteria (NYMC) for all Award Assessments |

|            |  |
|------------|--|
| <b>4.1</b> | <b>CONTACT - the Competencies</b>  |
| 4.1.1      | Correctly penalised contact which interfered with an opponent's play in on-the-ball situations                             |
| 4.1.2      | Was able to distinguish between contact which interferes and contact which does not interfere with play: contact v contest |
| 4.1.3      | Correctly adjudicated on simultaneous contact  |
| 4.1.4      | Showed an awareness of contact which interfered with an opponent's play in off-the-ball situations                         |
| 4.1.5      | Was able to correctly determine when a player is causing contact   |

## SECTION 5 – OBSTRUCTION

|              |   |
|--------------|---|
| <b>grade</b> | <b>OBSTRUCTION – the performance grades</b>   |
| <b>1</b>     | Distance and rule applied to a consistently high level  |
| <b>2</b>     | Mostly judged distance and rule well; high number of correct decisions  |
| <b>3</b>     | Generally ruled well; increased consistency desirable   |
| <b>4</b>     | Varies; distance and application of rule needs improvement = <b>Not Yet Met Criteria (NYMC) for all Award Assessments</b> |

|            |  |
|------------|--|
| <b>5.1</b> | <b>OBSTRUCTION - the Competencies</b>                                      |
| 5.1.1      | Was in a good position to judge the defending distance                     |
| 5.1.2      | Correctly judged the defending distance                                    |
| 5.1.3      | Correctly judged the actions of both the defending and attacking player(s) |
| 5.1.4      | Gave correct decisions on obstruction by intimidation                      |

## SECTION 6 – ADVANTAGE

|              |  |
|--------------|--|
| <b>grade</b> | <b>ADVANTAGE – the performance grades</b>  |
| <b>1</b>     | Applied at a consistently high level to enhance play   |
| <b>2</b>     | Mostly applied well; high number of correct applications   |
| <b>3</b>     | Generally applied well; increased consistency desirable  |
| <b>4</b>     | Applied inconsistently – or, for C Award Assessments only, not applied at all = <b>Not Yet Met Criteria (NYMC) for A and B Award Assessments</b> |

|            |  |
|------------|--|
| <b>6.1</b> | <b>ADVANTAGE - the Competencies</b>  |
| 6.1.1      | Demonstrated an awareness that an infringement had occurred and judged when to play advantage and when to stop play and penalise |
| 6.1.2      | Correctly applied advantage in circle play so that the non-offending team is not placed at a disadvantage                        |
| 6.1.3      | Correctly applied advantage in court play so that the non-offending team is not placed at a disadvantage                         |
| 6.1.4      | Enhanced the quality and flow of the game by playing advantage appropriate to the standard of the game                           |
| 6.1.5      | Retained control of the game when playing advantage  |
| 6.1.6      | Called and signalled advantage in relation to the speed of the game  |
| 6.1.7      | Was in a good position to make these decisions   |

## SECTION 7 – MINOR INFRINGEMENTS

| grade | MINOR INFRINGEMENTS – the performance grades   |
|-------|--|
| 1     | Consistently ruled to a high level of accuracy   |
| 2     | Mostly ruled well with only occasional errors  |
| 3     | Generally ruled well but some rules need attention and/or more consistency = Not Yet Met Criteria (NYMC) for A and B Award Assessments |
| 4     | Varies: Inconsistent applications: improvement required = Not Yet Met Criteria (NYMC) for C Award Assessments                          |

| 7.1   | FOOTWORK - the Competencies  |
|-------|--|
| 7.1.1 | Correctly observed the landing foot  |
| 7.1.2 | Correctly penalised footwork infringements   |
| 7.1.3 | Correctly observed simultaneous landings   |
| 7.1.4 | Correctly observed the landing foot being lifted but not grounded before the ball was released |
| 7.1.5 | Correctly penalised late take offs   |

| 7.2   | PLAYING THE BALL - the Competencies                     |
|-------|---|
| 7.2.1 | Correctly applied the rule for what a player MAY do     |
| 7.2.2 | Correctly applied the rule for what a player MAY NOT do |
| 7.2.3 | Correctly applied the “possession” rule                 |
| 7.2.4 | Correctly applied the “short pass” rule                 |
| 7.2.4 | Correctly applied the “over a third” rule               |
| 7.2.5 | Correctly penalised infringements                       |

| 7.3   | ALL OTHER RULES - the Competencies  |
|-------|---|
| 7.3.1 | Correctly applied the relevant rule   |
| 7.3.2 | Was in a good position see any infringements  |
| 7.3.3 | Dealt appropriately with infringements  |
| 7.3.4 | Correctly called and indicated the centre pass and called the score if scorers not provided |
| 7.3.5 | Correctly controlled the Centre Pass  |

## SECTION 8 – COMMUNICATION AND PENALTIES

| grade | COMMUNICATION AND PENALTIES – the performance grades   |
|-------|--|
| 1     | Communication clear and effective; all penalties set correctly   |
| 2     | Communication clear; almost all penalties set correctly  |
| 3     | Communication generally clear; penalties generally set correctly = Not Yet Met Criteria (NYMC) for A and B Award Assessments |
| 4     | Communication varies; some penalties not set correctly = Not Yet Met Criteria (NYMC) for C Award Assessments                 |

|            |  |
|------------|--|
| <b>8.1</b> | <b>COMMUNICATION AND SIGNALS – the Competencies</b>                                      |
| 8.1.1      | Clear whistle and voice  |
| 8.1.2      | Enhanced player communication by the effective use of recommended hand signals           |
| 8.1.3      | Used correct terminology for infringements and penalties                                 |
| 8.1.4      | Communicated appropriately with Table Officials and, when necessary, with Team Officials |

|            |   |
|------------|---|
| <b>8.2</b> | <b>MATCH PROTOCOLS - the Competencies</b>                   |
| 8.2.1      | Correctly dealt with all pre-match procedures and protocols |
| 8.2.2      | For each team, identified the Primary Care person           |

|            |  |
|------------|--|
| <b>8.3</b> | <b>INTERVAL PROTOCOLS - the Competencies</b>                                   |
| 8.3.1      | Correctly applied interval procedures including restarting play on time        |
| 8.3.2      | Dealt appropriately with requests to extend an interval time                   |
| 8.3.3      | Correctly applied the rules for a failure to take the court on time            |
| <b>8.4</b> | <b>INJURY PROTOCOLS - MANAGING STOPPAGES - the Competencies</b>                |
| 8.4.1      | Positioned correctly during stoppages using appropriate protocol procedures    |
| 8.4.2      | Correctly applied stoppage procedures including treatment and rehydration      |
| 8.4.3      | Communicated appropriately with the Table Officials                            |
| 8.4.4      | Correctly restarted play   |
| 8.4.5      | Correctly dealt with any infringements including applying any on-court penalty |

|            |  |
|------------|--|
| <b>8.5</b> | <b>SETTING PENALTIES - the Competencies</b>  |
| 8.5.1      | Gave clear and precise instructions to the players when setting penalties, including 'where' the penalty is to be taken from |
| 8.5.2      | Acted appropriately when a penalty is not taken correctly  |
| 8.5.3      | Correctly managed the Toss-up procedure  |

|            |   |
|------------|---|
| <b>8.6</b> | <b>WORKING WITH CO-UMPIRE - the Competencies</b>  |
| 8.6.1      | Used correct protocols during the game including during all intervals                                       |
| 8.6.2      | Positioned and re-positioned appropriately to support the co-umpire when play is in their half of the court |
| 8.6.3      | Gave correct rulings when appealed to by the other Umpire   |

## DEFINITIONS

|              |   |
|--------------|---|
| CONSISTENTLY | Means that the umpire fully understands the particular rule and/or the relevant techniques and is able to apply it/them correctly and in the same way throughout the Assessment. You are required to assess the ability of the Umpire to be continuous and constant over the full duration of the game but to expect and accept the occasional lapse or error. The umpire should get it right around 90% of the time.   |
| MOSTLY       | Means that the umpire has a good understanding of the particular rule and/or the relevant techniques and is able to apply it/them correctly and in the same way a substantial amount of the time during the Assessment. You are required to assess the ability of the umpire to be able to do this over the full duration of the game. The umpire should get it right around 80% of the time but some lapses and errors are to be expected. For the 'B' and 'C' Awards, this means decisions in the appropriate angle of vision only. |
| GENERALLY    | Means that the umpire has a reasonable understanding of the particular rule and/or the relevant techniques and is able to apply it/them correctly and in the same way for at least two thirds of the time during the Assessment.  |

## CRITERIA FOR PASSING THE AWARDS

| Award | Pass Grade        | Criteria  |
|-------|-------------------|---|
| C     | 24<br>or<br>Lower | Learners must achieve a minimum of grade 3 in all Sections apart from Section 6 - Advantage<br>Learners can have a grade 4 for Section 6 – Advantage but will then need to gain a mark elsewhere.   |
| B     | 21<br>or<br>Lower | Learners must achieve a minimum of grade 2 in three Sections: <ul style="list-style-type: none"><li>• Section 3 - Game Management and Protocols</li><li>• Section 7 - Minor infringements</li><li>• Section 8 - Communication and Penalties</li></ul> and a minimum of grade 3 in the remaining five Sections         |
| A     | 18<br>or<br>Lower | Learners must achieve a minimum of grade 2 in six Sections including: <ul style="list-style-type: none"><li>• Section 3 - Game Management and Protocols</li><li>• Section 7 - Minor infringements</li><li>• Section 8 - Communication and Penalties</li></ul> and a minimum of grade 3 in the remaining two Sections. |



**NETBALL**  
Europe

## LEARNER ASSESSMENT REPORT FORM

| LEVEL OF ASSESSMENT           | C AWARD | B AWARD         | A AWARD |
|-------------------------------|---------|-----------------|---------|
| <b>CIRCLE AS APPROPRIATE)</b> |         |                 |         |
| Assessment Date:              |         | UMPIRE NAME:    |         |
| VENUE:                        |         | Affiliation No. |         |
| ASSESSOR 1 Name               |         | Town            |         |
| Signature                     |         | County          |         |
| AFFILIATION NGB:              |         | Region          |         |
| ASSESSOR 2 Name               |         | Country         |         |
| Signature                     |         | Telephone       |         |
| AFFILIATION NGB:              |         | E-Mail          |         |
| ASSESSOR 3 Name               |         |                 |         |
| Signature                     |         | Signature       |         |
| AFFILIATION NGB:              |         |                 |         |

| COMPETENCY                          |                    | PERFORMANCE GRADE |
|-------------------------------------|--------------------|-------------------|
| <b>TECHNIQUES</b>                   |                    |                   |
| Position and Timing                 |                    |                   |
| Vision                              |                    |                   |
| Game Management and Protocols       |                    |                   |
| <b>APPLICATIONS</b>                 |                    |                   |
| Contact                             |                    |                   |
| Obstruction                         |                    |                   |
| Advantage                           |                    |                   |
| Minor Infringements                 |                    |                   |
| Communication and Penalties         |                    |                   |
| <b>DELETE/CIRCLE AS APPROPRAITE</b> | <b>PASS / NYMC</b> | <b>Total</b>      |

**FEEDBACK (Complete as appropriate)**

**Areas of Strength**

**Areas for  
Development**

**Actions**

**NETBALL EUROPE UMPIRING AWARDS**  
**TALENT IDENTIFICATION (TID) AND EXCEPTIONAL**  
**ABILITY (EX.AB) UMPIRE DEVELOPMENT**  
**THE TID/EX.AB PROCESS DOCUMENT**

**TID Criteria.**

|                     |   |   |
|---------------------|---|---|
| <p><b>Award</b></p> | <ul style="list-style-type: none"> <li>• All Learners to successfully complete “Introduction to Officiating” education, then attend an accredited “Rules in Action” education course and pass a Written Assessment paper before applying to take the Practical Assessment.</li> <li>• All Learners to pass a fitness Assessment before they can apply to take the Practical Assessment (currently level 4.1 although member countries can specify a higher level).</li> <li>• A Learner cannot be awarded a Pass at a higher level than the level at which they are being Assessed i.e. a Learner taking the ‘C’ Award Practical can only gain the ‘C’ Award on that particular Assessment. One reason for this restriction is that the appointed Assessors may not be accredited to Assess at ‘B’ Award level: another is that the current Awards pathway does not allow Learners to bypass a lower Award. The current policy will be reviewed at a future date.</li> <li>• The standard of the game must also be appropriate for the Award level being Assessed.</li> </ul> | <ul style="list-style-type: none"> <li>• The Written Assessment pass mark for the new style ‘C’ award paper is a score of 24/30 (80%) – a pass in both Sections is required.</li> <li>• A pass in the Written Assessment is valid for two (2) years from the date of the Assessment.</li> <li>• If a Learner taking the ‘C’ Award Practical Assessment is identified by Assessors as having TID potential **, the Assessors can recommend that they apply to take the ‘B’ Award Written Assessment at the next opportunity (the Written Assessment must be passed before they can take the Practical Assessment). The Assessors must take into account the skill and pace level of the Assessment game before making a TID recommendation.</li> <li>• The Written Assessment must be taken and passed at the next available opportunity: the Learner will be required to pass a Practical pre-Assessment if there is any delay in re-taking the Written Assessment i.e. if, for whatever reason, it is not taken at the next opportunity.</li> <li>• The definition of ‘next opportunity’, however, must allow for appropriate preparation time (as a guide, this should be a minimum of six weeks).</li> <li>• Providing at least one of the Assessors is an accredited ‘B’ Award Assessor, then a TID recommendation removes the requirement for a separate Practical pre-Assessment before the Learner can apply to take the ‘B’ Award Practical Assessment. The Learner can apply to take the Practical Assessment as soon as they have passed the Written Assessment.</li> <li>• If neither of the Assessors are accredited ‘B’ Award Assessors then a Learner identified as TID potential will be required, once they have passed the Written Assessment, to pass a Practical pre-Assessment before they can apply to take the ‘B’ Award Practical Assessment.</li> <li>• A Learner identified as having TID potential does not need to attend an accredited ‘B’ Award education course before proceeding along the above pathway.</li> <li>• ** The AWG definition of this process is given below</li> </ul> |
|---------------------|---|---|

**Talent Identification Development (TID)** – this is a ‘fast track’ process whereby Learners taking the ‘**C** Award Practical Assessment’ who achieve the equivalent of an ‘exceptional level pass’ are, subject to the status of the ‘C’ Award Assessors, given exemption from having to successfully complete the following elements of the ‘B’ Award Assessment pathway: a) attending a ‘B’ Award education course and b) passing a Practical pre-Assessment. They will be required to pass the Written Assessment and the fitness Assessment.

However, TID potential is not just about the pass mark gained: it is much more about the practical ability showed by the Learner during their ‘C’ Award Practical Assessment that will enable them to proceed more rapidly to ‘B’ Award level. This level of practical ability will be manifest in some of the criteria given below in the definition of EX.AB (exceptional ability).

| Award level | EX.AB Pathway | EX.AB Criteria |
|-------------|---------------|----------------|
|-------------|---------------|----------------|

|                       |   |  |
|-----------------------|---|--|
| <p><b>B Award</b></p> | <ul style="list-style-type: none"> <li>• All Learners to pass a Written Assessment paper before applying to take the Practical Assessment.</li> <li>• All Learners to pass a fitness Assessment before they can apply to take the Practical Assessment (currently level 5.1 although member countries can specify a higher level).</li> <li>• A Learner taking the Practical Assessment cannot be awarded a Pass at a higher level than the level at which they are being Assessed i.e. a Learner taking the 'B' Award Practical can only gain the 'B' Award on that particular Assessment. One reason for this restriction is that the appointed Assessors may not be accredited to Assess at 'A' Award level: another is that the current Awards pathway does not allow Candidates to bypass a lower Award. The current policy will be reviewed at a future date.</li> <li>• The standard of the game must also be appropriate for the Award level being Assessed.</li> </ul> | <ul style="list-style-type: none"> <li>• The Written Assessment pass mark for the 'B' Award is a score of approximately 65% - a pass in both Sections is required.</li> <li>• A Learner who achieves a score of 80% (the pass mark for the 'A' Award) or more in the Written Assessment does not have to take the Written Assessment again before applying for the 'A' Award Practical Assessment.</li> <li>• A pass in the Written Assessment is valid for either two (2) or (4) years from the date of the Assessment depending on the level of Pass achieved ('B' = two years and 'A' = four years).</li> <li>• If a Learner taking the 'B' Award Practical Assessment is identified by Assessors as having TID potential, the Assessors can recommend that they apply to take the 'A' Award Practical Assessment after the minimum qualifying period: this is normally 12 months from the date of passing the 'B' Award but could be less for an EX.AB (exceptional ability) Learner (see below for a definition of exceptional ability). The Assessors must take into account the skill and pace level of the Assessment game before making an EX.AB recommendation.</li> <li>• Providing at least one of the Assessors is an accredited 'A' Award Assessor, then an EX.AB recommendation removes the requirement for a separate Practical pre-Assessment before the Learner can apply to take the 'A' Award Practical Assessment.</li> <li>• If neither of the Assessors are accredited 'A' Award Assessors then a Learner identified as having EX.AB potential will be required to pass a Practical pre-Assessment before they can apply to take the 'A' Award Practical Assessment.</li> <li>• A Learner taking the 'B' Award Practical Assessment who is identified by the Assessors as having EX.AB potential but who did not achieve the 'A' Award Pass mark in the Written Assessment will have to re-take the Written Assessment before they can apply to take the 'A' Award Practical Assessment. They will not need to have a separate Practical pre-Assessment providing a) that at least one of the 'B' Award Assessors is an accredited 'A' Award Assessor (see above) and b) the requisite level pass in the Written Assessment is achieved at the next available opportunity to take the Written Assessment (bearing in mind that there will only be three opportunities per calendar year to take it).</li> </ul> |
|-----------------------|---|--|

|                         |  |   |
|-------------------------|--|---|
|                         |  | <ul style="list-style-type: none"> <li>The Learner will be required to pass a Practical pre-Assessment if there is any delay in re-taking the Written Assessment i.e. if, for whatever reason, it is not taken at the next opportunity.</li> <li>The definition of 'next opportunity', however, must allow for appropriate preparation time (as a guide, this should be a minimum of six weeks).</li> </ul>   |
| <b>Award level</b>      | <b>EX.AB Pathway</b>   | <b>EX.AB Criteria</b>   |
| <b>A Award</b>          | <ul style="list-style-type: none"> <li>All Learners to pass a Written Assessment paper before applying to take the Practical Assessment.</li> <li>All Learners to pass a fitness Assessment before they can apply to take the practical Assessment (currently level 6.1 although member countries can specify a higher level).</li> <li>The standard of the game must also be appropriate for the Award level being Assessed.</li> </ul> | <ul style="list-style-type: none"> <li>The Written Assessment pass mark for the 'A' award is a score of 80% - a pass in both Sections is required.</li> <li>A Learner who achieves a score of 80% or more in the Written Assessment when going for their 'B' Award does not have to take the Written Assessment again before applying for the 'A' Award Practical Assessment providing it is within validity.</li> <li>A pass in the Written Assessment at 'A' Award level is valid for four (4) years from the date of the Assessment.</li> <li>A Learner taking the 'B' Award Practical Assessment who is identified by the Assessors as having EX.AB potential will not need to have a separate Practical pre-Assessment for the 'A' Award Practical Assessment providing that at least one of the Assessors is an accredited 'A' Award Assessor: the EX.AB recommendation removes the requirement for a separate pre-Assessment before the Learner can apply to take the 'A' Award Practical Assessment.</li> <li>If neither of the Assessors are accredited 'A' Award Assessors then a Learner identified as having EX.AB potential will be required to pass a Practical pre-Assessment before they can apply to take the 'A' Award Practical Assessment.</li> </ul> |
| <b>Award level</b>      | <b>EX.AB Pathway</b>   | <b>EX.AB Criteria</b>   |
| <b>Beyond 'A' Award</b> | <ul style="list-style-type: none"> <li>This pathway is for Learners who are identified as having EX.AB potential whilst taking their 'A' Award Practical Assessment.</li> <li>Learners proceeding along this pathway will be required to pass a further fitness Assessment at an appropriate level at some stage.</li> </ul>   | <ul style="list-style-type: none"> <li>It is envisaged that some member countries may wish to pursue a development pathway for Learners who are identified as having EX.AB potential whilst taking their 'A' Award Practical Assessment.</li> <li>The AWG recognises the need for such a development pathway but are recommending, for the time being at least, that member countries determine and implement their own pathway policy and criteria for these exceptional ability Learners.</li> </ul>  |

| Award level | EX.AB Pathway  | EX.AB Criteria   |
|-------------|--|--|
| EX.AB       | <ul style="list-style-type: none"> <li>• Beyond TID: definition of 'exceptional ability' (EX.AB).</li> <li>• This is an Assessor recommendation one ability level higher than a TID pathway recommendation made at 'C' Award Practical Assessment level.</li> <li>• It can be made on both a 'B' Award Practical Assessment and an 'A' Award Practical Assessment</li> <li>• It is envisaged that such recommendations will be few and far between, particularly at 'A' Award Assessment level.</li> </ul> | <ul style="list-style-type: none"> <li>• The definition of 'exceptional ability' recommended by the Awards Working Group (AWG) is given below but</li> <li>• It is for Member Countries to decide a) what defines an 'exceptional ability' Learner (EX.AB) and b) whether any higher internal approval procedure applies</li> <li>• For example, in England Netball, the approval of the Officiating Manager together with, if necessary, nominated persons from the EN TID team, will be required for a Learner to take the 'A' Award Practical Assessment within 12 months of gaining the 'B' Award.</li> <li>• EX.AB Learners will be required to pass the fitness Assessment at an appropriate level before proceeding to take the next level Practical Assessment.</li> </ul> |

**EX.AB - The AWG definition of 'Exceptional Ability' in the context of a Learner Umpire taking either the 'B' Award or 'A' Award Practical Assessment**

During the Practical Assessment (**on a suitable standard game**), the Learner has:

- *Applied the Match Protocols correctly and consistently*
- *Showed an ability to read the play correctly and consistently*
- *Used this information in their movement, positioning and re-positioning, particularly in the timing of moves to and from the goal line*
- *Applied the Obstruction and Contact rules correctly and consistently with very few errors*
- *Enhanced the game by the correct and consistent application of the Advantage rule*
- *Dealt quickly and correctly with any discipline issues*
- *Maintained concentration and an appropriate change of pace around the court for the duration of the game*
- *Showed an 'aura' or 'presence' around the court in an unobtrusive way together with the ability to empathise with the Players, Match Officials and co-Umpire*

## NE UMPIRING AWARDS – REVISED PROCEDURE FOR THE INVOICING AND PAYMENT OF LEARNER FEES

1. Netball Europe (NE) implemented an Awards Fee scheme on 1st January 2014 for Learners applying to take one of the NE Umpiring Awards.
2. The development, administration and review of the Awards scheme incurs costs and it is appropriate to require Learners to contribute to that expenditure.
3. **It is also fundamental to the introduction of this fee scheme that some of the revenue generated will be used for the future development of NE Officiating:** for example a) to cover the expenses that will be incurred with the implementation of the revised UAP/ITP QA Appraisal process from March 2015 and b) for the management of the planned NE umpire development programme that will be implemented on 1st September 2015.
4. The introduction of a Learner fee was approved in principle by Council in June 2013 in Belfast: this notice details how the revised fee scheme will operate with effect from 1st July 2015.
5. The fee payable is **£10** per Learner for the C Award and **£20** per Learner for the B and A Awards.
6. **C Award** - the appropriate fee is incurred as follows:
  - When the Learner **takes** the **Practical Assessment**
  - Whenever the Learner **re-takes** the Practical Assessment having NYMC on the earlier Assessment(s)
  - The NE Learner fee of £10 will be collected at local level (under arrangements to be implemented by each member country)
7. Member Countries are required to send returns of C Award Learner numbers to the NE Director of Officiating (DO) at six (6) monthly intervals commencing in March 2015: this information should be sent by email by 31st March to Alan Anderson at [aga.1@btinternet.com](mailto:aga.1@btinternet.com) and copied to the Finance Director, Jessica Totterdale at [Jessica\\_Totterdale@ck-mail.com](mailto:Jessica_Totterdale@ck-mail.com) using the attached revised **Form**.
8. The NE Finance Director will then invoice member countries with the appropriate fee payable.
9. The DO reserves the right to request supporting information from member countries for any of the returns submitted.
10. **B and A Awards** - The appropriate fee is incurred as follows:
  - When the Learner **takes** the **B/A Written Assessment**
  - Whenever the Learner **re-takes** the B/A Award Written Assessment having either not gained a Pass or who wishes to re-take the Assessment in order to progress further along the relevant Award pathway
  - The B/A Written Assessment is managed by EN on behalf of NE and a separate Assessment administration fee will be charged by EN, payable by Learners when they apply to take the Assessment
11. Immediately after the date of each B/A Assessment, EN and NE know the actual number of Learners who sat the paper (which may be different from the number of Learners who applied to take the Assessment): there is, therefore, no need to require member countries to fill in a returns form.
12. Instead, once the results of each Assessment are **published** (the kpi is no later than 8 weeks following the date of the Assessment), **NE will invoice member countries for the Fees due.**

13. All Invoices will be in the currency of £ sterling and sent out in accordance with the example timescales set out in notes 14 and 15 below: Invoices are payable on 21 day terms.
14. As an example (C Award), Invoices for the C Award Learners who took the Practical Assessment during the period 1st September 2014 to 28th February 2015 will be sent out to member countries by 10th April 2015 and are payable by 30th April 2015.
15. As an example (B/A Award), invoices for the November 2015 Assessment will be sent out between 31st December 2015 and 10th January 2016 and are payable 21 days thereafter.
16. All queries regarding Learner fees are to be sent in the first instance to the DO who will liaise with the NE Finance Director as appropriate.

***AA/Issue 2 dated 8th February 2015***

## B/A THEORY ASSESSMENT ASSISTANCE GUIDELINES

This document is designed to offer assistance to the Umpire and/or the Mentor when preparing for the B/A theory assessment. Always make sure that you have had some experience of past papers and an awareness of the scoring levels for each award.

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### SECTION 1

This section allows you to show your knowledge of the Rules Book – so *know the Rules & the wording/phrasing used in the Rules Book*

**PART 1** - ALWAYS state the rule infringed i.e. playing the ball/contact/over a third/scoring a goal (Do not use terminology like 'breaking' when the rule is 'positioning of players for the start of play')

**PART 2** – Penalty is always – free pass/penalty pass/penalty pass or shot/throw in/toss up  
ALWAYS state the naughty player if a penalty – i.e. penalty pass against the blue WD

**PART 3** - DO NOT write 'opposing team' – use red or blue in each case with 'who' is the penalty to i.e. red/blue player allowed in the area (state GS/GA or GK/GD if in the shooting circle)

**PART 4** - ALWAYS state where the red/blue player was standing when .....happened i.e.

- where the blue WD was standing when she contacted OR
- where the C went into the shooting circle OR
- at the point on the goal line where the GK was out of court

NEVER just say 'where the infringement occurred'

IF all is ok and no infringement occurred – state NO ACTION this will gain you a mark anyway

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### SECTION 2

This section will expect you to have a knowledge of advantage and will also expect you to have knowledge about discipline

**PART 1** – ALWAYS state the rule (s) infringed i.e. contact/discipline/setting penalties/offside/late arrivals

**PART 2** – ALWAYS state the penalty i.e. free pass/penalty pass/ penalty pass or shot/throw in/toss up and also state **OR** play advantage (many answers in this section will expect to have the advantage possibility) who it is against and who it is to i.e. play advantage or award a free pass to the red team

**PART 3** – STATE your reason for coming to the above conclusion – consider some of these:-

- the umpire must consider the position of the other players/
- the umpire must consider if the GS/GA is balanced to make a pass or to shoot/are other players available to receive a pass/has the post been moved

AND then you can say OR play advantage because of.....

- OR penalise - name the penalty awarded. If you name the penalty awarded say where it should be taken.

Always reference separate rules within one answer separately in this section

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Learn the INF Rules Book index 1 – 21 and the title of the Rule i.e. Rule 1 = equipment Rule 2 = duration of game Rule 3 officials Rule 4 = the team etc. List them when you go into the assessment and it will help you to identify what rule to quote when naming the infringement (and you won't be tempted to use 'loose/incorrect' terminology i.e. breaking)

Make sure that you know areas of the Rule Book that happen less frequent to you in club league matches and what drops from these i.e. Rule 19 – discipline Rule 20 – warning, suspension & ordering off and Rule 21 Failure to take the court

Always read the paper before starting the questions in that section – use a highlighter to pull out any key words i.e. ‘hits’ ‘collides’ ‘out of court’ ‘deliberately’ ‘incorrect’ ‘immediately’ ‘must’ ‘may’ (this should take about 10 minutes)

Always take scrap paper to write on

Draw a couple of blank courts– this helps you to focus on umpiring and not just answering the question.

Allow approx. 35 minutes for each of section 1 & allow 40 minutes for section 2

You should have approximately 5 minutes at the end to check the paper to make sure that you have completed all pages and answered all questions – always answer