



REFEREE ACCREDITATION FRAMEWORK

2021

ABSTRACT

This Referee Accreditation Framework has been developed to articulate the system coming into effect from January 2021 and as a reference document for official in the system.

Volleyball Australia

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Preface

Officiating levels and the role of the referee has grown over the years through work of previous Volleyball Australia Referee's Committees. Through specific measures at major junior and senior events the number of refereeing opportunities has grown, especially within 'Indoor' volleyball. However, with an identified need to both introduce better methods/means for officials to develop and to provide a system to better cater for Beach Volleyball and Para Volleyball an updated framework for officiating was required.

In implementing an updated accreditation framework, Volleyball Australia is aiming to create contemporary and readily accessible resources to support referee development. Volleyball Australia acknowledges that officiating is one of the cornerstones of the volleyball participant's experience at all levels, creating an environment for enjoyment, safety, development, and performance.

This framework has been produced from Volleyball Australia's referee education and development program and represents a component of Volleyball Australia's commitment to the education and development of all Volleyball referees in Australia. It has been modified to provide the fundamentals in a clear and simple format as a starting point for new and early career referees. The material is designed to be a reference point for the referee. This framework represents a major change in the way that referee education and accreditation are represented in Volleyball Australia's whole of sport planning.

Volleyball Australia agrees and adopts FIVB's philosophy of refereeing:

"It is quite untrue that refereeing consists of no more than conducting a match by using the Rules of the Game as the basis for all the decisions, because refereeing cannot be the mechanical or automatic application of the Rules. Great competence is required. Such competence is acquired through individual, personal experience, by participation in volleyball events over the years, with the referee realizing that he/she is not an outsider but an integral part of the game. Therefore, he/she cannot carry out his/her tasks by just looking for faults in teams' and players' techniques or behavior and applying the corresponding sanction. This would be a very incorrect way of refereeing. On the contrary, he/she must be an expert and a friend, working for the game and with the players. Only if it is absolutely necessary, will he/she make a negative decision."

- FIVB Refereeing Guidelines and Instructions 2017.

Volleyball Australia recognises the valuable and tireless contribution that referees, line judges, scorers, and all officials play in the sport of Volleyball. We have taken into consideration how to best place a referee framework to ensure we continue to produce excellent referees at all levels and provide a clear and visible entry point for people just starting or wanting to continue along the referee pathway. As such, creating, maintaining, and conducting an effective education program supported by relevant and contemporary resources are essential to the future of the sport within Australia.

Volleyball Australia

**Please note that the term officiating and refereeing are used in the same context throughout this document.*

General Information

1.1 Volleyball Australia (VA)

Volleyball Australia Limited, established in 1963, is the peak body for the administration of the sport of volleyball in Australia. Volleyball Australia's primary strategic mission:

"To lead, partner and support the growth in participation, performance and profile of Volleyball in Australia."

The objects for which Volleyball Australia is established and maintained are to:

- conduct, encourage, promote, advance, standardise, control, and administer all forms of the sport of volleyball in and throughout Australia as a Interpersonal endeavour
- provide for the conduct, encouragement, promotion, and administration of the sport of volleyball through and by various Member States or other organisations for the mutual and collective benefit of the Members and the sport of volleyball
- act in good faith and loyalty to ensure the maintenance and enhancement of the Company and volleyball, its standards, quality, and reputation for the collective and mutual benefit of the Members and the sport of volleyball
- at all times operate with, and promote, mutual trust and confidence between the Company and the Members in pursuit of these objects
- at all times to act on behalf of, and in the interests of, the Members and the sport of volleyball
- promote the economic and sporting success, strength and stability of the Company and each Member State and to act interdependently with each Member State in pursuit of these objects

1.2 Affiliated Member States

Volleyball ACT
Volleyball New South Wales
Volleyball Northern Territory
Volleyball Queensland
Volleyball South Australia
Volleyball Tasmania
Volleyball Victoria
Volleyball Western Australia

Volleyball Australia through its State and Territory Associations aims to improve the standard of Volleyball, Beach Volleyball, and Para Volleyball officiating by providing a structured pathway for Volleyball official education and development. To help participants achieve the requirements for this, Volleyball Australia has designed this Referee Accreditation Framework.

1.3 Volleyball Australia Referee Committee (VARC)

The Volleyball Australia Referee Committee (VARC) is an authorised administration body of Volleyball Australia. Its role is to provide leadership and direction to Volleyball Australia's officials and programs through the following three (3) pillars

- Pathways
- Technical
- Education

The full outline of the VARC and associated Terms of Reference can be found on the Volleyball Australia website.

1.4 Copyright Information

The copyright on the design and content of this framework and associated courses lies solely with Volleyball Australia.

1.5 Provider Arrangements

Only Volleyball Australia and its associated and affiliated State and Territory bodies have permission to deliver the courses outlined in this framework.

All other bodies are required to make a written submission to affiliate State and Territory bodies before any such delivery could occur. All submissions will be entertained and assessed on the merit of their application.

1.6 Insurance

Volleyball Australia maintains a comprehensive insurance policy. This policy covers Public Liability (\$20 Million) and Professional Indemnity (\$5 Million) for all members, accredited officials, volunteers, coaches, staff and executives.

All participants must be registered members of their local State/Territory Volleyball Association prior to accreditation being granted to ensure adequate insurance cover. This membership must be maintained annually whilst the participant is still actively refereeing.

1.7 Access and Equality

To promote inclusion and equality, all Volleyball Australia courses will:

- Endeavour to provide flexibility in delivery and assessment tasks for all participants and ensure opportunity to complete the course requirements

1.8 Program Outline

Program Name	Program Outline	Target Officiating Level
Volleyball Australia Level 1 Referee Accreditation	<ul style="list-style-type: none"> • Four (4) hours online course work • Online Assessment Quiz 	Junior Club and School competitions, Social Community Competitions, AVSC, AJVC, ABVSC and AJBVC
Volleyball Australia Level 2 Referee Accreditation	<ul style="list-style-type: none"> • 4 hours face to face course work • Sport AUS Community Officiating General Principles online course • Sport AUS PBTR (Child Protection, Harassment and Discrimination) online courses • Eight (8) games post course experience • Two (2) practical assessments 	Senior Club, School Honours Level, State Divisional Competitions, State Beach Competitions
Volleyball Australia Level 3 Volleyball Referee Accreditation	<p>* Discipline Accreditation splits at this point</p> <ul style="list-style-type: none"> • Application Process • Sport AUS Advanced Officiating General Principles online course • Sport AUS PBTR “Child Protection” and “Harassment and Discrimination” online courses • Online Assessment Submission • Individual development program prepared and submitted/under review 	State Premier Competitions, National Premier Competitions, Referee Supervisor at VA Events, Referees wanting to progress to AVC Status and eventually FIVB international status
Volleyball Australia Level 3 Beach Volleyball Referee Accreditation		State Beach Opens, National Beach Events, Referee Supervisor at VA Events, Referees wanting to progress to AVC Status and eventually FIVB international status
Volleyball Australia Level 4 Volleyball Referee Accreditation	<ul style="list-style-type: none"> • VARC Invitation Only Process • Sport AUS PBTR “Child Protection” and “Harassment and Discrimination” online courses • Individual Development Plan • Online Assessment Submission • A mature individual development plan with activities incorporating the development and mentorship of other officials. 	Referee Delegates at VA Events, Referees wanting to progress to AVC Status and eventually FIVB international status
Volleyball Australia Level 4 Beach Volleyball Referee Accreditation		Referee Delegates at VA Beach Events, Referees wanting to progress to AVC Status and eventually FIVB international status
AVC / FIVB Volleyball Referee Accreditation	<ul style="list-style-type: none"> • VARC Invitation Only Process • Registration of activity for 3 of 5 years at AVC/FIVB • Attend AVC/FIVB Course; complete theoretical and practical assessment; Attend identified AVC event and complete practical officiating requirement. 	Continental and Zonal International Events
AVC / FIVB Beach Volleyball Referee Accreditation	<ul style="list-style-type: none"> • Nomination to International referee managed by AVC RC • Progression to FIVB nominee lists managed by FIVB R&RC and AVC RC executive • Nb: This is not a VA managed accreditation. 	Continental and Zonal International Beach Events

1.9 Accreditation Process

Below is a step by step guide to the achieve a Volleyball Australia Referee Accreditation.

1. Level 1 Volleyball / Beach Volleyball Referee

A referee is accredited as a Volleyball Australia Level 1 Referee when they successfully attain / complete the following requirements:

- a. The candidate must turn at least 12 years old during the year the accreditation starts
- b. Be a registered member of their State Volleyball Association
- c. Complete the Sport AUS Play by The Rules “Child Protection” And “Harassment & Discrimination” - online courses
- d. Complete the online Volleyball Australia Level 1 Referee course
- e. Agree and sign the Volleyball Australia Officials’ Code of Behaviour (see Appendix A)

2. Level 2 Volleyball / Beach Volleyball Referee

A referee is accredited as a Volleyball Australia Level 2 Referee when they successfully attain / complete the following requirements:

- a. The candidate must turn at least 14 years old during the year the accreditation starts
- b. Be a registered member of their State Volleyball Association
- c. Complete the Sport AUS Play by The Rules “Child Protection” And “Harassment & Discrimination” online courses
- d. The candidate must have a Volleyball Australia Level 1 Referee Accreditation
- e. Complete the Sport AUS Community Officiating General Principles Course
- f. Attend a VA Level 2 Referee course.
- g. Complete at least the minimum number of games post-course:
 - 3 matches as a 1st Referee (1x assessment for competency)
 - 3 matches as a 2nd Referee (1x assessment for competency)
 - 2 matches as a Scorer
 - 2 matches as a Line Judge
- h. Meet the required competencies (see Appendix G) for a Volleyball Australia Level 2 Referee.
- i. Agree and sign the Volleyball Australia Officials’ Code of Behaviour (Appendix A)

3. Level 3 Volleyball Referee or Level 3 Beach Volleyball Referee

The Level 3 accreditation is achieved through a nomination and application process. A referee can be nominated by their State Volleyball Association, Volleyball Australia's Referee Committee, or apply themselves. At Level 3 the accreditation process becomes discipline specific i.e. Volleyball or Beach Volleyball. Individuals can apply for accreditation to both disciplines if they have the necessary requirements listed below.

A referee is accredited as a Volleyball Australia Level 3 Volleyball Referee or Volleyball Australia Level 3 Beach Volleyball Referee when they successfully attain/complete the following requirements:

- a. The candidate must turn at least 16 years old during the year the accreditation starts
- b. Be a registered member of their State Volleyball Association
- c. Complete the Sport AUS Play by The Rules “Child Protection” And “Harassment & Discrimination” online courses
- d. The candidate must have a Volleyball Australia Level 2 Referee Accreditation
- e. Complete the Sport AUS Advanced Officiating General Principles Course
- f. Submit an “Individual Development Plan”
- g. Meet the required competencies (see Appendix G) for a Volleyball Australia Level 3 Referee.
- h. Agree and sign the Volleyball Australia Officials’ Code of Behaviour (Appendix A)

4. *Level 4 Volleyball Referee or Level 4 Beach Volleyball Referee*

The Level 4 accreditation is achieved through a nomination process. A referee can only be nominated by Volleyball Australia's Referee Committee and if they agree they complete an application. The Level 4, like Level 3, is discipline specific i.e. Volleyball or Beach Volleyball.

A referee is accredited as a Volleyball Australia Level 4 Volleyball Referee or Volleyball Australia Level 4 Beach Volleyball Referee when they successfully attain / complete the following requirements:

- a. The candidate must turn at least 18 years old during the year the accreditation starts
- b. Be a registered member of their State Volleyball Association
- c. Complete the Sport AUS Play by The Rules "Child Protection" And "Harassment & Discrimination" online courses
- d. The candidate must have a Volleyball Australia Level 3 Referee Accreditation
- e. Demonstrating the implementation and alignment of activities with their "Individual Development Plan"
- f. Meet the required competencies (see Appendix G) for a Volleyball Australia Level 4 Referee.
- g. Agree and sign the Volleyball Australia Officials' Code of Behaviour (Appendix A)

1.10 Philosophy of Accreditation Framework

VA's philosophy has been formulated in terms of 'technical', 'interpersonal', and 'conceptual' abilities.

a. Technical Ability

Technical ability in the context of officiating includes developing knowledge of the Rules of the Game (inc. Rules of the Game, Refereeing Guidelines and Casebook) and then applying that knowledge, taking into account other elements. This includes the Referee Code of Conduct and the use of equipment and operating procedures related to the sport.

b. Interpersonal Ability

The ability of an official to work effectively as a member of a team and to make a concerted effort as part of the team. Officials should create an atmosphere of cooperation, which translates into a positive attitude towards players, coaches, and administrators. This attitude will be demonstrated through the way the individual sees themselves, the participants, and others active in their environment and in their subsequent conduct.

c. Conceptual Ability

The ability to see officiating as a whole and to recognize how its various functions are interdependent, also understand how changes in any one part will affect others. It is also the ability to appreciate the relationship of officiating with the sport, the refereeing committee, and the political, social, and economic aspects of Volleyball Australia as a whole. Comprehend the skills required to participate in the game to see the game best facilitated in the spirit of the competition and the respective skill levels of the participants.

An official who recognizes the relationships and sees the important elements in every situation should be a position to advance the general cause of officiating.

1.11 Presenter/ Assessor Qualification

Course name	Minimum Presenter Qualifications	Minimum Assessor Qualifications
Volleyball Australia Level 2 Referee Course	<ul style="list-style-type: none"> • Sport AUS / VA Presenter Training qualification • Currently active as a Level 3 or 4 Referee • Must be endorsed by State Volleyball Association 	<ul style="list-style-type: none"> • Currently active as a Level 3 or 4 Referee • Must be endorsed by State Volleyball Association
Sport AUS / VA Presenter Course	<ul style="list-style-type: none"> • Sport AUS / VA Presenter Training qualification • Must be endorsed by State Volleyball Association 	<ul style="list-style-type: none"> • Currently active as a Level 3 or 4 Referee • Must be endorsed by State Volleyball Association

Policies and Procedures

2.1 Official's Code of Behaviour

Volleyball Australia Referees are subject to the Volleyball Australia Member Protection Policy. They must comply with the requirements of the Volleyball Australia Officials Code of Behaviour (Appendix A) in regard to their conduct during any activity held or sanctioned by Volleyball Australia, a Member State / Territory or a State / Territory Affiliate and in their role as an official appointed by Volleyball Australia, a Member State / Territory or a State / Territory Affiliate.

All participants are required to confirm agreement to the codes by signing the acceptance form and demonstrating a commitment in practice.

2.2 Recognition of Prior Learning (RPL) / Recognition of Current Competencies (RCC)

Recognition of Prior Learning (RPL) / Recognition of Current Competency (RCC) is the acknowledgment of skills and knowledge obtained through formal training, work experience and/ or life experience. The purpose of the RPL/RCC process is to identify and assess previously acquired skills and knowledge pertinent to the competencies of a particular level of accreditation, to enable applicants to either:

- a. Obtain accreditation for a particular accreditation program or
- b. Gain credit for a particular module(s) of an accreditation program

The RPL / RCC policies can be found in full at Appendix B.

Note: State / Territory associations are responsible for assessing RPL / RCC applications for L1 and L2 candidates. Volleyball Australia is responsible for assessing RPL / RCC applications for L3 and L4 candidates.

2.3 Records

Volleyball Australia is required to keep records of all accredited referees including name, gender, level of accreditation, nomination date, expiry date, date of birth, a physical address and an email address.

2.4 Completion Time Frames

Participants must complete all assessment tasks related to the accreditation program within the time frames outlined below otherwise the accreditation process must recommence.

Accreditation Program	Completion time
Level 1	6 months from registration of online VA Level 1 Referee Course
Level 2	1 year from participation in the VA Level 2 Referee Course
Level 3	Nomination and application process available twice a year
Level 4	Nomination process available twice a year

Participants that do not complete the tasks within the required time frame and wish to attain accreditation will need to complete the entire requirements for that level and will need to pay the associated fees.

2.5 Accreditation Renewal

The entire Volleyball Australia Accreditation Renewal policy can be found at Appendix C and on the VA website.

Competency Statements and Learning Outcomes

3.1 Level 1 Referee Competency Statements

Upon successful completion of Volleyball Australia's Level 1 Referee Training Program the Referee will be able to:

Technical Ability

Prepare for a Game

- a. Identify, check and report risks
- b. Arrive on time and appropriately dressed
- c. Effectively prepare to officiate
- d. Effectively communicate with venue staff, captains, and coaches
- e. Discuss the responsibilities and duties performed by the event officials

Administer a game

- f. Effectively start a game
- g. Apply the basic rules, regulations, and processes during competition
- h. Utilise appropriate basic interpersonal communication skills when officiating
- i. Adopt styles of officiating to reflect the level of competition
- j. Effectively end a game
- k. Assess and ensure a safe competition environment in collaboration with competition managers

Interpersonal Ability

- l. Demonstrate the values and ethical behaviour expected of VA officials

Conceptual Ability

- m. Seek feedback on their performance
- n. Reflect upon their performance with the view to improve their next performance

3.2 Level 2 Referee Competency Statements

Upon successful completion of Volleyball Australia's Level 2 Referee Accreditation Program the referee will be able to:

Technical Ability

Prepare for a Game

- a. Identify, check and report risks
- b. Arrive on time and appropriately dressed
- c. Effectively prepare to officiate
- d. Effectively communicate with venue staff, captains, and coaches
- e. Discuss the responsibilities and duties performed by the event officials

Administer a Game

- f. Apply the rules, regulations, and processes during competition
- g. Utilise appropriate interpersonal communication skills when officiating
- h. Resolve disputes between athletes, coaches and officials relating to rules and competition procedures
- i. Manage Interpersonal and technical resources in an appropriate manner
- j. Adopt styles of officiating to reflect the level of competition
- k. Assess and ensure a safe competition environment

Interpersonal Ability

- m. Demonstrate the values and ethical behaviour expected of VA officials
- n. Demonstrate ability to self-assess, understanding impact of officiating errors.

Conceptual Ability

- o. Reflect upon their performance with the view to improve their next performance

3.3 Level 3 Referee Competency Statements

Building upon abilities required of Level 1 and 2, at this level Candidates must demonstrate and provide evidence of their advanced technical, Interpersonal, and conceptual abilities in the following areas:

Technical ability

- a. Apply the rules of Volleyball (and the by-laws of competitions being officiated) to make consistent and accurate decisions on Volleyball competitions
- b. Apply the fundamental aim of officiating to ensure the spirit of the game at various levels of competition
- c. Resolve disputes between athletes, coaches and officials relating to rules and competition procedures
- d. Identify potential safety problems and implement procedures to alleviate these problems

- e. Apply basic legal and risk management principles when officiating.
- f. Officiate effectively at State and National level competitions

Interpersonal Ability

- f. Communicate effectively rules and competition procedures to athletes, coaches and other officials
- g. Collaborate effectively with the other technical officials in the game
- h. Developing positive communication skills with other participants in the sport. Eg Coaches, administrators, and players

Conceptual Ability

- i. Demonstrate personal organisational skills, such as punctuality, and identify the importance of the presentation of the game
- j. Effectively analyse and reflect upon their own officiating performances
- k. Developing the knowledge of the structures of officiating in Australia
- l. Developing match facilitation skills and attempting to apply these skills across a match and tournament

3.4 Level 4 Referee Competency Statements

Nominees must demonstrate and provide evidence of their exceptional technical, Interpersonal, and conceptual abilities in the following areas:

Technical Ability

- a. Application and interpretation of rules that reflects dealing with game situations in their global context; the spirit of the rule for the benefit of the match should prevail
- b. Perfect use of game mechanics showing excellent assimilation in all facets of the game, especially as a 1st and 2nd referee
- c. Identify potential safety problems and implement procedures to alleviate these problems
- d. Apply legal and risk management principles when officiating

Interpersonal Ability

- e. Individual authenticity always revealed by appropriate behaviour
- f. Respect for all people constituting the Interpersonal environment in which they perform
- g. Empathy toward co-workers in quest of an atmosphere of collaboration
- h. Mentoring of other officials through their development
- i. Demonstrated ability to negotiate and work collaboratively with competition staff and actively working to improve the experience of other participants at the event of competition.

Conceptual Ability

- j. A sound knowledge of the structures of officiating in Australia
- k. Use and knowledge of development programs as well as guides for clinicians
- l. Ability to assess and accept their own strengths and weaknesses in their performance
- m. Demonstrating match facilitation skills and applying these skills across a match and tournament

3.5 AVC and FIVB International Referees

Level 4 referees can progress to become AVC International Candidates and then AVC International Referees in Volleyball or Beach Volleyball. The AVC Referee Training Program is determined by AVC.

Quality Control

4.1 Training Program Quality Control

The following procedures are followed by Volleyball Australia to ensure quality control of the prescribed training programs.

- a. Ongoing update of presenter and assessor training
- b. Evaluation of courses and presenters by participants using course evaluation tools
- c. Random visits managed by Volleyball Australia to State/ Territory based courses to evaluate delivery of courses and presenters
- d. Data on numbers of participants completing and progressing through each level
- e. Input from relevant coach and official development stakeholders on an annual basis

4.2 Design and Review Responsibility

- a. The VARC provides technical advice in all matters pertaining to the training of officials in Volleyball and Beach Volleyball within Australia.

4.3 Complaints Handling Procedures

Participants with grievances regarding the conduct of the Officiating training programs or seeking to appeal their assessment process are required to submit them in writing to Volleyball Australia. Written submission must arrive within 14 days of the completion of the training program or on receipt of the notification of their assessment outcome.

All grievances and appeals will be considered by Volleyball Australia who will inform the candidate of the outcome of its deliberations within 14 days of receiving the written grievance or appeal.

Further grievances and appeals will be referred to the Volleyball Australia Referee Committee, with all relevant information, for consideration and decision. After which no further submissions will be received.

4.4 Training Program Evaluation and Review Process

Assessors are required to prepare a report and submit to their relevant State Volleyball Association following the assessment of each participant.

Records will be kept and analysed on the numbers of participants nominating for and completing the course.

The Volleyball Australia may contact a randomly selected number of candidates for further feedback from each Training Program.

This process is intended to provide an impartial review of the training program as well as allow candidates to provide additional feedback upon reflection of the training program experience.

Appendices

**Volleyball Australia
Official's Code of Behaviour**

In addition to the General Code of Behaviour, you must meet the following requirements in regard to your conduct during any activity held or sanctioned by Volleyball Australia, a Member State / Territory or a State Affiliate and in your role as an official appointed by Volleyball Australia, a Member State / Territory or a State Affiliate:

- a. Operate within the rules and spirit of your sport, promoting fair play over winning at any cost
- b. Encourage and support opportunities for people to learn appropriate behaviours and skills
- c. Support opportunities for participation in all aspects of the sport
- d. Treat each person as an individual
- e. Display control and courtesy to all involved within the sport
- f. Respect the rights and worth of every person regardless of their gender, ability, cultural background or religion
- g. Respect the decisions of officials, coaches and administrators in the conduct of the sport
- h. Wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under the age of 18 years
- i. Adopt appropriate and responsible behaviour in all interactions
- j. Adopt responsible behaviour in relation to alcohol and other drugs
- k. Act with integrity and objectivity, and accept responsibility for your decisions and actions
- l. Ensure your decisions and actions contribute to a safe environment
- m. Ensure your decisions and actions contribute to a harassment free environment
- n. Do not tolerate harmful or abusive behaviours
- o. Place the safety and welfare of the athletes above all else
- p. Help each person (athlete, official etc) reach their potential - respect the talent, developmental stage and goals of each person and compliment and encourage with positive and supportive feedback
- q. Any physical contact with a person should be appropriate to the situation and necessary for the person's skill development
- r. Be honest and do not allow your qualifications to be misrepresented.
- s. Place the safety and welfare of the athletes above all else
- t. Be consistent and impartial when making decisions.
- u. Address unsporting behaviour and promote respect for all people

Volleyball Australia Recognition of Prior Learning / Recognition of Current Competency Policy

What is Recognition of Prior Learning (RPL) / Recognition of Current Competency (RCC)?

RPL/RCC is the acknowledgment of skills and knowledge obtained through formal training, work experience and/ or life experience. The purpose of the RPL/RCC process is to identify and assess previously acquired skills and knowledge pertinent to the competencies of a particular level of accreditation, to enable applicants to either:

- a. Obtain accreditation for a particular accreditation program or
- b. Gain credit for a particular module(s) of an accreditation program

How can prior learning be recognised?

Coaches and officials applying for RPL/RCC will be assessed on the evidence and information provided. The onus is on the applicant to demonstrate their skills and knowledge underpinning the module or training program being applied for.

RPL/RCC applications at some levels may require a practical evaluation of the practical demonstration competencies, these are identified further below and on the relevant application form.

This evidence is assessed by Volleyball Australia and its affiliated States / Territories, ensuring satisfaction of all elements in the performance criteria for a particular competency, module or training program. If it is deemed there is sufficient information proving an applicant's competency, the applicant will be exempt from part or the entire training program. If the information is not sufficient, applicants will be required to attend/ complete these specific components of the training program.

Who can apply?

Applicants can apply for RPL / RCC if they think that their prior learning and experience enables them to provide evidence to show that they are already competent in the competencies of a particular training program or module.

Please note, there is no RPL / RCC process for Level 1. Applicants must complete the Level 1 accreditation program.

Benefits of RPL / RCC:

- a. Can often 'speed up' the process of becoming an accredited coach or referee
- b. Avoids the problem of participants having to unnecessarily repeat learning experiences
- c. Encourages the development of various assessment procedures
- d. Assesses the candidates' current competency in comparison to the stated standards of competence required
- e. The RPL/RCC process can clarify which relevant skills the participant does and does not possess, so that the learning program can be tailored accordingly

Who assesses and approves RPL / RCC applications?

Level 1 and 2 applications are dealt with by the State Association. Level 3 and 4 applications are dealt with by Volleyball Australia in liaison with the State Association.

How do I apply?

Step 1 – Obtain competency statements specific to program

Applicants will need to obtain and review a copy of the competency statements relevant to the module(s) or training program they are applying. Competency statements for each program are posted on the individual program pages.

Applicants will need to consider if and how they have achieved the competencies and if they can satisfy the performance criteria by submitting valid, sufficient, authentic and current evidence.

Step 2 – Complete RPL/RCC application form

Applicants will need to complete the RPL/RCC application through the Volleyball Australia Education Portal and make the relevant payment.

Step 3 – Practical Assessment

Some applicants may need to be assessed on practical competencies. This will be decided on a case by case basis.

Step 4 – Review of Application

The evidence provided by the applicant will be compared with the required competencies. A judgement will be made about whether the applicant wholly or partially meets the competencies. The evidence submitted must conform to the following RPL/RCC principles:

- a. Validity (is the evidence relevant?)
- b. Sufficiency (is there enough evidence?)
- c. Authenticity (is the evidence a true reflection of the candidate?)
- d. Currency (is the evidence recent – obtained within 4 years?)

In the event of partial completion of the competencies, the applicant will receive an outline of which competencies still need to be achieved, and what evidence is required

Options may include:

- e. Supply further supporting documentation or information
- f. Complete individual modules of the appropriate coaching/referee accreditation program
- g. Work with an assessor to obtain the required competencies before reapplying.

Step 5 – Notification

Volleyball Australia/ State and Territory Association will notify the applicant of the decision within one month of receiving the application.

Step 6 – Appeal

Participants wishing to appeal an assessment decision, if they believe the decision is unfair, unjust or if the information provided has been misinterpreted, must submit their case in writing to Volleyball Australia, within 14 days of receiving notification of the assessment decision.

The appeal shall be in writing and should set out grounds of appeal upon which the aggrieved participant is appealing.

Applicants will need to pay an administration fee applicable to the level of accreditation. This fee will be refunded, should the appeal be upheld.

- a. Level 2 - \$50.00
- b. Level 3 and Level 4 - \$100.00

Following receipt and consideration by the program provider of:

- a. The grounds of appeal and
- b. All other information which the program provider considers relevant and which is available

The program provider shall arrive at a finding regarding the applicant's appeal. Volleyball Australia will be consulted where necessary to provide guidance. The participant lodging the appeal will be informed of the process used to consider the grievance and the outcome of the deliberations within 30 days of receiving the appeal.

In the case of an appeal being upheld, a Volleyball Australia approved assessor will be appointed to re-assess the candidate application, of whom has not assessed the candidate previously. This is the final avenue of appeal decision.

How to show evidence of competencies:

There are many ways that applicants can show evidence of the competencies they hold, however applicants must ensure that their skills and experiences are directly linked with the competencies within the accreditation requirements. The onus is on the applicant to complete the 'Competency Checklist' and to provide 'specific details/ examples' of how they have achieved each competency within the module(s) in which they are applying. Statements of positions or roles applicants have held will not be sufficient.

RPL/RCC 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 to demonstrate competencies.

Education and training

- a. Formal and accredited training competencies achieved
- b. Copies of certificates, qualifications achieved from other courses, school or tertiary results
- c. Statements outlining courses and or study that was undertaken and the learning outcomes/ competencies achieved from these

Work related experience

- a. Job description of positions held in sport and recreation
- b. Resume of work experience which may include reports from people within the sport
- c. Copies of any statements, references or articles about the employment or community involvement
- d. Relevant work samples such as assessment tools developed and implemented
- e. Reports on opportunities undertaken, which could include evaluations from courses conducted

Life experiences

- a. Sport and recreation involvement
- b. Relevant work or other experiences
- c. Evidence of home / self-directed study which may include a list of recent readings, synopsis of seminars attended, reports of own research / analysis undertaken. Please remember, the above are only examples. Applicants should provide all the documentation that they can which clearly shows evidence of the competencies held.

Volleyball Australia Accreditation Renewal Policy

1. Who is covered in the VA Accreditation Renewal Policy?

This policy applies to Volleyball Australia's National Coaching Accreditation Scheme (VANCAS) and Volleyball Australia's National Officiating Accreditation Scheme (VANOAS).

2. What is renewal?

Renewal is the process to extend the validity period of an accreditation for coaches and officials. The renewal policy requires Volleyball Australia (VA) coaches and officials to demonstrate a current competency of knowledge and skills.

3. When does the renewal process start?

When a coach / official receives their VA accreditation, they may begin claiming their updating activities for renewal.

4. What happens if the accreditation is not renewed?

Coaches / officials who do not complete the renewal requirements within the accreditation period will be removed from the Volleyball Australia Active Coach / Official Register. Please note you may be ineligible to coach or officiate at various Volleyball Australia or State / Territory Volleyball Association programs or events.

5. What if the accreditation has expired?

If the accreditation has expired, individuals are required to re-do the accreditation program or apply for Recognition of Prior Learning / Recognition of Current Competency (RPL/RCC). Special leave considerations (such as maternity leave, leave related to employment, etc.) are available and should be discussed with your State / Territory Volleyball Association.

Successful RPL/RCC application accreditations start from the date they are approved and are not backdated.

6. How do I renew my accreditation?

Step 1. Complete the relevant renewal requirements for your level of accreditation (see attached Referee Accreditation Renewal Requirements).

Step 2. Provide evidence of completion to your State / Territory Volleyball Association.

Step 3. Pay the required accreditation renewal fee.

Volleyball Australia
Referee Accreditation Renewal Requirements

1. Referee Accreditation Renewal Requirement Summary

Level 1	Level 2	Level 3	Level 4
Be a current member of your relevant State / Territory Association	Be a current member of your relevant State / Territory Association Accumulate 80 Continuous Development Credit (CDC) points of renewal activities Or	Be a current member of your relevant State / Territory Association Accumulate 100 Continuous Development Credit (CDC) points of renewal activities Or	Be a current member of your relevant State / Territory Association Accumulate 100 Continuous Development Credit (CDC) points of renewal activities Or
Re-do Level 1 accreditation Or	Re-do Level 2 accreditation Or		
Attain Level 2	Attain Level 3	Attain Level 4	Attain an International Accreditation

2. Renewal Activities

2.1 Practical Officiating

Practical Officiating can be undertaken with any level of competition, from school/club level through to national/international level and may occur on a regular basis (daily, weekly, monthly) or one-off event.

The following activities will accumulate the stated CDC points:

- a. Referee Delegate at VA Event - **25 CDC** points
- b. Referee Supervisor at VA Event - **20 CDC** points
- c. Referee Delegate at SSO Event - **20 CDC** point
- d. First Referee - **5 CDC** points
- e. Second Referee - **5 CDC** points
- f. Line Judge - **5 CDC** points
- g. Scorer - **5 CDC** points

For Level 3 and 4 Referees, 25 CDC points must be claimed from Volleyball Australia National Level Events (e.g. AVL, AOVC, ABVT, AJVC, AJBVC) or International Level Events (OZVA, AVC, FIVB).

2.2 Officials Education

The following activities will accumulate **20 CDC** points:

- a. Lecture/present at an officiating course
- b. Become a mentor for another volleyball official
- c. Supervise officiating practice hours for another volleyball official
- d. Write and/or publish an article on officiating endorsed by VA

2.3 Self-Education

The following activities will accumulate **20 CDC** points:

- a. Attend a National/International level officiating seminar/course
- b. Complete a sport related tertiary education e.g. Physical Education/Interpersonal Movement
- c. Complete a recognised first aid or sports trainer course

The following activities will accumulate **10 CDC** points:

- d. Attend a state level officiating seminar/course
- e. Attend a leadership/communication course

3. Rules for Claiming Activities

Category hours

- a. Level 2 - 80 CDC Points
- b. Level 3 - 100 CDC Points
- c. Level 4 - 100 CDC Points

All quantities are the minimum number CDC points that must be completed at each level to maintain a current accreditation. A maximum of 50 CDC points of the required for each level may be claimed through Practical Officiating. The balance of the CDC Points can be accrued through Officials Education and Self-education.

4. Endorsement of Renewal Activities that can be used to accumulate CDC points.

Renewal Activities must be endorsed by the affiliated State Association or VA.

5. Verification

All activities must be verified in the VA Referee Accreditation Renewal Form by an authorised person. Authorised persons include State / Territory and/or regional refereeing directors or committees, referees with a higher level of accreditation, competition managers and coordinators of courses attended.

6. Time to claim

All renewal activities cannot be completed in one year. They should ideally be spread over the accreditation period. 25 CDC points must be accumulated in final year of the current accreditation period.

Appendix E - VA Referee Log Sheet for Level 2 Accreditation

**Referee Verification Log Sheet
(For Level 2 Volleyball / Beach Volleyball Referee Candidates)**

Name: _____

Address: _____

State: _____ **Postcode:** _____ **Phone Number:** _____

Record of Refereeing Practice

To gain the full Level 2 Referee Accreditation, Candidates must complete a minimum of the following required officiating roles.

- 3 x 1st Referee
- 3 x 2nd Referee
- 2 x Scorer
- 2 x Line Judge

All activities must be verified in the VA Referee Accreditation Renewal Form by an authorised person. Authorised persons include State / Territory and/or regional refereeing directors or committees, referees with a higher level of accreditation, competition managers / supervisors and coordinators of courses attended.

Candidates must also be assessed by a VA recognised assessor on their competency to be upgraded to a Level 2 Referee with at least 1 complete match as a 1st referee, and 1 complete match as a 2nd referee. Please use the assessment form attached.

	Date (dd/mm/yy)	Officiating Role	Officiating Experience (Event, Division)	Verification (Name, Title)	Verification (Signature)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Once all requirements are completed, please submit all documents to your State / Territory Volleyball Association.

I, _____, confirm that I have completed the referee practice listed above.

Signature: _____ Date: _____

Appendix F - VA Referee Assessment Form for Level 2 Accreditation

**Referee Assessment Form
(For Level 2 Volleyball / Beach Volleyball Referee Candidates)**

Referee			Assessor		
Date	Appointment	Event	Division	Teams	
	1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> LJ <input type="checkbox"/> Sc <input type="checkbox"/>				
1. REFEREEING TECHNIQUES AND MECHANICS (15%)					
ORGANISATION: Game preparation, official match protocol, punctuality, scoresheet					
DECISION MAKING: Whistle, collect information, timing					
TEAMWORK with 1st / 2nd referee					
TEAMWORK with scorers / line judges					
HAND SIGNALS and use of whistles					
2. KNOWLEDGE, INTERPRETATION, APPLICATION OF THE RULES (45%)					
BALL CONTACT CONTROL: Adequate level, Conformity and Consistency, First Contact, Second Contact, Thjrd Contact					
PLAY AT THE NET: Crossing Space, Interference, Net Touch, Attack-Hit & Block					
OTHER ACTIONS & SITUATIONS: Service, Service Order, Screen, 4 Hits					
HANDLING OF UNUSUAL SITUATIONS: Protest Protocol, Medical					
ATTENTION TO DETAILS					

3. INTERACTION WITH THE TEAMS (20%)	
DISCIPLINE: Prevention, Minor Misconducts, Sanctions	
IMPROPER REQUEST AND DELAYS Management and Process	
GENERAL DEALING WITH THE TEAMS	
4. MATCH MANAGEMENT AND PERSONALITY (20%)	
PRESENTATION: Appearance, Behaviour, Concentration, Body Language	
LEADERSHIP: Sovereignty, Mental Strength, Consistency Fairness, Acceptance, Empathy	
EMOTIONAL COMPETENCE: Feeling for the Match, Communication, Conflict Management, Credibility	
OVERALL PERFORMANCE IN RELATION TO MATCH DIFFICULTY	
5. ANY OTHER FEEDBACK	
Any other feedback	
6. COMPETENCY FOR LEVEL 2 UPGRADE Competent <u>or</u> Not Yet Competent (Re-assessment required)	
Must be assessed 'Competent' in all criteria to achieve 'Competency' for upgrade.	

Referee Competency Framework

INTERPERSONAL ABILITY

CONCEPTUAL ABILITY

TECHNICAL ABILITY

Refereeing Techniques and Mechanics				
	Level 1	Level 2	Level 3	Level 4
1. Organisation: Game preparation, playing protocol, punctuality, score sheet	<ul style="list-style-type: none"> Game preparation as expected for the competition 	<ul style="list-style-type: none"> Game preparation as expected for the competition 	<ul style="list-style-type: none"> Game preparation is very good and appropriate for the competition 	<ul style="list-style-type: none"> Game preparation is excellent and appropriate for the competition
	<ul style="list-style-type: none"> Playing protocol as expected for the competition 	<ul style="list-style-type: none"> Playing protocol as expected for the competition 	<ul style="list-style-type: none"> Pre-match duties are understood 	<ul style="list-style-type: none"> Pre-match duties are well understood
	<ul style="list-style-type: none"> Should arrive in adequate time to perform all duties required for the match 	<ul style="list-style-type: none"> Should arrive in adequate time to perform all duties required for the match 	<ul style="list-style-type: none"> Playing protocol is known and understood for the competition and is generally one of the international protocols 	<ul style="list-style-type: none"> Playing protocol is known and understood for the competition and is generally one of the international protocols
	<ul style="list-style-type: none"> Game completion as expected for the competition. 	<ul style="list-style-type: none"> Should perform all duties required for after game protocols e.g. captains to sign, check scoresheet, etc. 	<ul style="list-style-type: none"> Is present in adequate time to perform all duties required for the match 	<ul style="list-style-type: none"> Is present at least 45 minutes prior to perform all duties required for the match
	<ul style="list-style-type: none"> Should check the scoresheet 	<ul style="list-style-type: none"> Should check and correct any errors on scoresheet as 1st referee 	<ul style="list-style-type: none"> Performs all duties required with after game protocols e.g. captains to sign, check scoresheet etc. Manages scoresheet 	<ul style="list-style-type: none"> Performs all duties required with after game protocols e.g. captains to sign, check scoresheet etc. Takes complete responsibility for the scoresheet

Refereeing Techniques and Mechanics				
	Level 1	Level 2	Level 3	Level 4
2. Decision making as 1st referee: Whistle - collect information - timing	<ul style="list-style-type: none"> • May sometimes call late. • May often blow the whistle late. • May not show separate signal/whistle/fault. 	<ul style="list-style-type: none"> • Should blow the whistle as soon as a fault is committed most of the time. 	<ul style="list-style-type: none"> • Must blow the whistle as soon as a fault is committed. 	<ul style="list-style-type: none"> • Must blow the whistle as soon as a fault is committed.
		<ul style="list-style-type: none"> • Determines and applies a rule • Signals should follow in a confident manner. 	<ul style="list-style-type: none"> • Determines and applies correct rule • Signals should follow in a confident manner • Should check other officials when needed most of the time 	<ul style="list-style-type: none"> • Always determines and applies correct rule. • Signals follow in a confident manner. • Checks other officials when needed • Must have very good player relationships to support game management
3. Attention to Net and Centreline as 2nd referee: Optical position to judge	Sometimes able to get a good optical position for net touches	<ul style="list-style-type: none"> • Will generally move to get best optical position for net touches and sometimes for centreline violations. • Will sometimes watch the net from the correct side as second referee 	Will almost always move to the best optical position for net, crossing space and centreline violations. Will always watch the net from the correct side as second referee	<ul style="list-style-type: none"> • Will always move to the best optical position for net, crossing space and centreline violations. • Will always watch the net from the correct side as second referee
4. Team work with 2nd referee	<ul style="list-style-type: none"> • Sometimes looks to second referee for assistance in making a call 	<ul style="list-style-type: none"> • Works well with second referee for about half the time 	Works well with second referee on most occasions	<ul style="list-style-type: none"> • Consistently works well with second referee

Refereeing Techniques and Mechanics				
	Level 1	Level 2	Level 3	Level 4
5. Team work with 1st referee	<ul style="list-style-type: none"> Sometimes looks to first referee for assistance 	<ul style="list-style-type: none"> Works well with first referee for about half the time 	<ul style="list-style-type: none"> Works well with first referee on most occasions 	<ul style="list-style-type: none"> Consistently works well with first referee
6. Team work with line judges	<ul style="list-style-type: none"> Sometimes looks to line judges for assistance in making a call 	<ul style="list-style-type: none"> Works well with line judges for about half the time. 	<ul style="list-style-type: none"> Works well with line judges on most occasions 	<ul style="list-style-type: none"> Consistently works well with line judges
7. Hand signals and use of whistle	<ul style="list-style-type: none"> May often blow whistle late Should always blow whistle at the end of a rally May sometimes try to do all signals at the same time. May sometimes signal the wrong way around. May sometimes give incorrect signal e.g. ball down instead of four hits with the ball out of the net 	<ul style="list-style-type: none"> May blow whistle late Use of whistle is generally correct Signals should always be correct 	<ul style="list-style-type: none"> Use of whistle is always correct Signals must always be correct 	<ul style="list-style-type: none"> Use of whistle is always correct Signals must always be correct Movements are fluid and timing is consistent
8. Position, Activity, Coordination of Movement as 2nd referee	<ul style="list-style-type: none"> Stands to one side of the pole Sometimes calls timeouts and substitutions but may not be in the correct position 	<ul style="list-style-type: none"> Stands to one side of the pole May sometimes move during rally 	<ul style="list-style-type: none"> Must start on the correct side for service Will almost always be in the correct position during other actions 	<ul style="list-style-type: none"> Always in the correct position for all actions and has fluidity of movement High awareness of position in relation to the ball and players in play

Refereeing Techniques and Mechanics				
	Level 1	Level 2	Level 3	Level 4
		<ul style="list-style-type: none"> Starts on the correct side for service most of the time Calls timeouts and substitutions most of the time but may not be in the correct position 	<ul style="list-style-type: none"> Calls timeouts and substitutions as required and is generally in the correct position Fluid in movement most of the time Some awareness of position in relation to the ball and players in play 	

Knowledge, Interpretation, Application of the Rules				
	Level 1	Level 2	Level 3	Level 4
9. Ball Contact Control as 1st referee: Adequate level, Conformity and consistency, first hit, second hit	<ul style="list-style-type: none"> Should call obvious catch, throws and two hits on first hit of team 	<ul style="list-style-type: none"> Should call obvious catch, throws and two hits on first hit of team 	<ul style="list-style-type: none"> Must differentiate clearly between catch, throws and hard driven ball most of the time 	<ul style="list-style-type: none"> Must differentiate clearly between catch, throws and hard driven ball
	<ul style="list-style-type: none"> Should call obvious two hits and catches on second and third hit of team 	<ul style="list-style-type: none"> Should call technical breaches on second and third hit correctly especially at higher level games. 	<ul style="list-style-type: none"> Must call technical breaches on second and third hit correctly and exhibit a good level of consistency with calls 	<ul style="list-style-type: none"> Must call technical breaches on second and third hit correctly and exhibit a high level of consistency with calls
	<ul style="list-style-type: none"> Should call obvious double contacts 	<ul style="list-style-type: none"> Should be consistent with calls 		
	<ul style="list-style-type: none"> May not realise that an assisted hit has occurred. Sometimes makes correct decision 	<ul style="list-style-type: none"> Should call most double contacts 	<ul style="list-style-type: none"> Must call outcome correctly in most cases of double contact, simultaneous contact, assisted hits, touches by players and ball contact with the floor or outside objects 	<ul style="list-style-type: none"> Must call outcome correctly in all cases of double contact, simultaneous contact, assisted hits, touches by players and ball contact with the floor or outside objects
		<ul style="list-style-type: none"> Should understand and call simultaneous contact correctly 	<ul style="list-style-type: none"> Should mostly be correct for a hard driven ball 	<ul style="list-style-type: none"> Correctly calls a hard driven ball

Knowledge, Interpretation, Application of the Rules				
	Level 1	Level 2	Level 3	Level 4
	<ul style="list-style-type: none"> Should call obvious cases where the ball is touched or hit by the block or other players Should call obvious cases of the ball contacting the floor/sand, outside object 	<ul style="list-style-type: none"> Should call obvious assisted hits Should be correct almost all the time where the ball is touched or hit by the block or other players. Should be correct almost all the time where the ball contacts the floor/sand, outside object. Should understand and call a hard driven ball 		
10. Play at the Net as 1st referee: Crossing space, Reaching, Penetration under the net, Net touch, Attack-hit & Block	<ul style="list-style-type: none"> Should call obvious cases of the ball not passing correctly through the crossing space Should call obvious net touches. Should call obvious attack-hit control breaches. 	<ul style="list-style-type: none"> Should be correct almost all the time when the ball does not pass correctly through the crossing space Should call most obvious cases of reaching beyond the net correctly Almost all net touch calls should be correct. 	<ul style="list-style-type: none"> Must be correct almost all the time when the ball does not pass correctly through the crossing space Should be correct in almost all cases of reaching the net Almost all net touch calls should be correct 	<ul style="list-style-type: none"> Must be correct all the time when the ball does not pass through the crossing space Must be correct in all cases of reaching beyond the net All net touch calls are correct

Knowledge, Interpretation, Application of the Rules				
	Level 1	Level 2	Level 3	Level 4
	<ul style="list-style-type: none"> Should call obvious block control breaches Should call obvious illegal back court blocks 	<ul style="list-style-type: none"> Should recognise most illegal attack hits, blocking breaches and illegal back court attacks 	<ul style="list-style-type: none"> Must call technical breaches – illegal attack hits, blocking breaches & illegal back court attacks - correctly and exhibit a good level of consistency with calls 	<ul style="list-style-type: none"> Must call technical breaches – illegal attack hits, blocking breaches & illegal back court attacks - correctly and exhibit a high level of consistency with calls
11. Net Actions as 2nd referee: Crossing space, Centreline, Net touch, Attack-hit & block control	<ul style="list-style-type: none"> Should call obvious cases of penetration under the net correctly. Positioning may require support and direction Should call obvious net touches 	<ul style="list-style-type: none"> Should call most cases of penetration under the net Almost all net touch calls should be correct May recognise obvious crossing space breaches Should recognise most illegal attack hits, blocking breaches and illegal back court attacks 	<ul style="list-style-type: none"> Should have a very good interpretation and call most cases of crossing space, centreline, net touch, illegal attack hit, blocking breach and illegal back court block breaches 	<ul style="list-style-type: none"> Must be able to call all crossing space, centreline, net touch, illegal attack hit, blocking breach and illegal back court block cases and have a very good understanding and interpretation of the rules

Knowledge, Interpretation, Application of the Rules				
	Level 1	Level 2	Level 3	Level 4
12. Other Actions and situations: Service, rotation, screen, 4 hits, position faults (also libero), ball contact with outside object	Should pick up obvious foot on/under line for service execution.	<ul style="list-style-type: none"> Should call all service execution faults 	<ul style="list-style-type: none"> Must call all service execution faults 	<ul style="list-style-type: none"> Must call all service execution faults
	Should call delay in service if over 5 seconds for beach and 8 seconds for indoor	<ul style="list-style-type: none"> Should call delay in service if over 5 seconds for beach or 8 seconds for indoor 	<ul style="list-style-type: none"> Must call if over 5 seconds for beach or 8 seconds for indoor Must call screens that block the server and flight of the ball in service 	<ul style="list-style-type: none"> Must call if over 5 seconds for beach or 8 seconds for indoor.
	Should call rotational faults as directed by the scorer	<ul style="list-style-type: none"> Should pick up obvious positional fault cases 	<ul style="list-style-type: none"> Must monitor players appropriately to pre-empt any issues Must pick up all non-complicated positional fault cases and should pick most where a complicated pattern is employed 	<ul style="list-style-type: none"> Must be able to demonstrate strong game management skills to ensure that delays are minimised Must call screens that block the server and flight of the ball in service
	Should call obvious cases of 4 hits	<ul style="list-style-type: none"> Should call rotational faults as directed by scorer 	<ul style="list-style-type: none"> Must demonstrate a good ability to monitor potential rotational faults and call as directed by the scorer Must be correct in almost all cases especially near the net 	<ul style="list-style-type: none"> Must monitor players continuously to pre-empt any issues and minimise delays Must pick up all positional fault cases Must demonstrate a strong ability to manage the potential rotational faults and call as directed by the scorer to minimise delays

Knowledge, Interpretation, Application of the Rules				
	Level 1	Level 2	Level 3	Level 4
		<ul style="list-style-type: none"> Should call 4 hits in almost all cases especially near the net Should be generally in control of libero play if one libero. May need guidance if two liberos 	<ul style="list-style-type: none"> Should make few errors concerning the libero playing actions 	<ul style="list-style-type: none"> Must be correct in almost all cases especially near the net Correctly makes all calls concerning the libero playing actions. As second referee should be aware of and sanction appropriately, illegal libero exchanges. Must work well with the assistant scorer
13. Handling of unusual situations as 1st referee	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Should not call minor technical breaches in extraordinary situations 	<ul style="list-style-type: none"> Must not call minor technical breaches and exhibit a good level of consistency with calls Takes into account necessary information before making a decision 	<ul style="list-style-type: none"> Must not call minor technical breaches and exhibits a high level of consistency with calls Takes into account necessary information before making a decision and does so in a timely fashion
			<ul style="list-style-type: none"> Able to explain decision making process to teams on most occasions 	<ul style="list-style-type: none"> Able to explain decision making process to teams
14. Handling of Game Interruptions as 2nd referee:	<ul style="list-style-type: none"> Calls timeouts and substitutions 	<ul style="list-style-type: none"> Calls timeouts and substitutions correctly most of the time 	<ul style="list-style-type: none"> Always calls timeouts, TTOs and substitutions correctly 	<ul style="list-style-type: none"> Always calls timeouts, TTOs and substitutions correctly

Knowledge, Interpretation, Application of the Rules				
	Level 1	Level 2	Level 3	Level 4
TO, TTO, substitutions	<ul style="list-style-type: none"> Generally time timeout correctly May not always be in correct position for substitution 	<ul style="list-style-type: none"> Always times timeout correctly 	<ul style="list-style-type: none"> Always times timeout and TTO correctly 	<ul style="list-style-type: none"> Always times timeout and TTO correctly
		<ul style="list-style-type: none"> Should always be in the correct position for substitution 	<ul style="list-style-type: none"> Works well with scorer and first referee most of the time 	<ul style="list-style-type: none"> Works well with scorer and first referee all the time
		<ul style="list-style-type: none"> Works well with scorer some of the time 	<ul style="list-style-type: none"> Must always be in the correct position. 	<ul style="list-style-type: none"> Must always be in the correct position.
		<ul style="list-style-type: none"> Always times the time between sets correctly. 	<ul style="list-style-type: none"> Must work well with scorer. Should control multiple substitutions. 	<ul style="list-style-type: none"> Must work well with scorer. Should control multiple substitutions.
		<ul style="list-style-type: none"> May need guidance on injury and external interference 	<ul style="list-style-type: none"> Should anticipate most substitutions through regular checking Almost always applies injury and external interference correctly 	<ul style="list-style-type: none"> Should anticipate most substitutions through regular checking Always applies injury and external interference correctly
15. Handling of Unusual situations as 2 nd referee	n/a	<ul style="list-style-type: none"> Supports decision of the first referee 	<ul style="list-style-type: none"> Mostly able to work well with teams to minimise escalations 	<ul style="list-style-type: none"> Able to work well with teams to minimise escalations
			<ul style="list-style-type: none"> Supports the decisions of the first referee that may not be covered by rules and guidelines 	<ul style="list-style-type: none"> Proactively supports the decisions of the first referee that may not be covered by rules and guidelines

Knowledge, Interpretation, Application of the Rules				
	Level 1	Level 2	Level 3	Level 4
16. Attention to details	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> May miss a few details in relation to the game May not always be aware of the environment 	<ul style="list-style-type: none"> Must have a considerable degree of focus on all detailed aspects of the game and environments 	<ul style="list-style-type: none"> Must have a high degree of focus on all detailed aspects of the game and environments

Interaction with Teams				
	Level 1	Level 2	Level 3	Level 4
17. Discipline as 1st referee: Minor misconducts, prevention, sanctions	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Simple game management skills are applied 	<ul style="list-style-type: none"> Should exhibit good game management skills to reduce opportunity for sanctions 	<ul style="list-style-type: none"> Exhibits excellent game management skills by proactively acting to reduce the opportunity for sanctions
		<ul style="list-style-type: none"> Warnings and sanctions are generally applied appropriately 	<ul style="list-style-type: none"> Warnings and sanctions are applied appropriately. 	<ul style="list-style-type: none"> Warnings and sanctions are applied appropriately
18. Improper requests and delays as 1st referee	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Should reject most improper requests. 	<ul style="list-style-type: none"> Should reject all improper requests. 	<ul style="list-style-type: none"> Must reject improper requests.
		<ul style="list-style-type: none"> Should apply delay sanctions where appropriate 	<ul style="list-style-type: none"> Should use delay sanctions where appropriate 	<ul style="list-style-type: none"> Must use delay sanctions where appropriate.
				<ul style="list-style-type: none"> Must exhibit excellent game management skills to reduce opportunity for delay
19. Control of Team Benches and Warming Up Areas as 2nd referee	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Should understand the rules and control the team bench and warmup area some of the time 	<ul style="list-style-type: none"> Should understand the rules and check the team bench and warmup areas and control appropriately on most occasions 	<ul style="list-style-type: none"> Should understand the intent of the rules and consistently check the team bench and warmup areas and control both appropriately within keeping of the environment

Interaction with Teams				
	Level 1	Level 2	Level 3	Level 4
20. General dealing with the teams as 1st referee	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Works well with the teams some of the time but not always aware of when and how to deal with the teams 	<ul style="list-style-type: none"> Works well with teams most of the time. Generally aware of when and how to deal with the teams 	<ul style="list-style-type: none"> Works well with teams all the time. Knows when and how to deal with the teams to maintain control and confidence
21. Contact to the Teams and Conflict Prevention as 2nd referee	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Works well with teams some of the time Some awareness as information that teams need to minimise the chance of emotional outbursts. Sometimes reactive 	<ul style="list-style-type: none"> Works well with teams most of the time Aware of, and provides information that teams need to minimise the chance of emotional outbursts. Rarely reactive 	<ul style="list-style-type: none"> Works well with teams all the time. Proactive in understanding and providing what teams need to minimise the chance of emotional outbursts.

Match Management and Personality				
	Level 1	Level 2	Level 3	Level 4
22. Presentation: Appearance, behaviour, concentration, body language	<ul style="list-style-type: none"> Should present a positive image before, during, and after the game Should present appropriately for the competition May have lapses of concentration No awareness of body language 	<ul style="list-style-type: none"> Should present a positive image before, during, and after the game Should present appropriately for the competition Aware of appropriate behaviour as an official Some lapses of concentration Some awareness of body language 	<ul style="list-style-type: none"> Presents a positive image before, during, and after the game Should present as required for the competition Behaviour as an official is professional on most occasions Very good levels of concentration Awareness of body language and maintains positive body language most of the time 	<ul style="list-style-type: none"> Presents a positive image before, during, and after the game Must present as required for the competition Behaviour as an official is always professional High levels of concentration and has techniques to maintain concentration Able to maintain positive body language throughout
23. Leadership: Sovereignty, mental strength, consistency, fairness, acceptance	<ul style="list-style-type: none"> n/a 	<ul style="list-style-type: none"> Should be fair and consistent in actions May need support with difficult situations 	<ul style="list-style-type: none"> Fair and consistent in actions Able to maintain control in most circumstances 	<ul style="list-style-type: none"> Able to demonstrate natural leadership through consistency and fairness Able to maintain control and minimise escalation in difficult situations

Match Management and Personality				
	Level 1	Level 2	Level 3	Level 4
24. Emotional competence: Feeling for the match, communication, conflict management, credibility	<ul style="list-style-type: none"> May be indecisive particularly in more difficult situations 	<ul style="list-style-type: none"> Should generally be decisive. May be indecisive when something odd or unexpected happens 	<ul style="list-style-type: none"> Viewed as credible on most occasions by the team 	<ul style="list-style-type: none"> Strong credibility with the teams
			<ul style="list-style-type: none"> Must be decisive in almost all cases associated with their own duties 	<ul style="list-style-type: none"> Must be decisive in all cases associated with their own duties
		<ul style="list-style-type: none"> May be influenced by external pressure 	<ul style="list-style-type: none"> Should not be influenced by external pressure 	<ul style="list-style-type: none"> Has very good player management skills Must not be influenced by external pressure
	<ul style="list-style-type: none"> Communicates with teams and other officials some of the time 		<ul style="list-style-type: none"> Good communication with teams and other officials 	<ul style="list-style-type: none"> Excellent communication with the teams and other officials.
			<ul style="list-style-type: none"> Uses the language of the rule book on most occasions to communicate efficiently most of the time 	<ul style="list-style-type: none"> Able to use the language of the rule book and communicate efficiently with teams
			<ul style="list-style-type: none"> Able to work with teams to minimise conflict on most occasions. 	<ul style="list-style-type: none"> Able to work with the teams to minimise conflict
		<ul style="list-style-type: none"> Communication usually efficient 	<ul style="list-style-type: none"> Able to manage conflict when it arises on most occasions 	<ul style="list-style-type: none"> Manages conflict when it arises appropriately
25. Overall Performance in Relation to Match Difficulty				

