



Squash New Zealand
Referee Management Panel
**Training Program for the accreditation of Squash
Referees**

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Section 1: Training Program General Information, Administration and Policies

1.1 Details of the administrator of the training program

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Auckland, 1246
Street Address: Bulding 42, Unitec, Gate 3, Carrington Road,
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Authorisation of the Organisation:

Jim O'Grady

Chief Executive Officer

Glenn Carson

National Director of Refereeing

1.2 Name of the Training Program

Squash Referee Training Program

1.3 Purpose of the Training Program

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

- Club Referee – an entry level accreditation for new referees, usually qualified at their own level of play;
- District Referee – an entry or upgrading level of accreditation qualified up to Men's "B" Grade play in each District; and
- National Referee – the highest level of accreditation qualifying referees for the highest level of play in each District, and for all National and other higher level tournaments in New Zealand.

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

1.4 Accreditation/Re-accreditation

Candidates for initial and ongoing accreditation must meet the requirements of this training program. Squash New Zealand will keep and maintain Assessment Registers which will be made available to the candidate at regular intervals to enable them to manage their accreditation requirements.

1.5 Integrated or Separate Officiating General Principles Component

This is a separate training course. The Australian Sports Commission (hereafter referred to as the "ASC") General Principles for Officials Introductory and Advanced level courses are pre-requisites to this training program (see Section 2).

1.6 Assessor Qualifications

Assessors of National Referee candidates must have at least a Squash NZ National Referee accreditation and be appointed by the Squash New Zealand Referee Management Panel. It is desirable that assessors also have attended an assessor training program.

1.7 Assessor Training

As stated above it is desirable that assessors have undertaken a formal training program and to this end a Squash Assessor Training Program is under development.

1.8 Venue

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

Activity area

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

Classroom

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

1.9 Insurance

Squash New Zealand insures all accredited referees against public liability (\$5 million) and professional indemnity (\$1 million).

1.10 Code of Practice for Training Program deliverers

Squash New Zealand requires training deliverers to have signed the Squash New Zealand Code of Ethics (Appendix 1).

1.11 Official's Code of Ethics

Squash New Zealand has adopted a Code of Ethics for Referees which contains elements of the World Squash Federation's code and requires officials to sign and to put into practice this code. Any breaches of the code of ethics will be dealt with via the Disputes and Disciplinary Policy on the Squash New Zealand website.

1.12 Complaints Handling Procedures

All complaints will be dealt with as per the Disputes and Disciplinary Policy.

1.13 Flexible Delivery

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

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

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

1.14 Implementation Strategy

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

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

Squash New Zealand will provide assistance to Districts with the process of RPL. Districts should contact the National Refereeing Director for advice on requests for RPL.

1.15 Quality Control

1.15.1 Monitoring training program quality

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

- Ongoing presenter and assessor training as outlined in sections 1.8 and 1.10,
- Evaluation of presenters by course participants using course evaluation forms,
- Visits by members of the Referee Management Panel of Squash New Zealand to District based courses to evaluate delivery of courses and presenters.

1.15.2 Training program evaluation and review processes

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

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

1.15.3 Design and review committee

The following position holders will form Squash New Zealand's Training Program Design Committee:

- National Refereeing Director (Chairperson)
- A minimum of 2 Referee Management Panel Members
- Squash New Zealand Representative

Section 2: Previous and Ongoing Referee Experience

2.1 Entry Pre-Requisites

Prior to accreditation as a District Referee or higher under this training program, candidates shall:

- Have natural or corrected 20-20 vision and good hearing; and
- Sign and abide by the Squash New Zealand Code of Ethics for Referees; and
- For National Referee accreditation,
- Be an accredited District Referee for at least 12 months; and
- Pass the ASC General Principles for Officials - Introductory Level course, either face-to-face or online; and
- Pass the ASC General Principles for Officials - Advanced Level course; and
- Have vision and hearing verified by a qualified medical professional.

Exemption to the requirement of being a District level referee for at least 12 months may be considered but usually only for players with significant experience playing at A-Grade level. The request for exemption must be made to the Refereeing Director and will be considered by the Referee Management panel for approval.

2.2 Recognition of Prior Learning (RPL)

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

2.3 Recognition of Squash Specific and General Principles for Officials Courses

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

2.4 Updating

To retain their accreditation status, referees must:

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

As a minimum, at the end of every season each National and District Referee will have their Assessment Register sent to them along with advice of their status against their current level of Accreditation. Any shortfalls in competencies or criteria will be advised along with support, mentoring or other such assistance the candidate might request or require to help them maintain

their accreditation. A timeframe shall be agreed between the Referee and the Management/Assessment Panel to address the identified shortfalls, and should these areas not be addressed within that agreed timeframe then that candidates accreditation may be amended.

Section 3: Competency Statements and Training

3.1 Competency Statements

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

1. Know the current Rules and apply them consistently
2. Recognise and make correct decisions on:
 - i. movement of players to provide direct access to the ball for the opponent;
 - ii. Effort of players to get to and play the ball;
 - iii. Minimal interference;
 - iv. Winning return
 - v. Swing-interference.
 - vi. Front wall interference;
3. Manage the match using Conduct Penalties when necessary
 - i. Preventing constant stoppages for lets
 - ii. Communicating effectively with the players and other referees
 - iii. Applying Conduct Penalties
 - iv. Ensuring play is continuous
4. Use Refereeing Systems correctly, including;
 - i. Working as Single referee, Marker, Central Referee or Side Referee
 - ii. Making independent decisions in the Three-Referee System
 - iii. Using the Video Review System
 - iv. Using electronic scoring devices

3.2 Training Program Overview

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

- Knowing the Rules
- Interpreting the Rules and Decision-Making
- Dealing with poor conduct
- Communicating with players, and

In addition for National level accreditation:

- Refereeing national-level players
- Player tactics
- The 3-Referee System

3.3 Training Unit Outlines for Candidates for Squash Referee

3.3.1 Unit 1 – Knowing the Rules

Learning outcomes

This unit requires the candidate to:

- Know the Squash Singles rules
- Be able to interpret the Squash Singles rules in theoretical scenarios

Content

Current WSF World Squash Singles Rules

Nominal Duration

- Club Referee – 2 hours
- District Referee – 4 hours

Delivery Strategies

- Rules exam applicable to the level of accreditation sought (see Resources below)

Resources

- Current WSF World Squash Singles Rules
- Squash New Zealand Club Referee Rules Exam
- Squash New Zealand Rules Exam (for District and National Referees)

3.3.2 Unit 2 – Interpreting the Rules and Decision-Making

Learning Outcomes

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

- Decision-making at the Club, District or National level as applicable
 - Achieving consistency
 - Recognising front wall interference and making correct decisions on it
 - Recognising whether a player is providing direct access by clearing correctly and making correct decisions on it
 - Recognising when a player is not making every effort to get to and play the ball and making correct decisions on it
 - Recognising minimal interference and making correct decisions on it
 - Recognising created interference and making correct decisions on it
 - Recognising winning returns and making correct decisions on them
 - Recognising swing-interference and making correct decisions on it
- Managing the players
- Dealing with inappropriate and unacceptable conduct
- Being composed and able to manage stress while refereeing
- Communicating with players and managing conflict
- Being able to maximise development opportunities while being assessed
- Accepting feedback from assessors, and

In addition for National level accreditation:

- Understanding and applying the 3-Referee system

Content

- Interpreting the Rules and Decision-Making
 - Dealing with poor conduct
 - Communicating with players, and
- In addition for National level accreditation:
- Refereeing national-level players
 - Player tactics
 - The 3-Referee System

Nominal Duration - when delivered as a seminar:

- Club and District level – 2 hours
- National level – 3 hours

Delivery Strategies

- Seminar including video material on decision-making, player tactics, conduct and communication with players at the Club, District or National level as applicable, and the 3-Referee System for the National level

- Tutoring and Mentoring
- Practical refereeing

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

Resources

- Current WSF World Squash Singles Rules
- New Zealand Seminars for Candidates for Club, District or National Referee
- Squash Australia Video Rules Presentations, Introductory or Advanced

Section 4: Refereeing Activity

The number and levels of refereeing required for initial and ongoing accreditation are specified in this section.

4.1 Minimum Number of Matches to be Refereed

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

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

District level – 6 matches up to and including at least 4 on Men’s B Grade

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

- 4.1.1 At least 5 must be while acting as a Referee or Central Referee; and
- 4.1.2 At least 4 must be Men’s matches while acting as a Referee or Central Referee; and
- 4.1.3 At least 2 must be Men’s matches between either PSA players both ranked in the Top 300 or top 16 ranked New Zealand men while acting as a Referee or Central Referee; and
- 4.1.4 At least 1 must be while acting as a Central Referee in a 3-Referee System; and
- 4.1.5 At least 1 must be while acting as a Side Referee in a 3-Referee System.

4.2 Qualifying Matches – National Level

- 4.2.1 Any match qualifying for the WSF Referee level or Oceania Regional level; or
- 4.2.2 Any recognised match (but not an exhibition) involving players, both of whom are PSA players ranked in the Top 300 or WISPA players ranked in the Top 150 at the time of the match. (PSA/WISPA ranking of the players at the time the match was played must be stated); or
- 4.2.3 Matches between top 16 ranked New Zealand men; or
- 4.2.4 Matches between top 16 ranked New Zealand women; or
- 4.2.5 All matches of New Zealand Open Championships; or
- 4.2.6 All matches in the Open draws of the New Zealand National Championships; or
- 4.2.7 Semi or Final matches of Open District Championships
- 4.2.8 Semi or Final matches of national U17, U19, or U23 years age championships; or
- 4.2.9 Any other match considered to be of an appropriate level by an assessor assessing the match.

Section 5: Refereeing Assessment

5.1 Rules Exam – Written

The exam is aimed at assessing knowledge of the rules of Squash. A 90% pass mark is required in Part A and 85% in Part B. Candidates are not permitted to access course materials during the exam. Candidates may re-take the exam or sections of the exam as many times as necessary to achieve the pass mark. The exam required is:

Club level – Squash New Zealand Club Referee Rules Exam;

District level – Squash Australia Rules Exam;

5.2 Practical Refereeing Assessment

Rather than relying on individual assessments to judge competency, a candidate's record will be examined over a period of 3 years or the time taken to complete 24 matches. A number of assessments will be required in that period and "passing", "invalid" and "not to standard" assessments will all be taken into account.

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

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

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

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

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

Club level – No practical assessment requirement

District level – in each 2 year period:

- At least 2 assessments
- At least one passing assessment on a Regular match at Men's B1 Grade or higher
- Passes must exceed not passed assessments in number
- At least 9 of the 12 boxes on the assessment sheet for competencies 1(injury rule) and 3-13 must be ticked over all assessments, and
- The overall error rate in all assessments, including invalid assessments, is not more than 15%

National level - in the previous 3 years or in a block of 24 matches:

- At least 4 assessments on matches in 4.2 above
- At least 3 passes
- At least 1 pass on a Hard match
- At least 1 pass on matches between PSA men both ranked in the top 300 or New Zealand men both ranked in the top 16
- At least 2 passes on men's matches
- Passes must exceed not passed matches in number
- All boxes on the assessment sheet for competencies 1-13 must be ticked over all assessments. It is recognised that a high performing referee may not demonstrate particular competencies due to their handling of the matches they are assessed on. For example, competency 9 (Prevent Constant Stoppages) can be considered achieved if in the opinion of the assessors, the candidates record shows a clear pattern of early influential decisions, that individually do not demonstrate the competency in any single assessment.
- At least one pass as a Single Referee and Central Referee
- At least 1 pass, formal or informal as a Side Referee
- An overall error rate in all assessments, including invalid assessments, of not more than 10%, and
- Be subject to review if there are 2 "not to standard" assessments on Easy matches

In addition, the assessments must be from 2 different assessors.

5.3 Assessment Sheet

The Combined Oceania and Australian Assessment Sheet is used during the Practical Refereeing Task with the Guidelines for Assessors to assess a candidate's knowledge and skills against the Competencies and Standards listed in Appendix 4 for each of National, State and Club Referees.

5.4 Flexible Assessment Practices

Squash New Zealand is committed to providing flexibility in the assessment methods used. This includes:

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

5.5 Supervision and Mentoring of the Practical Refereeing Assessment

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

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

- mentoring by the supervisor on initial matches refereed, then

- when deemed of suitable standard, assessment by the supervisor, then
- continuing refereeing of matches with or without mentor to achieve the minimum activity required as per Section 4, then
- assessment by an assessor of appropriate standard for the referee

Supervisors will meet with their respective candidates during or after the training program. At this meeting the candidate and their supervisor should formulate a satisfactory arrangement to enable them to fulfil the practical refereeing requirements.

5.6 Supervisor and Mentor Credit

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

Appendix 1: Squash New Zealand Referees Code of Ethics

Competence:

- Know the rules of the game and their interpretations thoroughly applying them to the best of their ability.
- Keep up to date with the latest trends in officiating.
- Engage in continuing their development in terms of all aspects of refereeing, i.e. communication of the rules and management of play, knowledge, application and interpretation of the WSF Rules of Squash.
- Referees may not partake in any alcoholic beverage or drugs before any matches on the day they are to officiate.
- Referees must refrain from officiating where their ability to carry out their duties in a professional and competent manner is impaired by physical, medical, conflict of interest or other reason.
- Referees must act with integrity and objectivity, and accept responsibility for their decisions and actions, including the signing of this Code of Ethics.
- Agree and abide by the CBTA Training Programme competencies.

Responsibility:

- Referees should arrive at least 30 minutes prior to the start of a session.
- Referees should also be prompt for all matches assigned to them, with correct and adequate equipment for their matches.
- Prevent unsporting behavior as far as reasonably possible and act using code of conduct as appropriate.
- Carry out all duties in a timely, responsible, professional and respectful manner.
- Officiate all matches in a fair, objective and consistent manner that ensures spectator enjoyment and player safety.

Integrity:

- Conduct themselves in a way that is professionally, ethically and morally beyond reproach.
- Referee should not enter into any wager on any squash match.
- Referees shall at all times maintain complete impartiality with respect to all players and shall not enter into any relationship or take any action which casts doubt on his or her impartiality as a Squash Referee. This includes not, except in the ordinary course of controlling the crowds during a match, conversing with the crowd before, during or after the match.
- Referees shall not participate in a media interview or meeting with a journalist where statements relating to Squash refereeing can be printed or broadcast without the approval of the Tournament Referee.
- Promote respect for all players.

Respect:

- Referees shall treat each person as an individual, taking full consideration of their ability, age, gender, ethnicity or religion as appropriate.
- Referees shall not tolerate harmful or abusive behavior's, promoting through their decisions and actions a safe, enjoyable and respectful environment for all involved in the game both on and off the court.
- Take all reasonable and necessary preventative actions so as not to allow themselves to be compromised by events or situations where individuals respect or dignity could be undermined in the context of age, gender, ethnicity, race, culture, religious belief or other difference.
- Support fellow officials and grant players and coaches' dignity and self-respect.
- Give due regard to other Referees, Tournament Personnel, Players and Spectators.
- Referees should not criticise or attempt to explain calls or decisions by other Referees to anyone other than to those Referees directly, or to the Tournament Referee. Where Referees agree to conduct assessments on each other, these should be done discreetly but must be co-ordinated and supervised by the Tournament Referee.

I agree to abide by all the conditions in the Squash New Zealand Code of Ethics for Referees and agree to the general Squash New Zealand Code of Conduct as a Squash New Zealand member and/or participant. These can be found on the Squash New Zealand website.

I recognise that a breach of this Code may result in disciplinary action being taken and de registration of my qualification depending on the seriousness of the breach.

Signature: _____

If under 18, parent/guardian: _____

Date: _____

Email: _____

Phone (M): _____

Phone (H): _____

Appendix 2: Policy and Procedure of Prior Learning and Recognition of Current Competencies

Introduction

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

What is RPL?

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

RPL principles

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

- **procedures** are fair and equitable
- **measures** are valid and reliable.

How can prior learning be recognised?

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

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

Who can apply

A person can apply for RPL if they think their prior learning and experience mean they can provide evidence to show that they are already competent in the learning outcomes of the Squash New Zealand training course.

Benefits of RPL:

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

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

There are many ways that a person can show evidence of the competencies they hold. RPL can only be granted on current evidence, that is, work that has been completed within the last four years.

Following are a few examples of the ways evidence can be provided. The person will need to include a variety of these in their application form.

Education and training

- Formal, accredited and informal training
- Copies of certificates, qualifications achieved from other courses, school or tertiary results
- Statements outlining courses and or study that they have undertaken and the learning outcomes/competencies achieved from these

Coaching/Officiating related experience

- Resumé of coaching/officiating experience and positions held, which may include reports from people within the sport
- Copies of any statements, references or articles about the coach's/official's employment or community involvement
- Relevant coaching/officiating samples, eg. copies of training programs, videos of coaching or officiating or assessment tools, which the coach/official has developed and implemented
- Reports on opportunities undertaken, which could include evaluations from courses conducted

Life experiences

- Overview of sport and recreation involvement
- Relevant work or other experiences
- 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. The person should provide all the documentation that they can which clearly shows evidence of the competencies they hold.

Recognition of prior learning procedure

If a person considers that they have already acquired the learning outcomes of the specific Squash New Zealand training course, they may formally apply to have these skills recognised.

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

- adult education
- negotiation skills
- standards enforcement
- assessment methods.

It is also desirable that they are accredited at a higher level than the RPL applicant.

The RPL Assessment can only be carried out when the applicant provides evidence of the relevant competencies that they believe they hold. This is achieved through completing the RPL application form and forwarding this with the required fees.

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

Step 1 – request

1. Applicants who consider applying for RPL will contact the National Director of Refereeing, who will provide a brief explanation of the RPL process and advice to the applicant.
2. An RPL application form will then be forwarded to the applicant.

Step 2 – complete application and send to course coordinator

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

Step 3 – assessment

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

- confirm acceptance of the application to the applicant
 - advise the applicant of the date for assessment by the RPL panel
 - advise the applicant of deficiencies that must be rectified or addressed before the application can proceed.
1. The relevant person will send the application to other members of the RPL panel. The panel should compare the evidence provided by the applicant with the performance criteria. A judgment must be made about whether the applicant wholly or partially meets the requirements. The panel should check that the evidence submitted conforms to the following RPL principles:
 - validity (is the evidence relevant?)
 - sufficiency (is there enough evidence?)
 - authenticity (is the evidence a true reflection of the candidate?)
 - currency (is the evidence recent – obtained within four years?).
 2. In the event of partial completion of the learning outcomes, the panel should outline which performance criteria still need to be achieved, and preferably what evidence is still required.

Options include:

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

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

Step 4 – notification

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

Successful applicants for RPL will receive the appropriate certification/accreditation, and where appropriate, will be placed on an Squash New Zealand database.

Step 5 – appeal

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

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

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

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

- grant recognition
- or
- deny recognition.

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

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

RPL Application Form

SECTION 1 – Personal details

Name:

Organisation:

Position:

Address:

Postcode:.....

Phone:Fax:

Mobile:Email:

SECTION 2 – Evidence (COMPULSORY)

Competency	Summary of evidence provided
	Please supply evidence relating to each performance criteria in the form of education and training, work related experiences and life experiences. Please attach copies of documents and /or references to the application form.
Demonstrate a comprehensive understanding of the Rules and their application	
Be consistent in decision-making	
Recognise front wall interference, and make correct decisions on it	
Recognise the movement of players to provide direct access to the ball for the opponent, and make correct decisions on it	
Recognise the effort of players to get to and play the ball, and make correct decisions on it	
Recognise minimal interference, and make correct decisions on it	
Recognise created interference, and make correct decisions on it	
Recognise a winning return, and make correct decisions on it	

Recognise swing-interference, and make correct decisions on it	
Manage the match using Conduct Penalties when necessary	
Be composed under stress	
Officiate as a Referee and as a Central Referee and Side Referee as part of a 3-Referee team	(National only)
Accept constructive feedback from assessors	

RPL Assessor Report

Applicant's name:.....

<i>Competency</i>	Evidence Supplied	Validity <i>(is the evidence relevant to the performance criteria?)</i>	Sufficiency <i>(is there enough evidence?)</i>	Authenticity <i>(is the evidence a true reflection of the candidate?)</i>	Current <i>(is the evidence recent? obtained within the last four years?)</i>	Comments
Demonstrate a comprehensive understanding of the Rules and their application	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Be consistent in decision-making	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Recognise front wall interference, and make correct decisions on it	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Recognise the movement of players to provide direct access to the ball for the opponent, and make correct decisions on it	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Recognise the effort of players to get to and play the ball, and make correct decisions on it	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	

Recognise minimal interference, and make correct decisions on it	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Recognise created interference, and make correct decisions on it	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Recognise a winning return, and make correct decisions on it	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Recognise swing-interference, and make correct decisions on it	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Manage the match using Conduct Penalties when necessary	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Be composed under stress	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	
Officiate as a Referee and as a Central Referee and Side Referee as part of a 3-Referee team	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	(National only)
Accept constructive feedback from assessors	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	Yes <input type="radio"/> No <input type="radio"/>	

<<Note: Continue to insert extra spaces for additional learning outcomes / assessment criteria>>

All performance criteria met: (please tick)

YES

NO (please provide advice to the applicant of what evidence they are still required to supply)

Date of Assessment:..... Name of Assessor:.....

Position:..... Contact number:.....

Assessor's comments	Recommendations

Appendix 3: Assessment Standards

	Competencies	National Standard	District Standard	Club Standard
1.	Demonstrate a comprehensive understanding of the Rules and their application	Knows thoroughly all rules arising in a match and applies them correctly - - no more than 1 totally wrong decision	Knows all rules arising in a match and applies them correctly - no more than 1 totally wrong decision	Not Assessed
2.	Be consistent in decision-making	Good consistency in decision-making - no more than 10% error rate	Consistent in decision-making - no more than 15% error rate	Not Assessed
3-8	For each of the competencies 3-8 below;	On an Easy match: - No more than 2 marginally incorrect - No more than 1 incorrect - No totally wrong decisions On a Regular match: - No more than 3 marginally incorrect - No more than 2 incorrect - No totally wrong decisions On a Hard match: - No more than 4 marginally incorrect - No more than 2 incorrect decisions	On an Easy match: - No more than 2 marginally incorrect - No more than 1 incorrect - No totally wrong decisions On a Regular match: - No more than 4 marginally incorrect - No more than 2 incorrect On a Hard match: - No more than 4 marginally incorrect	Not Assessed

			No more than 3 incorrect decisions	
3.	Make correct decisions on the movement of players to provide access to the ball for the opponent			
4.	Make correct decisions on the effort made by players to get to and play the ball			
5.	Make correct decisions on minimal interference			
6.	Make correct decisions on a winning return			
7.	Make correct decisions on swing-interference			
8.	Recognise front wall interference, and make correct decisions on it			
9.	Prevent constant stoppages for lets	Good management of interference decisions to prevent repeated and unnecessary lets	Adequate management of interference decisions to prevent repeated and unnecessary lets	Not Assessed
10.	Communicate effectively with players and other referees	Effective communication with the players and referee/marker	Adequate communication with the players and referee/marker	Not Assessed

11.	Apply Conduct Penalties	Excellent management and control using the Conduct Rule	Adequate management and control, using the Conduct Rule when necessary	Not Assessed
12.	Ensure play is continuous	Keep good continuity of play	Keep adequate continuity of play	Not Assessed
13.	Use Refereeing Systems correctly	<ul style="list-style-type: none"> - Good working as a Single Referee, Marker, Central Referee or Side Referee - Good independent decision making in the 3-Referee system - Good use of the video Review System - Good use of electronic scoring systems - 	Good working as a Single Referee or Marker,	Not assessed

Further explanation of the assessment standards can be found in the Guidelines for Regional and National Assessors available on the WSF website.