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Korfball Australia

Referee

Accreditation

Framework

This framework provides the basis on which refereeing courses are designed, administered and refereeing is assessed. It also sets guidelines for on-going individual professional development and accreditation.

For further information contact NationalTechnicalCoordinator@korfball.org.au

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PART 1 GENERAL INFORMATION

Korfball Australia recognises the unique role and significant contribution of referees in our sport. This framework seeks to acknowledge this by developing resources to support referees in their continuous professional development.

1.1. Licensing Arrangements

State/Territory Organisations of Korfball Australia are endorsed to deliver the Level 0, 1,2 and 3 courses provided they can meet the criteria for Assessors. Each State and Territory will be required to sign an agreement outlining the terms and conditions of course delivery. No fees apply for Level 0 but a fee is required for all other levels dependent on delivery as noted in 1.4 below.

Korfball Australia and the International Korfball Federation are responsible for the delivery of Level 4.

1.2. Insurance

The *Korfball Australia Risk Protection Program* provides Public Liability (\$10,000,000) and Professional Indemnity (\$10,000,000) insurance. Any State/Territory Member Organisation that is not part of the National Risk Protection Program will be required to provide the same level of Public Liability and Professional Indemnity insurance.

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

Courses in schools may be conducted within the institutions insurance schemes.

1.3 Course Details

Course Level	Duration	Target Members
0	Variable according to specific group but a minimum of 5 hours.	Introduction to korfball groups such as teachers: Youth Course as in Korfball Youth Leadership Award Minimum age 16
1	10 hours (course and assignment work) + practical	Experienced players of at least 2 years. Teachers
2	Refereeing experience assessed over at least 8 games	Experienced Level 1 referees at least 2 years.
3	10 hours (course work and assignments) + practical over at least 6 games and referee duties	Experienced Level 2 referees of at least 1 year
4 (IKF 4)	IKF Level 4 50 + hours	High performance national level referees

Note: Recognition of Prior Learning (RPL) may reduce any of the requirements for the courses –see 2.4 below.

1.4. Payment of Course Fees

Fees may vary depending on local costs or subsidies (e.g. facility hire, presenter fees, equipment loan, local administration costs). These are collected by the local course organisers. In addition a Korfball Australia Accreditation Fee applies for all courses, except Level 0. The KA fee is determined on an annual basis and will be published appropriately.

1.5. Facilitator/Assessor Qualifications

Course	Minimum Qualifications for each Level on entry
Level 0	<ul style="list-style-type: none"> • Have at least Korfball Australia Level 1 accreditation. • Preferably at least 2 years korfball playing or teaching experience. • Preferably have satisfactorily completed a Korfball Australia Course Presenters accreditation.
Level 1	<ul style="list-style-type: none"> • Have at least Korfball Australia Level 2 accreditation. • Have at least 2 years korfball refereeing experience at an A grade level. • Have satisfactorily completed a Korfball Australia Course Presenters accreditation.
Level 2	<ul style="list-style-type: none"> • Have at least Korfball Australia Level 3 accreditation. • Have at least 2 years korfball refereeing experience at an A grade level. • Have satisfactorily completed a Korfball Australia Course Presenters accreditation.
Level 3	<ul style="list-style-type: none"> • Have at least Korfball Australia Level 3 accreditation for 2 years. • Have at least 3 years korfball refereeing experience at a A and or AA level. • Have satisfactorily completed a Korfball Australia Course Presenters accreditation.
Level 4	This will be conducted by an IKF appointed Presenter.

Course Facilitator/Assessor presenters

These are qualified referees of at least one level above the course level they are presenting. Generally they will also be the course Assessors and have undertaken the Korfball Facilitator/Assessor Course.,

Course Facilitator/Assessor shall:

- Undergo a 3 yearly review of performance by a designated Korfball Australia Reviewer and to pass the review satisfactorily in order to have endorsement continued.
- Have access to a range of resources (technical and educational) as may be deemed necessary by way of the local korfball association, National Technical Coordinator or resources available on the Korfball Australia website.
- be supervised by an appropriately qualified presenter during period of training.

Korfball Australia shall have the right to:

- Approve course presenters not covered by the above criteria after evaluation of

such person's relevant experience and knowledge of the sport through the RPL process and having regard to the prevailing circumstances of the course..

- Set up a Course Review Panel of suitably qualified people and to nominate a member of the panel to conduct random checks to assess the quality of delivery of the course being conducted.

All course Facilitator/Assessor will be selected at the discretion of the State/Territory Referee Director and approved by the National Technical Coordinator to ensure quality control of Presenters and Assessors. Course coordinator reports and participant evaluations will be reviewed to ensure quality control of Presenters and assess course content.

1.6. Facilitator/Assessor Training

Each State/Territory Member Organisation of Korfball Australia will be provided with presenter and assessor training as required. State and Territories will then be responsible for the continued education of their presenters and assessors using the Korfball Australia Facilitator and Assessors course. Participants of these courses will then become accredited, placed on the National database and receive certification.

Facilitator/Assessor will also be encouraged to attend a generic Facilitator & Assessor Training Course available through State/Territory government sports departments.

1.7. Minimum requirements for conducting courses

No limits when conducted on an individual progression basis but adequate players and equipment when necessary for practical components including competitive games of appropriate level for Korfball course level.

PART 2 POLICIES

2.1 Referee's Code of Behaviour

Korfball Australia is committed to treating all people with respect, dignity and fairness. This value, along with the basic right of all korfball members to participate in an environment that is enjoyable, safe and healthy, has resulted in the development and implementation of the Korfball Australia Member Protection Policy.

The Member Protection Policy applies to Member Organisations, Affiliates and Members (including players, referees, employees, volunteers and support personnel). Any breach of the policy including the Code of Behaviour may result in disciplinary action, including de-registration from the Korfball National Accreditation Scheme. See Appendix 5 Policies and General Codes of Behaviour

The Member Protection Policy and related support documents can be accessed via the Korfball Australia website.

2.2 Dispute Resolution

All complaints must be submitted in writing to the National Technical Coordinator. Appeals regarding the outcome of an application or assessment must be received within 14 days of receiving notification of the application or assessment.

Complaints will be considered by a Dispute Resolution Panel consisting of three members, appointed by Korfball Australia as required. Their role will be to consider the dispute and make a decision and notify those involved within 30 days of receipt of the complaint.

If the dispute is related to the outcome of an assessment task, the participant may be permitted to be re-assessed in the activity they were unsuccessful in.

An independent assessor must undertake this re-assessment, at a time suitable to both parties. This process must be completed in time for the participant to continue with the next level of accreditation activities.

The complaints review process will follow principles of procedural justice including the right to be heard, transparent process and evidence based decision making.

No further appeals will be considered

2.3 Enrolment Pre-requisites Age of Entry into the Course

Course Level	Minimum entry age
0	15 years
1	17 years
2	20 years
3	21 years
4	*

* The International Korfball Federation will make decisions with regards to this course which may vary according to international venue and nature of country's participants.

2.4 Recognition of Prior Learning (RPL)

(a) What is RPL?

RPL is based on the awareness that people learn and develop competencies 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. RPL is valuing your developed knowledge and skills towards gaining credit in a training program of study such as towards your next level of Korfball Referee.

(b) RPL Principles

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

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

(c) How can 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 currently do with the learning outcomes of the module/unit.

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.

(d) 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 relevant training program.

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

There are many ways that a person can show evidence of their current competencies. RPL can only be granted on current evidence, that is, work that has been completed within the last three years and competencies that they are currently able to demonstrate.

Evidence that is more than 3 years old should be made known (e.g. of a referee returning to the game after some years) and provision may be made for a modified program to more quickly meet the competency expectations.

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.

(f) Education and Training

- Formal, accredited and informal training
- Copies of certificates, qualifications achieved from other training programs, school

or tertiary results.

- Statements outlining training programs and/or study that they have undertaken and the learning outcomes/competencies achieved from these.

(g) Refereeing Related Experience

- Resume of refereeing experience and positions held, which may include reports from people within the sport including game assessments of the referee.
- Copies of any statements, references or articles about the referee's employment or community involvement.
- Relevant refereeing samples, e.g., copies of training programs, videos of refereeing tools, which the referee has developed and implemented.
- Reports on opportunities undertaken, which could include evaluations from training programs conducted.

(h) Life Experience

- Overview of sport and recreation involvement.
- Relevant work or other experiences.
- Evidence of home/self-directed study which may include a list of recent readings, synopsis of seminars attended and reports of research or analysis undertaken.

The above are only examples. The person should provide all the documentation that they can which clearly shows evidence of the competencies they hold. They may also be required to demonstrate their expertise by written or practical demonstration.

(i) RPL Assessment

RPL needs to be assessed by an independent a person or group with knowledge of the standards required for the course or activity being applied for. Korfball Australia has therefore set up the following:

- The National Technical Coordinator will set up a Panel of 3 appropriately experienced people with at least one years experienced at the particular level applied for as the RPL assessors for all Korfball Australia courses.
- 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 to the National Technical Coordinator or designated receiver.

- The following process outlines the steps for a person applying for RPL:

Step 1 – Request

Applicants who consider applying for RPL will contact the National Technical Coordinator who will provide a brief explanation about the RPL process and advice to the applicant. An RPL application form will then be forwarded to the applicant.

Step 2 –Application

- Applicants will utilise the information contained within the RPL application form to conduct a self-assessment against the training program learning outcomes.
- 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.
- Applicants will need to gather all relevant supporting documentation and complete the RPL application form with honest, clear, complete and concise information.
- The completed application form with supporting documentation will then be forwarded the National Technical Coordinator

Step 3 – Assessment

- The National Technical Coordinator will 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; was a qualification obtained within the last three years? If not can the person demonstrate the required competencies now or after a short suitably modified program?)

- In the event of partial completion of the learning outcomes, the National Technical Coordinator will 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.
- The National Technical Coordinator will complete and return assessors' report with

recommendations.

- The National Technical Coordinator will keep records of all RPL applications for four years.

Step 4 – Notification

- The National Technical Coordinator will notify the applicant of the decision within two months of receiving the application, including reasons for not approving.
- Successful applicants for RPL will receive confirmation documentation.

An Appeal against an RPL decision

- The applicant has the right to appeal the National Technical Coordinator's decision, if they believe the decision is unfair, unjust or the information has been misinterpreted the evidence.
- In the case of an appeal, an assessment panel will be established that will consist of the following personnel:

National Technical Coordinator (or original RPL assessor)

An independent qualified assessor.

- This assessment panel will review all material available and make an appropriate response response/recommendation.
- The decision of the RPL review assessment panel will be final.
- The participant may also be required to demonstrate their expertise in a particular area by written or practical demonstration. No credit will be given unless competence in that area can be demonstrated.
- All remaining units will be required to be successfully completed before accreditation can be granted

2.5 Records

Korfball Australia and all State/Territory Member Organisations are required to keep a professional development list of the referee's name, address, phone number, email address, level of accreditation and expiry date. These records will be provided to the ASC to be kept on their database for national accreditation purposes. All records will be maintained in accord with privacy principles.

2.6 Time frame for completion

Participants must complete all assessment tasks related to the course within the time limits outlined below, otherwise no accreditation will be granted. However, an

extension of up to 12 months may be granted for the activity which determines the referee's requirement to referee games to a particular standard at a particular level.

Course Completion Time

Level	Time from commencement date
0	6 months
1	12 months
2	18 months
3	18 months
4	2 years

If participants do not complete the tasks within the required time frame and wish to attain accreditation, the entire course will have to be completed again. This may result in additional course fees to be paid by the participant. An appeal against this can be made through the Disputes Resolution Panel as in 2.4 above.

2.7 Professional development

It is for the purpose of maintaining and improving standards. In korfbal it means maintaining our knowledge and skills, recognising changes in our sport and making appropriate adaptations in our refereeing activities.

Course Accreditation Requirements

Level	Professional development
0	<ul style="list-style-type: none"> • Achieve 20 hours of professional development activity over a three-year period. or Complete the Level 1 Refereeing Course
1	<ul style="list-style-type: none"> • Achieve 40 hours of professional development activity over a three-year period or • Complete another Level 1 Refereeing Course within three years
2	<ul style="list-style-type: none"> • Achieve 70 hours of professional development activity over a three-year period or. • Complete another Level 2 Refereeing Course within three years
3	<ul style="list-style-type: none"> • Achieve 90 hours of professional development activity over a three-year period. or • Complete another Level 3 Refereeing Course within three years
4	This will be prescribed by IKF in consultation with KA

(a) Accreditation Activities

These are outlined in Appendix 1 Activities to maintain accreditation

(b) Re-accreditation

- Applications for re-accreditation should be made to the Refereeing Director within each State/Territory and/or National Technical Coordinator prior to the accreditation expiry date.
- Applications for re-accreditation must be accompanied by a completed log-book and re-accreditation payment if required.
- Applications for re-accreditation will be accepted for up to 12 months following the expiry date the accreditation.
- Once an accreditation has expired for a period greater than 12 months, re-accreditation cannot occur via the professional development system.

PART 3: LEVEL 0 COMPETENCY STATEMENTS AND ASSESSMENT

A competency is a set of actions that someone must be capable of carrying out in order to perform well in some aspect of a job, in our case refereeing at a particular level or to a particular standard.

3.1 Level 0 Course Competency Statements

At the conclusion of Level 0 a referee should be able to:

- Identify the roles and responsibilities of the referee
- Understand the refereeing implications of the Korfball Australia Codes of Behaviour
- Understand the social development considerations for why children play sport
- Identify and implement good refereeing practices to reduce risk
- Implement minor incident-management procedures
- Understand the refereeing implications of the basic rules of korfball
- Have knowledge of the Rules of Korfball and how these can be integrated into an introductory or short course.

3.2 Assessment

All participants are required to actively participate in workshop and discussion groups, complete worksheets and undertake practical tasks/demonstrations as per the course outline.

(a) Worksheets

All questions must be answered to the standard outlined in the answer guide to successfully complete this aspect of the course.

- Participants are permitted to access all course materials and may consult with others when completing the worksheets

(b) Practical Refereeing Task

The practical refereeing tasks are aimed at assessing the participant's practical refereeing ability. The refereeing task requires a practical demonstration of a refereeing a game of at least 15 minutes duration. The refereeing task is used as both a learning and assessment tool.

- The practical refereeing task must be observed by an Assessor who will use the Referee Practical Assessment Form Level 0 to check the skills/competencies that the referee must demonstrate. To successfully attain the Level 0 Course Accreditation the participant must be rated competent on all aspects of the performance criteria outlined in the form.
- Participants may submit the Session Plan assignment and present the practical refereeing task as many times as necessary to meet the requirements of the assessment task.

(c) Assessment Arrangements

The assessment activity will take place as part of the Level 0 Course. All equipment will be provided as part of the course. Participants may be required to provide players for the assessment task.

The assessment will take into account any likely variation in the ability and experience of Level 0 participants.

PART 4: LEVEL 1 COMPETENCY STATEMENTS AND ASSESSMENT

4.1 Level 1 Course Competency Statements

At the conclusion of Level 1 a referee should be able to:

- 1.1 Identify the roles and responsibilities of the referee
- 1.2 Understand the refereeing implications of the Korfball Australia Codes of

behaviour /Policy statements

- 1.3 Have knowledge of the Rules of Korfball and Signals and refereeing implications.
- 1.4 Utilise effective communication techniques to develop player understanding of the referee's decisions during a game.
- 1.5 Understand the implications for referees of players at different stages of development and the need for positive gender relations. .
- 1.6 Identify and implement good refereeing practices to reduce risk
- 1.7 Implement minor incident-management procedures
- 1.8 Have effective methods of dealing with conflict situations
- 1.9 Competently referee at B Grade level* according to specified criteria for Level 1.
- 1.10 Utilise an appropriate self-reflection method to evaluate and improve the quality of refereeing management and communication
- 1.11 Understand referee education pathways and professional development requirements and opportunities

4.2 Assessment

All participants are required to actively participate in workshop and discussion groups, complete worksheets and undertake practical tasks/demonstrations as per the course outline.

(a) Worksheets

Worksheets/workbooks provide a documented summary of theoretical knowledge and are aimed at assessing the participant's underpinning knowledge of the general principles units. An answer guide is available to presenters/assessors. All questions must be answered to the standard outlined in the answer guide to successfully complete this aspect of the course.

- Participants are permitted to access all course materials and may consult with others when completing the worksheets/workbooks.

(b) Rules Examination

All participants must take the Level 1 Rules Examination and attain a pass mark of 70%. The Rules examination will be taken from the current Korfball Australia Rules Examination List which will be available from the National Technical Coordinator. A selection of 40 questions from the list will be used for the examination. The

Examination may be taken at any time subject to mutual arrangements with the Referee Course Assessor and/or National Technical Coordinator.

(c) Practical Refereeing Task

The practical refereeing tasks are aimed at assessing the participant's practical refereeing ability. The refereeing task requires practical demonstration of korfball specific refereeing skills in competitive game situations at up to and including National B grade standards*. Assessment of competency must be demonstrated over at least 4 games with written assessment recorded on the Referee Practical Assessment Form Level 1 (See Appendix 2) by appropriately qualified people appointed by the Course Assessor. The refereeing task is used as both a learning and assessment tool.

- The Referee Practical Assessment Form Level 1 is provided on which assessors should check the skills/competencies that the referee must demonstrate. To successfully attain the Level 1 Course Accreditation the participant must be rated competent on all aspects of the performance criteria outlined in the Assessment Form.
- If after 4 games the participant is not considered competent the participant shall have the right to be reassessed again after 2 more assessed games and repeated in the same way as necessary.

(d) Assessment Arrangements

All assessment activities will take place as part of the Level 1 Course. All resources will be provided as part of the course.

- * At least once per year Korfball Australia will designate the grade of each competition as A, B or C grade. Higher level competitions (such as interstate tournaments grades) will be also designated as one of the above three grades or as a higher grade designated **AA**.

PART 5: LEVEL 2 COMPETENCY STATEMENTS AND ASSESSMENT

5.1 Level 2 Course Competency Statements

At the conclusion of Level 2 a referee should be able to:

- 2.1 Identify the roles and responsibilities of the referee
- 2.2 Understand the refereeing implications of the Korfball Australia Codes of Behaviour /Policy statements
- 2.3 Have up to date knowledge of the Rules of Korfball and Signals and refereeing

implications.

2.4 Utilise effective communication techniques to develop player understanding of referee's decisions during a game.

2.5 Understand the implications for referees of players at different stages of development and for gender equity.

2.6 Identify and implement good refereeing practices to reduce risk

2.7 Implement minor incident-management procedures

2.9 Have effective methods of dealing with conflict situations

2.10 Competently direct games as referee or assistant referee at A Grade level* according to specified criteria for Level 2.

2.11 Utilise an appropriate self-reflection method to evaluate and improve the quality of refereeing management and communication

2.12 Understand referee education pathways and professional development requirements and opportunities

(a) Professional development

All participants will have been expected to have completed the proportional professional development activities for maintenance of Level 1 accreditation for the number of months/years since they were last accredited (e.g. if after two years since last accreditation then approximately 66% or two thirds of activities points requirements.) No rules examination or worksheets are required for accreditation at Level 2. Accreditation relates to higher level competition performance in both refereeing and personal management.

(b) Practical Refereeing Task

The practical refereeing tasks are aimed at assessing the participant's practical refereeing ability. The refereeing task requires practical demonstration of korfbal specific refereeing skills in competitive game situations at up to and including National A grade standards. Assessment of competency must be demonstrated over at least 4 games with written assessment recorded on the Referee Practical Assessment Form Level 2 (See Appendix 2) by appropriately qualified people appointed by the Course Assessor. The refereeing task is used as both a learning and assessment

tool. This must include 2 games assessed as an Assistant referee at A Grade level.

- The Referee Practical Assessment Form Level 2 is provided on which assessors should check the skills/competencies that the referee must demonstrate. To successfully attain the Level 2 Course Accreditation the participant must be rated competent on all aspects of the performance criteria outlined in the Assessment Form.
- If after 8 games the participant is not considered competent the participant shall have the right to be reassessed again after 3 more assessed games and repeated as necessary. The candidate will have the right to request at least one different assessor after two assessments.

(c) Assessor Protocol

- Two (2) assessors are required for a Level 2 Referee Accreditation assessment.
- Both assessors must be independent of the candidate (i.e. may not be the candidate's mentor or referee at the same club)
- Both assessors must agree that the candidate meets all competencies for the accreditation to be awarded.
- All key competencies listed on the assessment sheet must be met to be deemed competent.

Other appropriate people may be involved in assessing candidates in the 8 games leading to final assessment.

(d) Assessment Arrangements

All assessment activities will take place as part of the Level 2 Course. All resources will be provided as part of the course.

PART 6: LEVEL 3 COMPETENCY STATEMENTS AND ASSESSMENT

6.1 Level 3 Course Competency Statements

At the conclusion of Level 3 a referee should be able to:

- 3.1. have improved own refereeing skills, including critical analysis of own performance, and developed and monitored mental skills .
- 3.2. carry out administrative, reporting and tribunal requirements.
- 3.3 plan for the risks of officiating in competition
- 3.4 work with a wide range of people to enhance on and off court relationships including supporting gender equity.
- 4.5. utilise referee leadership skills
- 4.6. demonstrate negotiation skills in order to minimise conflict.
- 4.7. be aware of the advanced tactics and strategies of Korfball in a competitive situation
- 4.8. understand and be able to clearly communicate the latest Interpretations and/or changes in the rules of Korfball
- 4.9. be open to and appropriately self-reflect on refereeing behaviours and develop an action plan focusing on any changes

6.2 Assessment

All participants are required to actively participate in workshop and discussion groups, complete assignments and undertake practical tasks/demonstrations as per the course outline.

A workshop may be organised to go through the Referees Advanced Principles Course or alternately the course can be studied independently by candidates.

(a) Assignments

The Level 3 Refereeing Course requires participants to complete the following assignments. The Referees Advanced Principles Course is the major resource for these assignments.

Personal Development Plan: This task is aimed at assessing the candidate's ability to develop a plan for their development as a referee. This involves an assessment of their current status, as well as outlining what aspects they need to consider and how they can develop themselves in the future.

This task is used as both a learning and assessment tool for Modules 1 and 3 of the Referees Advanced Principles Course. The plan must be completed satisfactorily to

successfully complete this aspect. An assessment checklist is available to assessors marking the personal development plans.

Candidates are permitted to access all course materials, and may consult with others when completing the plan. Candidates may re-submit the plan as many times as necessary to meet the requirements of this assessment task.

Risk Management Plan: This assessment task is aimed at assessing the candidate's ability to develop a risk management plan for their refereeing situation. This plan will cover aspects such as the environment, people and procedures for dealing with emergencies.

This task is used as both a learning and assessment tool for Module 2. The plan must be completed satisfactorily to successfully complete this aspect. An answer guide is available to assessors marking the risk management plans.

Candidates are permitted to access all course materials, and may consult with others when completing the plan. Candidates may re-submit the plan as many times as necessary to meet the requirements of this assessment task.

(b) Practical Refereeing Task

The final practical evaluation occurs after the satisfactory completion of the two plans. The referee should demonstrate competency in the areas of group management, teaching and communication skills.

The practical refereeing tasks are aimed at assessing the participant's practical refereeing ability. The refereeing task requires practical demonstration of korfbal specific refereeing skills in competitive game situations at A grade standards and others designated AA standard (e.g. national level competition). Achieve all competencies to a sufficient standard within 6 games with written assessment recorded on the Referee Practical Assessment Form Level 3 (See Appendix 2) by appropriately qualified people appointed by the Course Assessor. Since non-refereeing tasks, such as management of referees, is part of the assessment the Course Assessor will need to have evidence of the referee's performance of these tasks over a period of time within the last 2 years. The refereeing task is used as both a learning and assessment tool.

- The Referee Practical Assessment Form Level 3 is provided on which assessors should check the skills/competencies that the referee must demonstrate. To successfully attain the Level 3 Course Accreditation the participant must be rated competent on all aspects of the performance criteria outlined in the Assessment Form.
- If after 6 games the participant is not considered competent the participant shall have the right to be reassessed again after 3 more assessed games and repeated as necessary. The candidate will have the right to request at least one different assessor after two assessments.

(c) Assessor Protocol

- Two (2) assessors are required for a Level 3 Referee Accreditation assessment who will be appointed by Korfball Australia.
- Both assessors must be independent of the candidate (ie: may not be the candidates mentor or referee at the same club)
- Both assessors must agree that the candidate meets all competencies for the accreditation to be awarded.
- All key competencies listed on the assessment sheet must be met to be deemed competent.
- Other appropriate people may be involved in assessing candidates in the 8 games leading to final assessment.

(d) Assessment Arrangements

All assessment activities will take place as part of the Level 3 Course. All resources will be provided as part of the course.

- The practical refereeing task must be observed by an Assessor who will use the Referee Practical Assessment Form Level 3 to check the skills/competencies that the referee must demonstrate. To successfully attain the Level 3 Course Accreditation the participant must be rated competent on all aspects of the performance criteria outlined in the form.

The location of the assessment will be organised in consultation with the Member Organisation.

PART 7: LEVEL 4 COMPETENCY STATEMENTS AND ASSESSMENT

This level course is conducted by the International Korfball Federation and is the IKF Level 4 High Performance Referee Diploma Course. Details of this are available from IKF. This may take place in Australia or another country.

PART 8: GENERAL REFEREEING PRACTICES

9.1 Mentoring/Supervision of Refereeing Practice

It is recommended that prospective referees seek the assistance of a mentor referee to assist them in improving their refereeing skills prior to/post the relevant accreditation course.

9.2 Mentoring/Supervisor Credit

(a) Mentors will receive continuing accreditation towards their professional development requirements.

(b) Mentoring will attract points to the referee's professional development requirements as per the appropriate year level limits.

PART 9: QUALITY CONTROL

10.1 Monitoring Course Consistency and Quality

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

- Ongoing presenter and assessor training as outlined in 1.5.
- Evaluation of presenters by course participants using course evaluation forms (Appendix 3).
- Moderation by Korfball Australia to State/Territory based courses to evaluate delivery of courses and presenters.
- Course Evaluation and Review Process

(b) In addition to the evaluation proforma contained in Appendix 3 the following methods will be used to assess and review the course:

- Brief informal discussions with the course presenters, participants and other interested groups such as clubs to 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 the next level will be analysed on a regular basis.
- The course will undergo a thorough review every four years, and input sought from State/Territory Refereeing Directors and Korfball Australia Referee Development Advisory Group members. Appropriate amendments will be made and the course will be submitted to the ASC for renewed registration.

10.2 Korfball Australia Refereeing Course Review Group

- (a) Korfball Australia Course Review Group will consist of the following representatives:
- National Technical Coordinator Korfball Australia (Chairperson).
 - Up to 3 High Performance Referees with one of the following;
 - Referee education experience
 - National/International refereeing experience.
 - An independent referee/officiator from another sport where it can be arranged
- (b) The Review Group will be established every four years to review Korfball Australia's Refereeing Courses.
- (c) Additional experts may be consulted as part of the review process.
- (d) All review recommendations to be submitted to the Korfball Australia for final approval.

APPENDIX 1 ACTIVITIES TO MAINTAIN ACCREDITATION

Korfball Australia Refereeing Accreditation is valid for three (3) years. The period starts when a Korfball Australia certificate of accreditation is issued.

KA REFEREE LEVEL 0 PROFESSIONAL DEVELOPMENT CRITERIA

Points to be completed: 20 (Minimum practical component: 10 hours) 1 point = 1 hour

Choose from these activities (only Practical refereeing is compulsory)	Time Commitment Maximum Points that can be claimed for each activity
Practical refereeing (minimum 10 hours)	15
Attend an accredited First Aid Course	4
State/Regional association approved referee workshops/meetings	5
Referee related course / workshop / seminar conducted by recognised body (eg, State Department Sport & Recreation)	3
Attained KA Level 1 Refereeing Accreditation	Can meet total points

KA REFEREE LEVEL 1 PROFESSIONAL DEVELOPMENT CRITERIA

Points to be completed: 40 (Minimum practical component: 20 hours) 1 point = 1 hour

Choose from these activities (only Practical refereeing is compulsory)	Time Commitment Maximum Points that can be claimed for each activity
Practical refereeing (minimum 20 hours)with at least 10% per annum observed/assessed and recorded	30
Attend an accredited First Aid Course	3
National/State/Regional association approved refereeing workshop/meetings	9
Referee related course / workshop / seminar conducted by recognised body (eg, State Department Sport & Recreation)	5

KA REFEREE LEVEL 2 PROFESSIONAL DEVELOPMENT CRITERIA

Points to be completed: 70 (Minimum practical component: 30 hours) 1 point = 1 hour

Choose from these activities (only Practical refereeing is compulsory)	Time Commitment Maximum Points that can be claimed for each activity
Practical refereeing (minimum 30 hours) with at least 20% per annum observed/assessed and recorded by assessors	40
Attend an accredited First Aid Course	3
National/State/Regional association approved refereeing workshops/meetings	15
Mentoring Level 1 referees with records kept	9
Attain Korfball Australia Facilitator/ Assessor accreditation	10
Referee related course / workshop / seminar conducted by recognised body (eg, State Department Sport & Recreation)	5
Formal referee organisation duties (e.g. State director of referees or League)	12

KA REFEREE LEVEL 3 PROFESSIONAL DEVELOPMENT CRITERIA

Points to be completed: 90 (Minimum practical component: 36 hours) 1 point = 1 hour

Choose from these activities (only Practical refereeing is compulsory)	Time Commitment Maximum Points that can be claimed for each activity
Practical refereeing (minimum 36 hours) with at least 20% per annum observed/assessed and recorded by assessors	50
Attend an accredited First Aid Course (advance level)	6
International/National/State/Regional association approved refereeing workshops/meetings	15
Mentoring Level 1 or 2 referees with records kept	12
Attain Korfball Australia Facilitator/ Assessor accreditation	10
Referee related course / workshop / seminar conducted by recognised body (eg, State Department Sport & Recreation)	4
Formal referee organisation duties (e.g. State director of referees or League)	18

Appendix 2 PRACTICAL ASSESSMENT FORMS

 Korfball Australia Refereeing Accreditation Framework REFEREE Practical Assessment Form LEVEL 1				
Practical demonstration of refereeing skills is required in game situations at up to and including B Grade level. The assessments should be for at least half a game duration initially building up to full game for final assessment.				
Name of Referee		Game:		
Performance Criteria	Comment	Competent	Needs more practise	
Bearing				
• Clothing, pre-match preparation,				
• Communication; use of signals, use of whistle				
• authority				
Awarding and handling				
• conduct and misconduct				
• time outs and substitutions				
• free pass; re-start; penalties				
recognising				
• state of play				
• defended shots				
• unfair contact				
• running				
• cutting				
Control of contact				
• Accuracy; strictness, dangerous play				
• Correct use of "advantage"				
• Prevention of escalation				
• Awarding penalties				
positioning				
• Closeness to play				
• Positioning adjusted to the needs of the game				
• Speed of movement around court				
Additional points to consider				
•				
•				
•				
Assessor additional comments				
Assessor		Date		



Korfball Australia Refereeing Accreditation Framework

REFEREE Practical Assessment Form LEVEL 2

Practical demonstration of refereeing skills is required in game situations at up to and including **A Grade** level. The assessments should be for at least half a game duration initially building up to full game for final assessment. This form should also be used, where appropriately for assessing the referee as an Assistant Referee (Line Referee) with additional focus of communication with the senior referee for the game.

Name of Referee

Game:

Performance Criteria	Comment	Competent	Needs more practise
Bearing			
• Clothing, pre-match preparation,			
• Communication; use of signals, use of whistle			
• authority			
Awarding and handling			
• conduct and misconduct			
• time outs and substitutions			
• free pass; re-start; penalties			
recognising			
• state of play			
• defended shots			
• unfair contact			
• running			
• cutting			
Control of contact			
• Accuracy; strictness, dangerous play			
• Correct use of "advantage"			
• Prevention of escalation			
• Awarding penalties			
positioning			
• Closeness to play			
• Positioning adjusted to the needs of the game			
• Speed of movement around court			
Additional points to consider if as Assistant/Line referee			
• Clarity of signals with referee			
•			
•			
Reflection			
• Reflection on own performance			
• Reflection on performance from assessor's comments			
Assessor additional comments			
Referee comments			
Assessor		Date	



Korfball Australia Refereeing Accreditation Framework

REFEREE Level 3 Assessment Form Part 1 Management

Practical demonstration of management skills is required for all levels of competition and referee development level. The assessments of each performance criteria may be recorded over a number of assessments.

Name of Referee

Activity:

Performance Criteria	Comment	Competent	Needs more practise
Demonstrates critical analysis of own performance, and developed and monitored mental skills			
Appropriately self-reflect on refereeing behaviours and develop an action plan focusing on any changes			
Carry out administrative, reporting and tribunal requirements			
Plans for the risks of officiating in competition			
Work with a wide range of people to enhance on and off court relationships.			
Utilises referee leadership skills including mentoring and assessing of other referees			
Understands and be able to clearly communicate the latest interpretations and/or changes in the rules of Korfball			
Is aware of the advanced tactics and strategies of Korfball in a senior competitive situation and is able to communicate these to other referees			
Demonstrates negotiation skills in order to minimise conflict.			

Assessor additional comments

Referee comments

Assessor

Date



Korfball Australia Refereeing Accreditation Framework

REFEREE Level 3 Assessment Form Part 2 Refereeing

Practical demonstration of refereeing skills is required in game situations at up to and including AA Grade level. The assessments should be for full game duration. This form should also be used, where appropriately for assessing the referee as an Assistant Referee (Line Referee) with additional focus of communication with the senior referee for the game.

Name of Referee _____ Game: _____

Performance Criteria	Comment	Competent	Needs more practise
Bearing			
• Clothing, pre-match preparation,			
• Communication; use of signals, use of whistle			
• authority			
Awarding and handling			
• conduct and misconduct			
• time outs and substitutions			
• free pass; re-start; penalties			
recognising			
• state of play			
• defended shots			
• unfair contact			
• running			
• cutting			
Control of contact			
• Accuracy; strictness, dangerous play			
• Correct use of "advantage"			
• Prevention of escalation			
• Awarding penalties			
positioning			
• Closeness to play			
• Positioning adjusted to the needs of the game			
• Speed of movement around court			
Reflection			
• Reflecting on own performance			
• Reflecting on performance from assessor's comment			
Other points to consider			

Assessor additional comments

Referee comments

Assessor

Date

APPENDIX 3 PARTICIPANT EVALUATION FORMS

 Korfball Australia Level 1 Referee Course Participants EVALUATION FORM			
Course Date;		Association/venue;	
Please rate by a tick in the right hand columns.			
Content	Very usefull	usefull	Not very usefull
Module 1 Self Management			
Module 2 Managing the competitive environment			
Module 3 People Management			
Resources	Very usefull	usefull	Not very usefull
KA Referee Level 1 Manual			
KA Basic Principles Workbook			
Presenter	Above average	average	Below average
Well prepared and organised for the course.			
Engaged the participants' interest and took into account individual needs.			
Facilitated group discussion and use questioning techniques.			
Manage practical activities to allow for maximum participation and ensure safety.			
Provided clear demonstrations and explanation of practical activities.			
Used a range of presentation methods to deliver training			
Provided specific feedback regarding refereeing techniques and assessment task.			
General Feedback			



Korfball Australia Level 2 Referee Course Participants EVALUATION FORM

Course Date; Association/venue;

Please rate by a tick in the right hand columns.

Content	Very usefull	usefull	Not very usefull
Self- management – comments and support was given.			
Managing the competitive environment- comments and support was given.			
People Management- comments and support was given.			
Resources	Very usefull	usefull	Not very usefull
KA Referee Level 1 Manual			
KA Basic Principles Workbook			
Other resources e.g. Mentor			
Presenter/assessors	Above average	average	Below average
Well prepared and organised to assess aspects of my refereeing.			
The feedback I received was supportive and helpful.			
Mentor support was appropriate, supportive and helpful.			
General Feedback			



Korfball Australia Level 3 Referee Course Participants EVALUATION FORM

Course Date; Association/venue;

Please rate by a tick in the right hand columns.

Content	Very usefull	usefull	Not very usefull
The Referees Advanced Principles Course			
The Personal Development Plan			
The Risk Management Plan			
Resources	Very usefull	usefull	Not very usefull
KA Referee Level 3 Manual			
KA Advanced Principles Workbook			
Other resources e.g.Feedback video of performance			
Mentor and Assessors for management aspects			
Presenter(s)	Above average	average	Below average
The course was well prepared and organised to meet my needs.			
My individual needs were met for course activities.			
Group discussion was facilitated to meet my course requirements.			
Practical activities to facilitate the development of my two Plans were supportive and useful.			
There was clear demonstrations and explanation where appropriate.			
Used a range of presentation methods to delivery of course where appropriate.			
I was provided with adequate specific feedback regarding my refereeing performances that was helpful.			
The management of the Level 3 requirements was adequate for my needs.			
General Feedback			

APPENDIX 4 RECOGNITION OF PRIOR LEARNING



Attachment A –

Recognition of Prior Learning / Current Competence (RPL/RCC) Guide for Referee General Principles

Participants undertaking general principles courses can apply for Recognition of Prior Learning or Current Competence (RPL/RCC). You can apply for RPL/RCC if you think your prior learning and experience mean you already have the competencies of the particular training course.

How can prior learning be recognised? There are many ways that you can show evidence of the competencies you hold. RPL/RCC can only be granted on current evidence, that is, work that has been completed within the last four years. Some examples of evidence that can be provided to demonstrate your competencies include:

- Copies of certificates, qualifications achieved from other courses, school or tertiary results
- Statements outlining courses and/or study that you have undertaken and the learning outcomes/competencies achieved from these.
- Resume of experience
- Reports from people within your sport
- Relevant work samples eg. video of you officiating.
- Evidence of home/self-directed study which may include a list of recent readings, synopsis of seminars attended, reports of own research/analysis undertaken.

Who can conduct the RPL/RCC assessment?

Training Program	RPL/RCC Responsibility
Refereeing General Principles	• ASC recognised officiating principles agencies National or State Sporting Organisation's
Sport Specific NOAS courses	National or State sporting organisations

RPL/RCC procedure

Step 1 – complete application and send to course coordinator 1. Applicants will need to gather all relevant supporting documentation and complete the RPL/RCC application form. Forward this with supporting documentation, and the relevant fee, to the relevant body (as outlined in the table above).

Step 2 – assessment The application will be reviewed by an RPL/RCC assessment panel. The panel will compare the evidence provided by the applicant with the competencies required for the training program. A judgement will be made about whether the applicant wholly or partially meets the requirements.

In the event of partial completion of the competencies, the panel will outline which ones still need to be achieved, and preferably what evidence is still required.

Step 3 – notification The applicant will be notified of the decision within two months of receiving the application. In the event of partial completion of the course competencies, the panel will outline which competencies still need to be achieved, and preferably how. Options include : • Complete further training • Work with a senior coach/official • Complete prescribed home study options Successful applicants for RPL/RCC will receive the appropriate certification, and where appropriate, will be placed on an ASC database.

Step 4 – appeal The applicant has the right to appeal the RPL/RCC assessment panel's decision, if they believe the decision is unfair, unjust or if the panel has misinterpreted the evidence. In the case of an appeal, a new assessment panel will be established. The new assessment panel will review all material available and make a decision. The RPL/RCC review assessment panel will notify the applicant of the decision within two months of receiving the appeal.



Korfball Australia

RPL/RCC Application Form

SECTION 1 – Personal details

Name:.....

Organisation:.....

Position:

Address:.....

.....Postcode.....

Phone:.....Fax:.....

Mobile:.....

Email:.....

Competencies	Evidence Summary of evidence provided Please attach copies of supporting documentation
Advanced Level Refereeing	
1.Continually improve own officiating skills	
2. Carry out administrative, reporting and tribunal requirements	
3. Plan for the risks of refereeing in competition	
4. Work with a wide range of people to enhance on and off field relationships.	
5. Utilise leadership and negotiation skills.	

I declare that the evidence I have provided is a true and accurate record of my work and life experiences:

_____ Signature of applicant Date



RPL/RCC Assessor Report

Applicant's name:.....

Competencies	Evidence Supplied	Validity	Sufficiency	Authenticity	Current	Comments
1. Continually improve own refereeing skills, including mental skill requirements						
2. Carry out administrative, reporting and tribunal requirements.						
3. Plan for the risks of refereeing in competition						
4. Work with a wide range of people to enhance on and off field relationships						
5. Utilise leadership and negotiation skills.						

All performance criteria met: (please tick) %YES %NO (please advise the applicant additional evidence they are still required to supply)

Date of Assessment:.....

Name of Assessor:.....

Position:.....

Contact Number:.....

APPENDIX 5 POLICIES AND GENERAL CODE OF BEHAVIOUR

Australian Sports Commission Code of Behaviour

This code of behaviour is intended to be the minimum standard for anyone involved in sport.

- operate within the rules and spirit of your sport, promoting fair play over winning at any cost
- encourage and support opportunities for people to learn appropriate behaviours and skills
- support opportunities for participation in all aspects of the sport
- treat each person as an individual
- display control and courtesy to all involved with the sport
- respect the rights and worth of every person regardless of their gender, ability, cultural background or religion
- respect the decisions of officials, referees and administrators in the conduct of the sport
- 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
- adopt appropriate and responsible behaviour in all interactions
- adopt responsible behaviour in relation to alcohol and other drugs
- act with integrity and objectivity, and accept responsibility for your decisions and actions
- ensure your decisions and actions contribute to a safe environment
- ensure your decisions and actions contribute to a harassment free environment
- do not tolerate harmful or abusive behaviours Athletes

Players

- give your best at all times
- participate for your own enjoyment and benefit

Referees

- place the safety and welfare of the athletes above all else
- 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
- any physical contact with a person should be appropriate to the situation and necessary for the person's skill development

- be honest and do not allow your qualifications to be misrepresented

Officials

- place the safety and welfare of the athletes above all else
- be consistent and impartial when making decisions
- address unsporting behaviour and promote respect for all people

Administrators

- act honestly, in good faith and in the best interests of the sport as a whole
- ensure that any information acquired or advantage gained from the position is not used improperly
- conduct your responsibilities with due care, competence and diligence
- do not allow prejudice, conflict of interest or bias to affect your objectivity

Parents

- encourage children to participate and have fun
- focus on the child's effort and performance rather than winning or losing
- never ridicule or yell at a child for making a mistake or losing a competition

Spectators

- respect the performances and efforts of all people
- reject the use of violence in any form, whether it is by spectators, referees, officials or athletes



KORFBALL AUSTRALIA

POLICY FOR REFEREES

Korfball Australia (KA) recognises the valuable contribution of referees in the development of players and in maintaining and improving the level of korfball activities.

KA will support the development of referees through setting standards, supporting the preparation to meet these and maintaining them when they are met nationally or through regional associations where appropriate.

As a referee appointed by Korfball Australia (KA) or a member organisation you are expected to meet the following requirements in regard to your conduct at all times. (*italic number at the end of each point lets you know which item in the KA General Policy it relates to*)

1. Comply and encourage compliance with KA standards, Constitution, By-Laws (including but not limited to the Anti-Doping and Member Protection By Laws) and policies. (1)
2. Encourage in your players and adhere to the rule and spirit of the sport of korfball as described in
 - the *IKF Code of Conduct*
 - national and international guidelines, regulations and rules that govern KA and the game of korfball and the particular competition in which you are participating.(2)
3. Make a commitment to providing high quality refereeing to players and the game of korfball, where appropriate to your service, by
 - Maintaining and/or improving your current level of referee accreditation
 - Seeking continual improvement in your refereeing through performance appraisal and education
 - Providing appropriate programs relevant to your refereeing duties
 - Maintaining relevant records for your activities and for your 3 year cycle of renewal. (3)
4. Be fair, considerate and honest
 - with everyone including players, officials and team/group members
 - Ensure you contribute to a positive experience for all involved in korfball with you by being courteous, respectful and having proper regard for their rights and obligations
 - do not denigrating and/or intimidating players, officials, spectators or event organisers. (4)
5. Refrain from any form of abuse, harassment or discrimination, or any conduct that might be reasonably regarded as any of these. Be alert to any conduct which may be reasonably regarded as any of the above especially if you are in a duty of care situation.(5)
The following points are specific to your refereeing duties with players
6. Treat all players with respect at all times.
 - Be honest and consistent with them
 - Honour all promises and commitments, both verbal and written. (4)
7. Promote a climate of mutual support among your players

- Encourage players to respect one another and to expect respect for their worth as individuals regardless of their level of play or gender.(4)
8. Encourage and facilitate players' independence and responsibility for their own
 - Behaviour
 - Performance
 - Decisions
 - Actions. (4)
 9. Involve the players in decisions that affect them relevant to
 - their own development as players
 - team/group decisions (4)
 10. Determine, in consultation with players, what information is confidential and respect that confidentiality.(4)
 11. Provide feedback to players in a caring sensitive manner to their needs. Avoid overly negative feedback.
 12. Refrain from any form of personal abuse towards your players.
 - Including verbal, physical and emotional abuse
 - Be alert to any forms of abuse directed towards your players from other sources while they are in your care. (5)
 13. Refrain from any form of harassment towards your players and be alert to any conduct which might be reasonably regarded as such especially if in a duty of care situation. (5)
 14. Be acutely aware of the power that you as a referee develop with your players in the refereeing relationship especially with under age players and note particularly to
 - Ensure that any physical contact is appropriate for the korfball situation
 - Refrain from any conduct that could be considered a breach of criminal law (8)
 15. Avoid situations with your players that could be construed as compromising.(7)
 16. At all times use appropriate training methods which will benefit the players and avoid those which could be harmful
 - Be especially aware of the physical and social development of different age groups and the implications for refereeing specific age groups
 - Be aware of the different learning styles and their pros and cons relevant to the needs of your players
 - In preparation for refereeing consider
 - Most effective group organisation
 - Management of group behaviour
 - Requirement for teaching skills and tactics
 - Your communication strategies
 - The 'game sense' approach
 - Ensure that the task, training, equipment and facilities are safe and suitable for the age, experience, ability and physical and psychological conditions of the players.(10)
 - Be aware of risk management procedures related to safety and health
 - Be aware of and prepared to manage injuries (14)
 - Show concern and caution towards sick, injured or disabled players. (13)

17. Be responsible in your consumption of alcoholic products at korfbal activities
 - Be aware that in a duty of care situation you are responsible to ensure under the legal age do not consume alcoholic products.(9)
18. Be aware of the ethical and health issues regarding the use of drugs in sport
 - Do not condone the use of non-prescriptive drugs
 - Do not condone the use of performance enhancing drugs (10)
19. Respect the customs of other cultural groups
 - Especially where issues that may arise when refereeing or playing
 - When visiting foreign countries or playing against teams from other cultures (11)
20. Be aware of your important position in the korfbal community and do not engage in any activity that could bring you, your referee group, or any korfbal organisation into disrepute. (12)
21. Support the activities that lead towards gender equality and equity in refereeing (16)

APPENDIX 6 LEVEL3 CHECKSHEETS



Korfball Referee Level 3

Assessment Checklist for Risk Management Plan

This checklist is to be used when marking Risk Management plans.

Performance Criteria	Comments	Competent	Not yet Competent
Identifies an appropriate range of risks relevant to a game situation			
Recognises appropriate strategies to limit risks			
Appropriate strategies identified to monitor risks			

Assessment Decision

Competent

Not Yet Competent

General Comments

Assessors Signature



Korfball Referee Level 3

Assessment Checklist for Personal Development Plan

This checklist is to be used when marking Personal Development plans

Performance Criteria	Comments	Competent	Not yet Competent
Realistic season goals, and strategies to achieve these goals are identified			
Realistic career goals, and strategies to achieve these goals are identified			
Annual plan contains a range of activities appropriate to overall development of the referee			
Appropriate strategies identified to monitor and review the yearly plan			

Assessment Decision

Competent

Not Yet Competent

General Comments

Assessors Signature
