

# Europe Netball Umpire Assessors Handbook



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## 1. Introduction

This handbook defines the minimum standards for Europe Netball umpire assessment processes, policies, procedures and criteria. Member Countries must adhere to these minimum standards, but may mandate a higher standard, if they consider that there is a need. This document contains the details for umpire assessment at 'C', 'B' and 'A' level for the practical assessment and should be read in conjunction with other Europe Netball Officiating documents relating to assessment which can be found on the Europe Netball website:

- Administration of Europe Netball Umpire Assessments
- Europe Netball Umpire Pathway
- Europe Netball 'C' award Online Paper
- Europe Netball 'B/A' Written Paper

Europe Netball Member Countries are required to use the Europe Netball practical assessment criteria when assessing their umpires using appropriately qualified assessors, as defined by Europe Netball. The Europe Netball criteria for practical assessment for the Europe Netball 'C', 'B' and 'A' awards are aligned to the Umpires Competencies used by World Netball. This means that umpires at all levels are now graded using the same criteria, but the score that an umpire needs to achieve (the relevant grade required) is higher for lower levels of the umpire awards and lower for higher levels of award.

## 2. Umpire Assessment Minimum Operating Standards

### 2.1 Minimum operating standards

Standard	'C' award	'B' award	'A' award
Maximum number of learner assessments per assessor per day	8 learners	4 learners	2 learners  Note: For 'A' award assessments conducted as part of a multiple day competition, assessors may conduct assessments for up to 4 learners over 2 matches BUT these circumstances must be discussed and authorised in advance by the Europe Netball Officiating Lead.
Number of learners per assessment	Preferably 2 (1 is allowed)	Preferably 2 (1 is allowed)	Preferably 2 (1 is allowed)

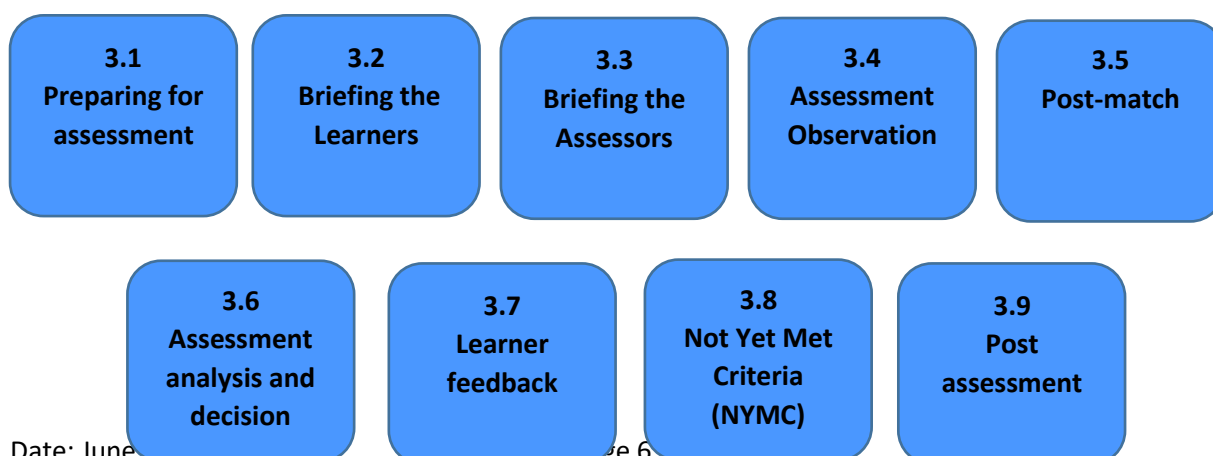
Length of observation	30 to 40 minutes	48 to 60 minutes	60 minutes
Match duration format	One match 2 x 15 minutes 2 x 20 minutes	One match 4 x 12 minutes 4 x 15 minutes	One match 4 x 15 mins
Competitive match standard	A good standard school, junior or club match	A good standard senior club match	A high standard senior club match or U17 Europe Netball development competition
Assessment location	Any	Preferably outside their usual area of umpiring	Preferably outside their usual area of umpiring
<b>Minimum</b> qualification for assessors. <i>Note: Umpire qualification may be active or inactive</i>	2 accredited 'C' award assessors. One must hold a minimum of 'B' award umpiring qualification	2 accredited 'B' award assessors. One must hold a minimum of 'A' award umpiring qualification	For one learner, a <u>minimum</u> of 2 accredited 'A' award assessors. For two learners, 3 accredited 'A' award assessors. All must hold a minimum of 'A' award umpiring qualification
Assessor re-accreditation	Assessors at all levels are required to attend a standardisation session a minimum of every 4 years (as specified in the Europe Netball Assessor Pathway document)		
Pre-match	A room or private area must be available for a minimum of 30 minutes to carry out the pre-match briefing of the learner umpires and assessors	A room or private area must be available for a minimum of 30 minutes to carry out the pre-match briefing of the learner umpires and assessors	A room or private area must be available for a minimum of 30 minutes to carry out the pre-match briefing of the learner umpires and assessors
Post-match	A room / private area must be available for minimum of 45 minutes for assessors to decide the outcome of the assessment and to give feedback to each learner	A room / private area must be available for a minimum of 60 minutes for assessors to decide the outcome of the assessment and to give feedback to each learner	A room / private area must be available for a minimum of 90 minutes for assessors to decide the outcome of the assessment and to give feedback to each learner

2.2 All practical assessments must meet the minimum operating standards to be carried out effectively. Assessors may declare the assessment void if the match is not of a suitable standard. Europe Netball may declare the assessment void if all the assessment criteria and procedures have not been met.

- 2.3 Prior to all assessments being arranged, appropriate checks should have been made concerning the suitability of the venue. However, in compliance with any Risk Assessment Policy which may be in place, assessors and lead assessors will need to be aware of court and match conditions. They may be called upon to make a judgement concerning the suitability of the venue for the assessment, both before the match can commence and during the match.
- 2.4 The court must be clearly marked with enough space around it for learner umpires **and** assessors to carry out their duties. The goalposts should be of an appropriate standard with nets.
- 2.5 'C' award learner umpire/s need to be aware of the correct equipment and safe playing conditions but should not be given a NYMC because of weaknesses here, as it is the lead assessor's responsibility to check these conditions. However, learners must make sure players follow the rules regarding fingernails and jewellery/adornments.
- 2.6 A learner umpire taking a practical assessment **cannot** be awarded a pass at a higher level than the level at which they are being assessed, for example: a learner umpire taking the 'C' award practical assessment can only gain the 'C' award on that assessment. The reasons are that the appointed assessors may not be accredited to assess at 'B' award level, the match may not be the right standard and the learner umpire may not have attended a B Award course (unless excepted as Talent Identified) or passed the B/A Written Assessment.
- 2.7 One of the assessors will be appointed as the lead assessor. An observer may also be appointed to the assessment, to undertake their practical assessment training.
- 2.8 The lead assessor makes the final decision in all situations where the assessors disagree on any aspect of the assessment process and/or criteria that affects the outcome of the practical assessment for the learner umpire, for example - Pass or Not Yet Met Criteria (NYMC).
- 2.9 Any assessor should declare their knowledge or interest in a learner to the other assessors before the assessment begins.

### 3. Europe Netball Umpire Practical Assessment

The 9 steps of umpire assessment:



<b>3.1 Preparing for Assessment</b>	
3.1.1	<p>Lead assessor</p> <ul style="list-style-type: none"> <li>• contact the other assessors one week before the assessment to:               <ul style="list-style-type: none"> <li>○ check they have received directions to the venue and have the relevant paperwork including Assessor handbook and Grading guidelines and competencies</li> <li>○ remind them that they must arrive at the venue at least 45 minutes before the match start time for 'C' award assessments, at least 60 minutes before the match start time for 'B' award assessments and at least 90 minutes before the match start time for 'A' award assessments</li> <li>○ remind them to bring any required documentation, for example certification of assessor qualification, Member Country membership details, grading guidelines and competencies</li> </ul> </li> <li>• familiarise yourself with the guidelines for pass and NYMC as you will be responsible for guiding the assessors after the assessment, including the use of the Umpires Competencies</li> <li>• on arrival at the venue check facilities, court and space around it for assessors, facilities for pre- and post-match discussions and for the learners. This also enables you to advise learners and other assessors of any unforeseen problems</li> </ul>
3.1.2	<p>Assessors</p> <ul style="list-style-type: none"> <li>• ensure that you are totally familiar with the various papers that you will use:               <ul style="list-style-type: none"> <li>○ 2 LARF for each learner, one for the member Country Assessment Organiser, one for learner</li> <li>○ 4/6 LARF, two for each Assessor to record their own findings</li> <li>○ Europe Netball award grading guidelines and competencies and assessment criteria</li> </ul> </li> </ul>
<b>3.2 Briefing the Learners</b>	
3.2.1	<p>Lead assessor</p> <ul style="list-style-type: none"> <li>• it is recommended that you speak with the learners before you complete your briefing of the assessors, to allow them time to warm up and prepare for the match</li> <li>• brief both learners together in the presence of all assessors</li> <li>• confirm that learner details remain correct, as per assessment application form</li> <li>• introduce each of the assessors</li> <li>• explain how the assessors will rotate and how the assessment will proceed</li> <li>• explain that normally assessors do not communicate with each other during the assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• inform the learners that if the assessors agree, they may be spoken to at an interval about a personal skill, for example voice or whistle</li> <li>• advise the learners that assessors will require time after the match to decide on the outcome and to complete the paperwork and then another 15 – 20 minutes with each learner for feedback</li> </ul>
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### 3.3 Briefing the Assessors

3.3.1	<p>Lead assessor</p> <ul style="list-style-type: none"> <li>• go through the assessment procedure with the assessors</li> <li>• provide the relevant prepared paperwork for the assessors, including the learner assessment report form (LARF)</li> <li>• check the assessors' understanding of the key points of the Grading guidelines and competencies, for example: <ul style="list-style-type: none"> <li>○ not expecting perfection</li> <li>○ assess on what is seen not on what the learners might have to contend with as an umpire</li> <li>○ the necessity of recording evidence to help come to a decision after the assessment</li> </ul> </li> <li>• agree the principle, that <u>exceptionally</u> learners might be spoken to at an interval, if required, but only for changes required to personal skill, for example: voice, whistle</li> <li>• no communication with each other until the final interval and then only to agree if there needs to be some adjustment to assessors' positioning for the final quarter on a 'B' or 'A' award assessment</li> <li>• agree positioning and rotation of assessors</li> <li>• brief the assessors on using their own rough marking sheet (example: Appendix B) to record the appropriate quarters/halves, which learner they are watching and from where (in front, opposite, behind)</li> <li>• assessors must provide evidence of the assessment to support their decisions</li> <li>• `top and tail` the LARF including assessors' Member Country membership number</li> <li>• explain how you will speak to the learners to put them at ease and make sure that they fully understand the whole assessment process. The prime aim is to pass each learner whilst at the same time maintaining the standard of the award, take a positive approach. You will need to do this before briefing the learners</li> <li>• determine which method of rotation will be used; refer to section 4</li> </ul>
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### 3.4 Assessment Observation

3.4.1	<p>Assessors</p> <ul style="list-style-type: none"> <li>• move and position around the court in accordance with the agreed assessment rotation</li> <li>• observe both learners for the full duration of the specified length of the observation for the level of award</li> </ul>
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	<ul style="list-style-type: none"> <li>• make sufficient notes to allow you to reach a decision and give specific examples in the post assessment assessor discussion and feedback to the learners</li> <li>• give equal attention to both learners</li> <li>• be professional, objective and fair</li> <li>• do not discuss your observations with the learners or other assessors during the match, except to determine whether a learner needs to be spoken to about a personal skill, for example voice or whistle</li> <li>• observe the practical assessment in accordance with the timescales outlined in section 2.1</li> <li>• never show any emotion that could be understood by anyone that an assessor does not agree with a decision that has been made by a learner umpire</li> <li>• be engaged and ensure that you give learners their full attention</li> </ul>
<b>3.5 Post-Match</b>	
3.5.1	<p>Lead assessor</p> <ul style="list-style-type: none"> <li>• after the assessment, check that the learners are okay and know where to wait for the lead assessor to call them</li> <li>• advise the learners that the assessors need time to agree the outcome of the assessment and to complete the paperwork</li> <li>• suggest that the learners relax and the assessors will come to find them when they are ready</li> </ul>
<b>3.6 Assessment Analysis and Decision</b>	
3.6.1	<p>At the conclusion of the match, the assessors will review each umpire's performance using the Europe Netball Performance Grades, Definitions and Umpires Competencies: refer to Appendix A</p> <p>It is essential that assessors have a good understanding of the Europe Netball Umpire Competencies and their appropriate application for each level of umpire that is being assessed.</p> <p>Lead assessor</p> <ul style="list-style-type: none"> <li>• briefs the assessors to reach an individual decision using the Performance Grades, Umpires Competencies, rough marking sheet notes and the pass grade criteria</li> <li>• sets a 10/15-minute time limit on completing individual LARF grades without any communication at this stage</li> <li>• guides the discussions ensuring all assessors contribute to the discussion</li> <li>• leads the assessors to reach a decision on pass or NYMC for each learner</li> <li>• collates the information, asking each assessor in turn to give their decision first on each aspect of the LARF grade</li> <li>• reminds the assessors that for: <ul style="list-style-type: none"> <li>○ 'C' and 'B' award assessment and 'A' award assessment (with only 2 assessors present, where there is only 1 learner being assessed) <ul style="list-style-type: none"> <li>- <b>2-0</b> pass or NYMC in a section is recorded accordingly without any discussion</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- <b>1-1</b> in favour of a pass or NYMC in a section, there <b>must be discussion</b> with reference to the Grading guidelines and Umpires Competencies before a decision is reached</li> <li>- the lead assessor makes the final decision if agreement cannot be reached</li> <li>o 'A' award assessment with 3 assessors present <ul style="list-style-type: none"> <li>- <b>2-1</b> in favour for pass in a section, discussion <b>may be</b> requested by the assessor who disagrees: however, this will be recorded as a Pass</li> <li>- <b>2-1</b> in favour for NYMC in a section, there <b>must be</b> discussion with reference to the Grading guidelines and Umpires Competencies before a decision is reached. The lead assessor makes the final decision if agreement cannot be reached</li> <li>- <b>3-0</b> pass or NYMC in a section is recorded accordingly <b>without any discussion</b></li> </ul> </li> <li>• manages the time so that the decision and feedback to the learner umpires on the outcome of the assessment are concluded within the following timescales: <ul style="list-style-type: none"> <li>o 'C' Award – 45 minutes</li> <li>o 'B' Award – 60 Minutes</li> <li>o 'A' Award – 90 minutes</li> </ul> </li> </ul>
3.6.2	<p>The LARF is used to record the umpire's assessment; refer to Appendix C.</p> <ul style="list-style-type: none"> <li>• it is important that this is completed legibly with sufficient detail to substantiate the mark awarded, but not too detailed that the important points are lost</li> <li>• each of the Competencies must be graded with relevant comments that refer to the Competency being assessed</li> <li>• the LARF must accurately reflect the verbal feedback provided to the learner umpire</li> <li>• if feasible within the timescale, involve all assessors in completing two copies of each LARF for each learner</li> <li>• check that learner umpires' and assessors' details are filled in correctly</li> <li>• identify performance areas that have been well delivered</li> <li>• identify areas for development and how to do this</li> <li>• provide evidence from the match to support decisions</li> <li>• provide references to the Umpires Competencies as needed</li> <li>• show marks in each section and a total score while recording Pass/NYMC</li> <li>• all assessors must agree on the comments, grades and the resulting decision</li> <li>• check the completed LARFs to ensure that there are no anomalies, for example NYMC in fitness, but Pass in Positioning and Timing</li> <li>• agree on areas of feedback to the learner umpires</li> <li>• preferably all assessors to contribute, especially if one has a particular area in which they have specific comments</li> <li>• if the LARF cannot be completed on the day within the timescale, then this can be finalised and agreed electronically (for example by email) between the</li> </ul>

	<p>assessors and is co-ordinated together and collated by the lead assessor, before being sent to the learner within 7 days of the assessment</p> <ul style="list-style-type: none"> <li>• if the LARF is not available on the day, then learners must be advised during the feedback that this will be sent within 7 days of the assessment</li> <li>• all assessors must see and <u>agree</u> the final version of the LARF before it is sent to the learner</li> </ul>
3.6.3	<p><b>Talent Identified umpires</b></p> <ul style="list-style-type: none"> <li>• if the assessors all agree that the learner umpire is a talent identified umpire, for example; has the ability to be progressed more quickly through the Pathway, this should be discussed with the Member Country Assessment Organiser to agree the steps to be taken to help the talented umpire progress quickly</li> <li>• the Member Country Assessment Organiser must inform the Europe Netball Officiating Lead within 7 days of the assessment, of the name of the umpire and the actions being put in place to progress the umpire more quickly</li> </ul>
<b>3.7 Learner Feedback</b>	
3.7.1	<p>Lead assessor leads the Learner Feedback.</p> <ul style="list-style-type: none"> <li>• carry out the post-match feedback and discussion using the room booked for pre- and post-match discussion</li> <li>• the feedback should always be constructive, honest, and helpful</li> <li>• in all discussions, the assessors should be referred to as “we” rather than “I”, to convey to the learner umpire that all assessors have worked together and that the feedback is from them all and not just the person talking</li> <li>• in both written and verbal feedback, the Competency wording should be used so the learner umpire can be clear as to where they have met or not yet met the criteria</li> <li>• any comments relating to the learner, and in particular recommendations regarding re-application, which are made on the reverse of the form, <b>must be</b> discussed with them during your feedback session</li> </ul>
3.7.2	<p>Lead assessor</p> <ul style="list-style-type: none"> <li>• opens the conversation with the learner umpire once they are seated</li> <li>• tells the learner umpire the overall result</li> <li>• delivers the assessment outcome in a very clear manner ensuring they are empathetic in all instances</li> <li>• it is suggested that the feedback begins with a positive remark</li> <li>• acknowledges the learner umpire’s commitment to the match and any challenges that they may have faced</li> <li>• at the end of the verbal feedback: <ul style="list-style-type: none"> <li>○ asks the learner if they have any questions</li> <li>○ outlines the next steps, which may be progressing on the Officiating Pathway or re-assessment</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• if the LARF is not ready on the day, explain that they will receive the written feedback within 7 days from the Member Country Assessment Organiser</li> <li>• end on a positive note, giving the learner umpire a reason to want to continue</li> <li>• give the learner umpire the Learner Assessment Feedback Form to complete; refer to Appendix D</li> <li>• ensure all the required paperwork is complete</li> </ul>
3.7.3	<p>Assessors</p> <ul style="list-style-type: none"> <li>• communicate to each learner individually the personalised verbal feedback, keeping it short, concise, constructive and action focused</li> <li>• be careful about using words such as 'good', 'very good' and 'excellent', as they are not mentioned throughout the Umpires Competencies and therefore could cause confusion</li> <li>• use words the learner umpire understands and use the Umpire Competencies language when talking about the assessment and the overall result</li> <li>• refer them to the criteria against which your judgements have been made</li> <li>• congratulate the learner umpire on areas of strength and discuss the development areas, with next steps</li> </ul>
<b>3.8 Not Yet Met Criteria (NYMC)</b>	
3.8.1	<p>Occasionally, learner umpires may not show the minimum level needed to pass the award for which they are being assessed. Use the following guide to help the learner umpire progress: -</p> <ul style="list-style-type: none"> <li>• recommend the number and standard of matches needed to gain further experience</li> <li>• tell the learner umpire what is needed from the practical performance to help them improve for future practical assessment</li> <li>• make sure the learner umpire understands the actions needed to improve their performance</li> <li>• encourage the learner umpire to continue training with a view to having a further practical assessment in the future</li> <li>• advise the learner umpire on the minimum period they should consider before applying to take another practical assessment. The lead assessor has the responsibility to advise the timeline and it is recommended that this is a minimum of 3 months. The lead assessor may advise the learner umpire if they should consider applying earlier</li> </ul>
<b>3.9 Post Assessment</b>	
3.9.1	<p>Lead assessor</p> <ul style="list-style-type: none"> <li>• as soon as possible after the assessment, send the LARF to the assessors for review and approval, if this was not done on the day</li> <li>• any comments regarding the assessment, for example, suitability of venue, quality of match, should be put on the back of the LARF</li> <li>• finalise the LARF, making sure the written feedback has clear next steps and has been signed by all assessors, send the LARF to the Member Country</li> </ul>

	<p>Assessment Organiser and to the learner umpire within 7 days of the assessment if this was not given to them on the day</p> <p>Assessors</p> <ul style="list-style-type: none"> <li>• reflect on your own assessment performance</li> </ul>
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#### **4. Assessor Positioning and Rotation**

At the assessors' briefing, the lead assessor will confirm the rotation for assessors to undertake to observe the learners. For 'C' and 'B' award umpire assessments, there will be 2 assessors for 'C' and 'B' award assessments and for 'A' award umpire assessments there are (usually) 3 assessors, one of whom is the lead assessor. The lead assessor is the 'floater' and will position so that they can observe both learners during the match.

Assessors should:

- observe both umpires for the full duration of the specified length of the observation for the level of award
- for each half period of the match, watch each learner umpire from behind, on the side line, on the goal line and from the opposite side line
- move in either a clockwise or an anti-clockwise direction, as agreed with the lead assessor
- agree with your co-assessor from which side of the court you will start your observation
- when behind or opposite the learner umpire, watch for the learner umpire's ability to identify specific rule infringements and their ability to show technical skills
- use a Rough Marking Sheet; refer to Appendix B and record observations of the learner umpire's performance
- work independently of the co-assessor, on opposite sides of the court giving equal attention to both learner umpires, throughout the match
- for 'B' and 'A' award assessments, the assessors may choose to position at just one learner umpire's end during the last quarter or to spend more time positioned at one umpire's end and this will be discussed and agreed with the lead assessor during the  $\frac{3}{4}$  time match interval
- if all assessors wish to watch the same umpire in the fourth period of the match, the lead assessor will need to manage the situation, so that at least one assessor remains positioned in the other umpire's half
- make sure your presence does not interfere with the learner umpire during the observation period, particularly when on the goal line
- change ends halfway through each period of play and the lead assessor will ensure that the change-over is timed and managed as smoothly as possible
- 'C' award assessments are (usually) conducted on 2 x 15-minute periods of play and the assessment will finish after 30 minutes

### Assessor rotation for observation

For each period of the match (half or quarter), an assessor will spend half of the period positioned at one umpire's end and then move to the other umpire's end for the rest of that period of play and the other assessor will be at the opposite end. The assessors will swap ends halfway through the period of play, moving either clockwise or anti-clockwise around the court (as confirmed by the lead assessor at the assessor briefing). After an interval, each assessor will remain at the same end of the court at the restart of play that they were before the interval.

Period of (halves or quarters for 'C' learners and quarters for 'B' and 'A' learners)	Assessor A	Assessor B
First half of Period 1	Learner 1	Learner 2
<b>Assessors swap ends</b>		
Second half of Period 1	Learner 2	Learner 1
First half of Period 2	Learner 2	Learner 1
<b>Assessors swap ends</b>		
Second half of Period 2	Learner 1	Learner 2
C award assessments are complete after 30 minutes		
First half of Period 3	Learner 1	Learner 2
<b>Assessors swap ends</b>		
Second half of Period 3	Learner 2	Learner 1
For 'B' and 'A' award assessment, the assessors may choose to position at just one learner umpire's end during the last quarter or to spend more time positioned at one umpire's end and this will be discussed and agreed with the lead assessor during the $\frac{3}{4}$ time match interval		
First half of Period 4	Learner 2	Learner 1
<b>Assessors swap ends</b>		
Second half of Period 4	Learner 1	Learner 2

# Appendices

## Appendix A - Performance Grades, Definitions and Umpire Competencies

### Grade and Criteria for passing the awards

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

### Definitions

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



## Umpire Competencies

### TECHNIQUES

#### SECTION 1 – POSITIONING AND TIMING

Grade	POSITIONING AND TIMING – the performance grades
1	Consistently related well to the play
2	Mostly related well to play
3	Generally related well to the play; increased consistency desirable
4	Varies; often not related to the play = Not Yet Met Criteria (NYMC) for all levels of award assessments

1.1	POSITIONING AND TIMING – the competencies
1.1.1	Kept level with, or slightly ahead of, play, including restarting play, with re-positioning as appropriate. For 'A' level assessment, learners should position in relation to play and select the most appropriate position to see play
1.1.2	Is in the best position to see infringements and to play advantage
1.1.3	Accurately read the play and moved and positioned accordingly
1.1.4	Was able to hold position on the side line whenever necessary
1.1.5	Correctly timed movement to goal line in relation to play
1.1.6	On the goal line, positioned appropriately
1.1.7	When necessary, cut across the corner of side/goal line (if this was done at speed and did not interfere in any way with the players when moving to and from the goal line)
1.1.8	Readjusted position quickly when play changed direction or pace, including along the goal line
1.1.9	In a good position to give accurate Throw In decisions
1.1.10	Covered the full area of control using a variety of foot movements
1.1.11	Used a clear change of pace whenever necessary, including restarting play after a goal is scored
1.1.12	Positioned and re-positioned appropriately to support the co-umpire when play is in their half of the court

#### SECTION 2 – VISION

Grade	VISION – the performance grades
1	Consistently related well to play
2	Mostly related well to play
3	Generally related well to play; increased consistency desirable
4	Varies; often not related to play = Not Yet Met Criteria (NYMC) for all levels of award assessments

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

### SECTION 3 – GAME MANAGEMENT AND PROTOCOLS

Grade	<b>GAME MANAGEMENT AND PROTOCOLS– the performance grades</b>
1	Applies and maintains high standards and effective tone; protocols applied correctly: maintains a high level of fitness and concentration for the duration of the match
2	Mostly ensures good control and tone & manages protocols correctly; only occasional errors: maintains a good level of fitness and concentration for the duration of the match
3	Generally, maintains acceptable standards in all areas; increased consistency desirable: maintains an acceptable level of fitness and concentration for the duration of the match = Not Yet Met Criteria (NYMC) for ‘A’ and ‘B’ level award assessments
4	Varies; players sometimes unsure of requirements: The level of fitness and/or concentration shown is below an acceptable level = Not Yet Met Criteria (NYMC) for ‘C’ level Award assessments

3.1	<b>CONTROL AND DISCIPLINE – the competencies</b>
3.1.1	Reacted quickly and appropriately to happenings on court
3.1.2	Correctly determined actions and infractions which were not consistent with the principles of fair play and good sporting behaviour
3.1.3	Ensured that player safety is the paramount consideration
3.1.4	Dealt quickly and appropriately with all instances of foul play including unfair play, unsporting behaviour and dangerous play
3.1.5	Identified when Game Management should be applied and selected the appropriate action in relation to the infraction
3.1.6	Correctly applied Game Management actions
3.1.7	Enhanced control of the match by using an appropriate manner and tone of voice
3.1.8	Applied correct procedures to maintain control of team officials, team benches and court conditions

3.2	<b>FITNESS AND CONCENTRATION – the competencies</b>
3.2.1	Was able to keep up with play, including restarting play, for the duration of the match
3.2.2	Timed movement to goal line appropriately in relation to play
3.2.3	Readjusted position quickly when necessary, to see play
3.2.4	Arrived back quickly to the centre third after a goal was scored and restarted play promptly
3.2.5	Maintained speed, endurance and recovery throughout the match
3.2.6	Maintained focus and concentration for the duration of the match
3.2.7	Showed the same level of concentration and application of the Rules when play is coming back up court

3.3	<b>MATCH PROTOCOLS – the competencies</b>
3.3.1	Correctly dealt with all pre-match and match procedures protocols
3.3.2	Identified the event organiser (if applicable)
3.3.3	For each team, identified the match officials (if applicable) including coach, primary care person/s, team doctor
3.3.4	For each team, identified the on-court captain
3.3.5	Correctly called and indicated the centre pass
3.3.6	Correctly maintained a score card and called the score (if scorers not provided)
3.3.7	Correctly applied the rules for failure to take the court
3.3.8	Correctly applied the rule for late players

3.4	<b>INJURY PROTOCOLS – MANAGING STOPPAGES – the competencies</b>
3.4.1	Positioned correctly during stoppages using appropriate protocol procedures
3.4.2	Correctly applied stoppage procedures including treatment and rehydration
3.4.3	Correctly managed stoppages for blood, injury or illness
3.4.4	Managed tactical changes efficiently
3.4.5	Communicated appropriately with the table officials
3.4.6	Correctly restarted play after a stoppage
3.4.7	Correctly dealt with any infringements including applying any on-court sanction
3.4.8	Dealt appropriately with requests to extend injury time

## APPLICATION

SECTION 4 – CONTACT	
Grade	CONTACT – the performance grades
1	Understands interference well; applies rule to a consistently high level
2	Mostly judges interference well; a high number of correct decisions
3	Generally, rules well; increased consistency desirable
4	Varies; inconsistent applications; improvement needed = Not Yet Met Criteria (NYMC) for all levels of award assessments

4.1	CONTACT - the competencies
4.1.1	Was able to distinguish between contact which interferes and contact which does not interfere with an opponent's play
4.1.2	Correctly penalised contact which interfered with an opponent's play in on-the-ball situations
4.1.3	Correctly penalised contact which interfered with an opponent's play in off-the-ball situations
4.1.4	Was able to judge contest correctly
4.1.5	Was able to correctly determine when a player was causing contact on a player in the air or on a moving player and penalised correctly
4.1.6	Correctly identified and penalised inevitable contact
4.1.7	Correctly identified and penalised contact endangering player safety
4.1.8	Correctly identified and penalised actions that affected the safety of another player by contact with the head and /or neck
4.1.9	Applied the correct sanction for contact infringements

SECTION 5 – OBSTRUCTION	
Grade	OBSTRUCTION – the performance grades
1	Distance and rule applied to a consistently high level
2	Mostly judged distance and rule well; high number of correct decisions
3	Generally ruled well; increased consistency desirable
4	Varies; distance and application of rule needs improvement = Not Yet Met Criteria (NYMC) for all levels of award assessments

5.1	<b>OBSTRUCTION - the competencies</b>
5.1.1	Correctly judged the defending distance through the court and in the goal circle
5.1.2	Correctly judged the actions of both the defending and attacking player(s)
5.1.3	Correctly observed and penalised defending from out of court
5.1.4	Correctly assessed obstruction on a player in possession of the ball
5.1.5	Correctly assessed obstruction on a player not in possession of the ball
5.1.6	Applied the correct sanction for obstruction infringements

### SECTION 6 – ADVANTAGE

Grade	ADVANTAGE – the performance grades
1	Applied at a consistently high level to enhance play
2	Mostly applied well; high number of correct applications
3	Generally applied well; increased consistency desirable
4	Applied inconsistently – or, for 'C' Award Assessments only, not applied at all = Not Yet Met Criteria (NYMC) for all other levels of award assessments

6.1	<b>ADVANTAGE - the Competencies</b>
6.1.1	Demonstrated an awareness that an infringement had occurred and judged when to play advantage and when to stop play and penalise
6.1.2	Correctly applied advantage in circle play so that the non-infringing team is not placed at a disadvantage
6.1.3	Correctly applied advantage in court play so that the non-infringing team is not placed at a disadvantage
6.1.4	Enhanced the quality and flow of the match by playing advantage appropriate to the standard of the match
6.1.5	Retained control of the match when playing advantage
6.1.6	Called and signalled advantage in relation to the speed of the match
6.1.7	Applied the correct procedure and terminology when the whistle is blown for an infringement and a goal is scored

## SECTION 7 – MINOR INFRINGEMENTS

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

7.1	FOOTWORK - the competencies
7.1.1	Correctly observed the landing foot on a one-foot landing
7.1.2	Correctly observed a two-foot landing
7.1.3	Correctly observed other foot movements which are footwork infringements
7.1.4	Applied the correct sanction for footwork infringements

7.2	PLAYING THE BALL - the competencies
7.2.1	Correctly applied the rule for what a player may do to gain possession of the ball
7.2.2	Correctly applied the rule for what a player may do while in possession of the ball
7.2.3	Correctly applied the rule for what a player without having possession of the ball may do
7.2.4	Correctly identified and penalised prohibited actions
7.2.5	Applied the correct sanction for playing the ball infringements

7.3	PASSING DISTANCES - the competencies
7.3.1	Correctly observed and penalised a short pass
7.3.2	Correctly observed and penalised over a third
7.3.3	Applied the correct sanction for passing distance infringements

7.4	CENTRE PASS - the competencies
7.4.1	Correctly applied the principles for the centre pass
7.4.2	Correctly observed and penalised infringements for position of players for the centre pass
7.4.3	Correctly applied the rule for controlling the centre pass
7.4.4	Applied the correct sanction for infringements

7.5	<b>SCORING A GOAL- the competencies</b>
7.5.1	Correctly observed the requirements for scoring a goal
7.5.2	Correctly observed and penalised infringements for taking a shot
7.5.3	Applied the correct sanction for infringements for scoring

7.6	<b>OFFSIDE- the competencies</b>
7.6.1	Correctly observed and penalised a player offside
7.6.2	Correctly observed and penalised two opposing players offside
7.6.3	Correctly observed and penalised a player who makes physical contact with the ground in an offside area
7.6.4	Applied the correct sanction for offside infringements

7.7	<b>OUT OF COURT- the competencies</b>
7.7.1	Correctly observed and penalised ball out of court
7.7.2	Correctly observed and penalised player outside the court
7.7.3	Correctly observed and penalised defending from out of court
7.7.4	Applied the correct sanction for out of court infringements

7.8	<b>Simultaneous and mutual infringements- the competencies</b>
7.8.1	Correctly observed when two opposing players gained possession of the ball simultaneously
7.8.2	Correctly observed when two opposing players sent the ball out of court simultaneously
7.8.3	Correctly observed when two opposing players are offside simultaneously and one or both touched or caught the ball
7.8.4	Correctly observed when two opposing players entered the centre third before the whistle and one or both touched or caught the ball
7.8.5	Correctly observed when two opposing players contacted each other simultaneously
7.8.6	Correctly observed when two opposing players made a mutual infringement
7.8.7	Correctly observed and applied the correct procedure when two opposing players entered the centre third simultaneously before the whistle was blown for a centre pass
7.8.8	Correctly observed and applied the correct procedure when two opposing players entered an offside area simultaneously and neither player touched the ball
7.8.9	Correctly applied the procedure if both umpires simultaneously blew their whistle to penalise opposing teams for infringements
7.8.10	Applied the correct sanction for simultaneous and mutual infringements

<b>SECTION 8 – COMMUNICATION AND SANCTIONS</b>	
<b>Grade</b>	<b>COMMUNICATION AND SANCTIONS – the performance grades</b>
1	Communication clear and effective; almost all sanctions set correctly
2	Communication clear; almost all sanctions set correctly
3	Communication generally clear; sanctions generally set correctly = Not Yet Met Criteria (NYMC) for 'A' and 'B' Award assessments
4	Communication varies; some sanctions not set correctly = Not Yet Met Criteria (NYMC) for 'C' Award assessments

<b>8.1</b>	<b>COMMUNICATION AND SIGNALS – the competencies</b>
8.1.1	Clear whistle and voice
8.1.2	Improved player communication by the effective use of recommended umpire hand signals
8.1.3	Improved player communication by the effective use of tone
8.1.4	Used correct terminology for infringements and sanctions
8.1.5	Used correct terminology for playing advantage and goal scored
8.1.6	Communicated appropriately with table officials and team officials

<b>8.2</b>	<b>SETTING SANCTIONS and ACTIONS- the competencies</b>
8.2.1	Correctly applied the conditions for a free pass
8.2.2	Correctly applied the conditions for a penalty pass
8.2.3	Correctly applied the conditions for a throw-in
8.2.4	Correctly applied the conditions for possession
8.2.5	Correctly observed and penalised infringements during a break in play
8.2.6	Correctly applied the conditions for all sanctions and actions

<b>8.3</b>	<b>WORKING WITH CO-UMPIRE - the competencies</b>
8.3.1	Used correct protocols during the match including during all intervals
8.3.2	Worked co-operatively with the other umpire throughout the match
8.3.3	Gave correct rulings when appealed to by the other umpire
8.3.4	Correctly called and indicated the centre pass and called the score



## Appendix B - Europe Netball Rough Marking Sheet

EUROPE NETBALL ROUGH MARKING SHEET						
LEVEL OF ASSESSMENT	'C' AWARD	'B' AWARD	'A' AWARD	Highlight as appropriate		
Assessment Date:						
Venue:						
Match/es assessed						
TECHNIQUES	LEARNER 1			LEARNER 2		
Positioning and Timing						
Vision						
Game Management & Protocols						
APPLICATION	LEARNER 1			LEARNER 2		
	Correct	Missed	Incorrect	Correct	Missed	Incorrect
Contact						
Obstruction						
Advantage						
Minor Infringements						
Communication & Sanctions						
Additional comments / notes						

## Appendix C – Europe Netball Learner Assessment Report Form (LARF)

EUROPE NETBALL LEARNER ASSESSMENT REPORT FORM				
LEVEL OF ASSESSMENT	'C' AWARD	'B' AWARD	'A' AWARD	Highlight as appropriate
Assessment Date:		Learner Name:		
Venue:		Address:		
Assessor 1 Name:		Postal Code:		
Signature:		*County/Region:		
** Member Country Membership Number:		** Member Country Membership Number:		
Assessor 2 Name:		Telephone:		
Signature:		Email:		
** Member Country Membership Number:		Date of Birth if Under 18:		
Assessor 3 Name:		* Only add County / Region if applicable  ** Only add Member Country Membership Number if applicable		
Signature:				
** Member Country Membership Number:				

COMPETENCY	GRADE
<b>TECHNIQUES</b>	
Positioning and Timing	
Vision	
Game Management and Protocols	
<b>APPLICATIONS</b>	
Contact	
Obstruction	
Advantage	

Minor Infringements		
Communication and Sanctions		
<b>Highlight as appropriate</b>	<b>PASS / NYMC</b>	<b>Total</b>
<b>FEEDBACK</b>		
<b>Areas of Strength</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
<b>Areas for Development</b>	<b>Next Steps</b>	

## Appendix D – Europe Netball Learner Assessment Feedback Form

EUROPE NETBALL LEARNER ASSESSMENT FEEDBACK FORM		
Learner name:		
Assessment Date:		
Venue:		
Address:		
Assessor 1 name:		
Assessor 2 name:		
Assessor 3 name (if applicable):		
Did you have help from mentors or assessors in your preparation for your Assessment?	Yes / No	Mentor names:
Names of mentors / assessors:		
Date you applied for your assessment?		
Did you receive details of the assessment arrangements in good time?	Yes / No	
Did your assessors explain the assessment arrangements and procedure?	Yes / No	
Was the verbal feedback you received after the assessment useful and objective?	Yes / No	
Was the written feedback clear and will the action points help you develop your umpiring?	Yes / No	
Any further comments you would wish to make? (continue overleaf if necessary)		
Return the completed form to the Member Country Assessment organiser, within 7 days of your assessment.		

## Notes

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Original version: 21 June 2021

Reviewed: 16 June 2024

Reviewed: 15 June 2025