



Australian Government
Australian Sports Commission

Assessor Training Program

Deliverer's Guide



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Introduction

The National Coaching and Officiating Accreditation Schemes (NCAS and NOAS) aim to improve the standard of coaching and officiating in Australia by providing a structured pathway for coach and officials education. The NCAS and NOAS utilise competency-based training principles, which involves assessment of the coach or official in order to gain an accreditation.

It is important that the quality of assessment conducted within the NCAS and NOAS is of a high standard. This curriculum and presenter's guide has been developed by the Australian Sports Commission (ASC) in order to assist either national/state sporting organisations, or state and territory coaching and officiating centres conducting generic assessor training courses. A participant's manual has also been developed as a resource for those attending an assessor training course.

Further information on generic assessor training courses conducted by state and territory coaching and officiating centres is available by contacting the coordinator in your state. Contact details are at www.ausport.gov.au/coachofficial.

Options for conducting assessor training

Those sporting organisations wishing to train their assessors can consider two options:

Option 1: Certificate IV in Training and Assessment (TAA04) through the Vocational Education and Training sector. This is a nationally recognised qualification available only through Registered Training Organisations who have been certified to deliver this qualification. This qualification contains competencies for assessors, as well as deliverers of training (presenters). There are 12 core units in the entire qualification, of which four are specific to assessment. The four assessor units of competency for the Certificate IV Training and Assessment (TAA04) are included in the ASC Assessor Training Curriculum. Further information on the Certificate IV qualification can be obtained from www.ibsa.org.au, or for information on organisations authorised to deliver this qualification, visit www.ntis.gov.au. Please note that while this manual has been developed to align with the Certificate IV in Training and Assessment (TAA04) where possible, completion of the ASC Assessor Training Program does not automatically entitle participants to a Certificate IV qualification.

Option 2: Utilising the **ASC Assessor Training program** as outlined in this manual to conduct either generic assessor training, or a customised sport specific version. While this program does not provide a qualification within the vocational education and training sector, it has been tailored to the needs of those working within coaching and officiating. While the Certificate IV in Training and Assessment (TAA04) is geared towards people assessing in the vocational education and training sector, the ASC Assessor Training program caters for those assessors working within their sport, who do not require the Certificate IV. However, in order to assist those people who may wish to go on to achieve the Certificate IV in Training and Assessment (TAA04) in the future, the ASC Assessor Training Program has been written to align with some of the Certificate IV competencies. This should assist with any Recognition of Prior Learning (RPL) processes. The next section of this manual outlines the competencies that will be achieved in this training program, and also how they align with the Certificate IV in Training and Assessment (TAA04) competencies.

ASC Assessor Training Program competencies

The competencies for this training program have been divided into four major sections. The ASC recommends that competencies 1 and 2 are included within any assessor training program that is conducted. Competencies 3 and 4 *may* be included in an assessor training program if it is deemed by the sport that these skills are required (for example, a sport may not require their assessors to be able to develop assessment tools, if assessment tools have already been developed by the sport).

There are several options provided for the format and duration of assessor training programs in the next section of this manual.

The competencies of the ASC Assessor Training Program have been aligned with the Certificate IV in Training and Assessment (TAA04) as outlined in the table below.

Competency	Learning outcomes	Alignment with Cert IV in Training and Assessment
1 Plan and organise an assessment process	<ul style="list-style-type: none"> • Establish the purpose of the assessment • Identify the standards against which the candidate is being assessed; and determine the assessment policies and procedures of the specific organisation • Outline the principles of assessment and the rules of evidence • Prepare an assessment plan, including selecting assessment methods and tools; identifying when and where assessment will take place; and roles of those involved in the assessment process • Adjust assessment processes in line with the characteristics or special needs of the candidate • Make assessment arrangements, including communication with the candidate, venue and time arrangements, organising any physical resources required; and record keeping/reporting arrangements 	Aligns with TAAASS401A Plan and Organise Assessment
2 Assess the competence of a candidate	<ul style="list-style-type: none"> • Provide a supportive environment for the candidate, demonstrating proficient communication and interpersonal skills • Gather evidence for assessment • Make reasonable adjustments during the assessment process to meet the needs of the candidate, while maintaining the integrity of the assessment • Make the assessment decision based on an analysis of the evidence collected against the required standards • Provide feedback to the candidate regarding the assessment decision and develop a follow-up action plan, where required • Record and report the assessment decision in accordance with the policies and procedures of the relevant organisation • Review the assessment process in consultation with others, and using self reflection skills, and make recommendations 	Aligns with TAAASS402A Assess Competence

	for future changes if required	
3 Develop assessment tools	<ul style="list-style-type: none"> • Determine the relevant standards against which the candidate is being assessed • Select assessment method(s) that meet the needs of the candidates and the organisation seeking to assess • Develop assessment tools that will: <ul style="list-style-type: none"> – reflect the principles of assessment – incorporate principles of access and equity – meet the rules of evidence – provide choice, where appropriate – are sequenced to reflect competency development – are user friendly – are practicable • Ensure clear and specific instructions for assessors are included • Take into account storage and retrieval needs of the assessment tool • Review and trial assessment tools to validate their applicability 	Aligns with TAAASS403A Develop Assessment Tools
4 Review and validate an assessment process	<ul style="list-style-type: none"> • Prepare for validation by reviewing and analysing existing assessment processes, materials and standards • Contribute to a validation process through collective discussion, analysis and review of assessment processes, plans, methods, tools and decision making • Make recommendations for change to improve assessment processes • Make changes to own assessment practices 	Aligns with TAAASS404A Participate in Assessment Validation

Overview of ASC Assessor Training Program

Modules	Approximate duration
1 Planning the assessment process	3 hours
2 Assessing competence	3 hours
3 Developing assessment tools	3 hours
4 Reviewing and validating assessment	1 hour
Total: 10 hours	

Notes on duration of each module

Times allocated to each module within this training program are based on a ratio of one presenter to 15 learners. Larger groups may require additional time to be allocated to each module to allow for effective learning.

Completion of assessment tasks has been factored into the hours allocated to each module. (Note: see next page for further detail on assessment).

Notes on delivery of each module

Suggested delivery strategies are outlined within each module of the ASC Assessor Training Presenter's Guide. These delivery strategies are not compulsory, and presenters have the flexibility to modify the delivery of the modules to suit the particular group.

Presenter and assessor requirements

Presenters of the ASC Assessor Training Program should have:

- successfully completed an assessor training program (preferably the assessment modules from the Certificate IV in Training and Assessment)
- successfully completed a course presenter, workplace trainer or presentation skills course (preferably the training modules from the Certificate IV in Training and Assessment)

Assessors should have:

- successfully completed an assessor training program (preferably the assessment modules from the Certificate IV in Training and Assessment)

Recognition of Prior Learning/Current Competence

Participants undertaking this training program are able to apply for Recognition of Prior Learning/Current Competence (RPL/RCC). RPL/RCC will be granted when all the stated competencies and related learning outcomes of this training program have been met. The ASC's RPL/RCC Information Guide is contained with the ASC Assessor Training Program Curriculum document, and should be used to guide applicants through the various steps involved in the RPL/RCC process.

Pre-requisites to this training program

There are no pre-requisites to this training program.

Age requirement

It is recommended that participants be at least 18 years of age to undertake this training program.

Assessment for the ASC Assessor Training Program

The assessment activities listed below will be used to measure the competencies for this program. These activities are intended to be completed during this training course. However, in the event that there are time limitations, some activities may need to be completed post-course.

Overview of how each competency is assessed

Competency	Module	Assessment tasks		
		Practical assessment simulation	Develop an assessment tool	Review an assessment process
1 Plan and organise an assessment process	1 Planning the assessment process	✓		
2 Assess the competence of a candidate	2 Assessing competence	✓		
3 Develop assessment tools	3 Developing assessment tools		✓	
4 Review and validate an assessment process	4 Reviewing and validating assessment			✓

Overview of the assessment tasks, including how and when assessment will occur, conditions of assessment and evidence required.

Assessment Activity A: Practical assessment simulation – For competencies/modules 1 & 2

This assessment task is aimed at assessing the candidate's practical ability to assess a coach or official effectively. The task is used as both a learning and assessment tool. In this assessment activity, candidates will be simulating a practical assessment situation.

- Candidates will view a pre-prepared video scenario of a coach or official in action from the *ASC Assessor Training Presenter DVD*. The DVD contains three videos which can be used for the assessment activity. Course coordinators can select which of the three videos are used for the assessment activity. Alternatively, a sport specific video of a coach or official in action may be used instead. The three DVDs on the *ASC Assessor Training Presenter DVD* are:
 - Coaching Teams (Touch football – video duration 4 mins 40 secs)
 - Coaching Individuals (Cycling – video duration 5 mins 20 secs)
 - Officiating (Basketball – video duration 3 mins 30 secs).
- The candidate will use the assessment tool at Appendix 1 of this document to record their assessment of the coach or official against generic competencies, which are outlined on the assessment tool. Further information about how candidates should be expected to mark each of the criteria is at Appendix 2.
- The candidate must make a decision as to whether the coach/official has achieved the required standard, and record the result of their assessment on the assessment tool
- Candidates will then undertake a simulation activity of providing feedback to the coach. Another person will play the role of coach/official who appeared on the video.

An assessment check list is provided on page 11 of this presenter's guide on which the course assessors should check the competencies that the candidate must demonstrate. The candidate must be rated as competent on all aspects of the assessment check list to successfully complete this aspect. Candidates may re-take the practical assessment simulation as many times as necessary to achieve competency.

Assessment Activity B: Develop an assessment tool – For competency/module 3

In this activity, candidates will be developing an assessment tool that could be used for a practical assessment of a coach or official. Candidates will need to develop a set of instructions for the candidate and the assessor, as well as an observation check list. The assessment tool needs to include:

- an explanation about the assessment task and its purpose
- instructions to the candidate and assessor about what they need to do
- conditions of assessment
- assessment arrangements
- any special needs, equipment or requirements
- a check list with assessment criteria
- evidence that is required to be shown
- space for candidates and assessors name, signatures and dates
- space for comments and recording the assessment result.

Pages 61–64 of the *ASC Assessor Training Participant Manual* contain detailed instructions and a space to develop the assessment tool. An assessment check list is provided on page 13 of this presenter's guide which the course assessors should use when marking the assessment tools. The candidate must be rated as competent on all aspects of the assessment check list to successfully complete this aspect. Candidates are permitted to access all course materials, and may consult with others when developing their assessment tool. Candidates may re-submit the session plan as many times as necessary to meet the requirements of this assessment task.

Assessment Activity C: Review an assessment process – For competency/module 4

In this activity, candidates are required to complete the 'Validating Assessment Processes' worksheet on page 71 of the *ASC Assessor Training Participant Manual*. The worksheet is aimed at assessing the candidate's comprehension of review and validation processes. The worksheet can be used as both a learning and assessment tool. An answer guide is available to assessors marking the worksheets. All questions must be answered to the standard outlined in the answer guide to successfully complete this aspect. Candidates are permitted to access all course materials, and may consult with others when completing the worksheets. Candidates may re-submit the worksheet as many times as necessary to meet the requirements of this assessment task.

Details of flexible assessment practices that will be provided for candidates with special needs, disabilities or who are from rural/remote areas

The ASC and its Assessor Training Program deliverers are committed to providing flexibility in the assessment methods used by:

- using oral instead of written presentation of assessment task 1 where appropriate
- using video of the practical assessment simulation (assessment task 2) where necessary (for example, for a candidate in a remote area)
- considering any request from candidates for flexibility, within the framework of ensuring fairness for others, and integrity of the assessment process overall.

Copies of assessment tools

A Practical assessment simulation

A copy of the instructions to candidates from the *ASC Assessor Training Participant Manual* is attached. In addition, assessors are provided with an assessment check list (see page 11 of this document) on which they should check the competencies that the candidate must demonstrate. The candidate must be rated as competent on all aspects of the assessment check list to successfully complete this aspect. Candidates may re-take the practical assessment simulation as many times as necessary to achieve competency.

B Develop an assessment tool

A copy of the instructions to candidates from the *ASC Assessor Training Participant Manual* is attached. In addition, assessors are provided with an assessment check list to use when assessing the assessment tools developed by candidates. See page 13 of this document.

C Review an assessment process

A copy of the worksheet 'Validating Assessment Processes' from the *ASC Assessor Training Participant Manual* is attached. In addition, assessors are provided with an answer guide to use when assessing the worksheets. See page 15 of this document.

Assessment Activity A: Practical assessment simulation

For competencies/modules 1 & 2

Note to course coordinators: When conducting this activity, only one candidate at a time can be assessed by each course assessor. As this can take up to 20 minutes per candidate, it is recommended that more than one qualified assessor is used to assess this activity. This will allow more than one candidate at a time can be assessed concurrently. Otherwise, if only one assessor is used, this activity can be quite time consuming and more time will need to be factored into the program to allow each person to complete the assessment task.

1 Instructions to candidates

Assessment using video analysis

In this assessment activity, you will be simulating a practical assessment situation.

You will be watching a prepared video of a practical coaching or officiating session.

You will be assessing the coach or official against generic competencies, using the assessment tool provided at Appendix 1.

- 1 After watching the video, fill out your assessment tool.
- 2 After considering the evidence, make a decision as to whether the coach/official has achieved the required standard (make the decision based on the rules of evidence: validity, authenticity, sufficiency and currency).
- 3 Record the results of your assessment.
- 4 Working in pairs, provide feedback to the candidate about the result of their assessment (your partner will play the role of the coach/official you have just watched on the video).

2 Check list for assessors of the practical assessment simulation

Name of candidate: _____

Assessment criteria	Satisfactory evidence provided
Did the assessor gather and document evidence on the assessment tool?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Did the assessor make the assessment decision based on an analysis of the evidence collected against the required standards?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Did the assessor make an appropriate assessment decision in terms of validity, authenticity, sufficiency, and currency?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Did the assessor create a supportive environment during the assessment?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Did the assessor give the assessment decision to the candidate in a sensitive and constructive manner?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Did the assessor provide constructive feedback to the candidate?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Did the assessor develop a follow-up action plan with the coach (in the event they were judged not yet competent)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Did the assessor use questioning techniques during the feedback session?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Did the assessor reflect and listen to the coach during the feedback session?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

Result:

- Candidate has achieved competency
- Candidate is not yet competent

Comments:

Assessor signature:

Date:

Candidate signature

Date:

Assessment Activity B: Develop an assessment tool

For competency/module 3

1 Instructions to candidates

Developing an assessment tool

In this activity, you will be developing an assessment tool that can be used by an assessor using a practical assessment method. You will need to develop a set of instructions for the candidate and the assessor, as well as an observation check list.

Step 1

Decide whether your assessment tool will be used to assess a coach or an official (circle one)
Then decide on the purpose of your assessment and write it below

Think about the sorts of assessment criteria that you will use to assess candidate against. There might be a set of overall competencies that you need to refer to in writing your assessment criteria. For example, if you are assessing for a particular qualification or accreditation level, refer to the overall competencies for that level first before developing your assessment criteria (which will be more specific). Write your assessment criteria below (please develop at least six assessment criteria).

Step 2

Take the assessment criteria that you have just developed, and formulate a full assessment tool (use a blank sheet of paper in this draft stage). The assessment criteria that you just developed will make up the major part of the tool. However, there are other parts of the assessment tool that you will also need to develop. These include:

- An explanation about the assessment task and its purpose
- Instructions to the candidate and assessor about what they need to do
- Conditions of assessment
- Assessment arrangements
- Any special needs, equipment or requirements
- Evidence that is required to be shown
- Space for candidates and assessors name, signatures and dates
- Space for comments and recording the assessment result

You might like to look at the example assessment tools provided in Appendix 3 of the *ASC Assessor Training Participant Manual* as a guide to how to lay out your assessment tool.

Step 3

Review your assessment tool. You can use the check list on page 60 of the *ASC Assessor Training Participant Manual* as a guide to ensure that you have included all relevant information in your assessment tool. Make any modifications necessary before you submit your final assessment tool.

2 Check list for assessors of the assessment tool

Name of candidate: _____

Assessment criteria	Satisfactory evidence provided
Is the assessment task or method and its purpose is identified and described?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Are the conditions of assessment are outlined?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Are there clear instructions to the candidate about what they need to do?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Are there clear instructions to the assessor about what they need to do?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Are the assessment arrangements outlined, including venue, and time/date?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Are any special needs, equipment or requirements outlined?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Has the evidence that candidates are required to demonstrate been explained?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Is the assessment criteria appropriate and relate to the level of competency being assessed?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Is there a place for an assessment outcome?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Is there space for comments to be recorded?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Is there a place for the assessor's and candidate's signature and dates?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Is the layout of the assessment tool easy to follow and in a logical sequence?	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

Result:

- Candidate has achieved competency
 Candidate is not yet competent

Comments:

Assessor signature:

Date:

Candidate signature

Date:

Assessment Activity C: Review an assessment processes

For competency/module 4

1 **Worksheet provided to candidates within the *ASC Assessor Training Participant Manual***

Validating assessment processes worksheet

If you were in charge of coordinating assessment within your organisation, outline how you would address each of the assessment validation issues below.

- 1 You have a group of ten assessors who you regularly use. What processes would you put in place to monitor the consistency of assessment decisions among the assessors?

- 2 How could the processes for assisting assessors to make the assessment decision be improved?

- 3 How could you improve the way that feedback is provided to the candidates by assessors?

Tips for organising the ASC Assessor Training Program

Venue and resource requirements

- Training room with chairs and tables
- Break out room with sufficient space for physical activities
- Whiteboards or flip charts (two minimum)
- Data projector (or overhead projector)
- TV and DVD player or VCR
- Prepared video footage for analysis (a general coaching video is available for use from the ASC)
- ASC Assessor Training Program Presenter's Guide and PowerPoint slides (available from the ASC website at www.ausport.gov.au/coachofficial)
- *ASC Assessor Training Participant Manual* (available from the ASC).

Minimum/maximum numbers and ratios

The minimum number of participants to conduct this course effectively is eight. Course coordinators may choose to conduct the course with less than eight people, but may need to modify some activities.

The maximum number of participants to conduct this course effectively is 30. Course coordinators may choose to conduct the course with greater than 30 people, but will need to use additional presenters and assessors to facilitate an effective learning environment. A ratio of one presenter to 15 participants should be used.

Course coordinators should note that when Assessment Activity A: Practical assessment simulation is conducted, only one candidate at a time can be assessed by each course assessor, which can take up to 20 minutes per candidate. Therefore, it is recommended that additional qualified assessors are brought in to assess this activity, so that more than one candidate at a time can be assessed. A ratio of one assessor to six participants is ideal. Otherwise, if only one assessor is used, this activity can be quite time consuming and more time will need to be factored into the program to complete the assessment task.

Course evaluation

Appendix 3 of this guide contains a sample course evaluation form. This should be distributed to participants at the completion of the course.

Sample program

There are two options for the delivery of the ASC Assessor Training Program:

- **Option 1 — Six hour (one day) course covering competencies 1 and 2 only**

Where competencies 1 and 2 only are being delivered, a six hour (one day) course program can be used

- **Option 2 — Ten hour (1.5 day) course covering all competencies 1–4**

Where all four competencies are to be covered, a ten hour (1.5 day) program is required.

The program below provides an overview of how both options above can be conducted:

Day 1 (Modules 1 and 2)

Time	Session/topic	Content	Activities (Note: assessment activities in bold and italics)
9.00am– 9.45am (45 mins)	Introduction and overview	<ul style="list-style-type: none"> • Background and overview of the course • Competencies and learning outcomes for the course • Summary of course assessment • Icebreaker activities • Introductory activity about assessment 	Activity 1: Icebreaker (<i>optional</i>) Activity 2: ‘Intelligence test’ Activity 3: Why, what and how we assess
9.45am– 12.45pm (3 hours)	Module 1: Planning the assessment process	<ul style="list-style-type: none"> • What is competency and competency-based assessment • Purposes of assessment • Terminology • Principles of assessment • Types of assessment • Ethical responsibilities of the assessor • Evidence in assessment <ul style="list-style-type: none"> – types of evidence – rules of evidence • Assessment methods • Preparing an assessment plan • Making assessment arrangements • Candidates with special needs • RPL/RCC • Using assessment teams 	Activity 4: Conducting a preliminary assessment (video) Activity 5 (<i>optional</i>): Principles of assessment Activity 6 (<i>optional</i>): Types of assessment within your organisation Activity 7: Assessment methods Activity 8 (<i>optional</i>): Assessment tools Activity 9: Rules of evidence Activity 10: Ethical scenarios for assessors Activity 11: Candidates with special needs Activity 12: Working in an assessment team Activity 13: Recognition of Prior Learning/Current Competence

1.30pm– 4.30pm (3 hours)	Module 2: Assessing competence	<ul style="list-style-type: none"> • Creating a supportive environment. <ul style="list-style-type: none"> – Empowering the candidate – Involving the candidate • Communication in the assessment process <ul style="list-style-type: none"> – Using questions – Listening and responding – Giving feedback after the assessment – Encouraging the ‘not yet competent’ candidate • Making assessment decisions • Using video for assessments • Documenting and recording assessment • Appeals processes 	<p>Activity 14: Creating a supportive environment Activity 15: ‘Not yet competent’ role-play</p> <p>Assessment Activity A: Assessment simulation using video analysis</p>
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Day 2 (Modules 3 and 4)

8.30am– 11.30am (3 hours)	Module 3: Developing assessment tools	<ul style="list-style-type: none"> • Efficient evidence gathering • Selecting assessment methods using an assessment matrix • Developing assessment tools • Developing assessment criteria • Trialling assessment tools • Developing assessment policies 	<p>Activity 16: Assessment matrix Activity 17: Inspection of a finished product Activity 18: Writing a scenario or exam questions Activity 19: Writing assessment criteria</p> <p>Assessment Activity B: Developing an observation check list assessment tool</p>
11.30am– 12.30pm (1 hour)	Module 4: Reviewing and validating assessment	<ul style="list-style-type: none"> • Continuous improvement • Methods of reviewing assessment • Conducting a review • Validating assessment 	<p>Activity 20: Review processes</p> <p>Assessment Activity C: Validating assessment processes</p>

Module running sheets

Introduction and overview

Approximate duration

45 minutes

Delivery strategies



PowerPoint slide presentation (5 minutes)

ASC Assessor Training Program PowerPoint slides

Slide # 2: Aim of the ASC Assessor Training Program

Slide # 3: Assessor Training Competencies

Slide # 4: How will you be assessed?



Optional Activity 1: Icebreaker (10 minutes)

Matching tags. Give each person a 'name tag' with the name of a TV character. For each name tag, there will be a 'matching tag' (for example, Mickey Mouse matches with Minnie Mouse). The participants must move around the room until they find their 'partner'. When they have introduced themselves, join up with another group and repeat the introductions.



Activity 2: 'Intelligence test' activity (15 minutes)

Page 7 of the *ASC Assessor Training Participant Manual* contains an 'intelligence test'. Participants are asked to complete the test, and then swap papers with another person to mark — the presenter to read out the answers (see next page for the answers). Presenters should then lead a discussion about the problems that this type of assessment creates. Some key points include:

- the assessment task is intimidating
- there are trick questions used, aimed at making the candidate 'fail'. This approach to training and assessment is very dated. The aim in a modern training and assessment environment is for all candidates to become competent
- assessors play a key role in making the assessment environment less intimidating, and taking an approach to assessment that is supportive.

Answers

Introductory activity — 'Intelligence' test

You have five minutes to answer the following ten questions:

1 Some months have 30 days, some months have 31 days. How many months have 28 days?

Answer: All of them, every month has at least 28 days!

2 If a doctor gives you three pills and tells you to take one pill every half hour, how long would it be before all the pills had been taken?

Answer: 1 hour. If you take a pill at 1 o'clock, then another at 1:30 and the last at 2 o'clock, they will be all taken on 1 hour.

3 I went to bed at 8 o'clock in the evening and wound up my clock and set the alarm to sound at 9 o'clock in the morning. How many hours sleep would I get before being woken by the alarm?

Answer: 1 hour. It is a wind up alarm clock which cannot differentiate between am and pm.

4 Divide 30 by half and add ten. What do you get?

Answer: 70. Dividing by half is the same as multiplying by two.

5 A farmer had 17 sheep. All but nine died. How many live sheep were left?

Answer: nine live sheep.

6 If you had only one match and entered a cold and dark room, where there was an oil heater, and oil lamp and a candle, which would you light first?

Answer: The match

7 A man builds a house with four sides of rectangular construction, each side having a southern exposure. A big bear comes along. What colour is the bear?

Answer: The bear is white. If all walls face south, the house must be on the North pole.

8 If you take two apples from my three apples, what do you have?

Answer: two apples. I have three apples, you take two. What do YOU have?

9 How many animals of each species did Moses take with him in the ark?

Answer: None. It was Noah not Moses.

10 If you drove a bus with 43 people on board from Brisbane and stopped at Newcastle to pick up seven more and drop off five passengers, then stopped at Sydney to drop off eight passengers and pick up four more and eventually arrive at Canberra 20 hours later, what is the name of the driver?

Answer: YOU are the driver



Activity 3: Why, what and how do you assess (15 minutes)

Split the participants into 3 groups and ask the groups to discuss one of the following topics and capture the discussion on a flip chart to share with the larger group.

- **WHY** Assess

This group should consider the reasons for assessing competence and purposes of assessment eg improve skills, knowledge, develop competent coaches/officials and improve experience and ability of players. Other reasons may also include Credentialling, Recognition of Prior Learning / Current Competence (RPL/RCC), Establishing training needs, Assurance of progress, Recruitment or Promotion

- **WHAT** we assess

This group should consider what we are looking for when we assess eg skills, knowledge, competence, ability to perform tasks, demonstrate, teach, organise and conduct activities effectively and safely – against a specific standard: the performance criteria

- **HOW** we assess

This group should list the assessment methods used to assess coaches or officials (eg practical coaching/officiating tasks, written tasks such as worksheets and session plans, input during discussions, role plays, coaching/officiating diary, working with a mentor etc) and identify the assessor's role in the assessment process eg using assessment tools

The facilitator should then encourage each group to summarise their discussions and debrief the activity by showing the following slides:

ASC Assessor Training Program PowerPoint slides

Slide # 5: Why assess?

Slide # 6: What do you assess?

Slide # 7: How do you assess?

Module 1: Planning the assessment process

Approximate duration

3 hours

Delivery strategies



Activity 4: Conducting a preliminary assessment (25 minutes)

See *ASC Assessor Training Participant Manual*, page 11)

Show a video of a practical coaching or officiating session being conducted. The *ASC Assessor Training Presenter DVD* can be used for this activity (video duration 3 mins 25 secs). The 'Activity 1 - Group management' video clip on the DVD features a netball coach at a training session with junior netballers. The coach does not organise the group well. She struggles to gain the girls' attention and effectively use the time available to her. The junior netballers do not look organised on the court have a considerable wait for their turn in one of the activities.

Ask the group to individually assess the netball coach on the video in the area of group management. The competency is: *'effective organisation and management of a group to conduct a session that meets the needs of the participants'*. Page 11 of the *ASC Assessor Training Participant Manual* contains a worksheet where participants can record their response.

After watching the video, ask the group to:

- write down their comments on the coach's performance
- write down their opinion on whether the coach has achieved the required competency.

In small groups, discuss each person's decision. There will no doubt be disagreement over various aspects of the coach's performance, and discussion about what 'effective group management and organisation' actually means.

De-brief the activity by discussing that to do assessment properly, there are a range of tools, information and personal skills that assessors require.



PowerPoint slide presentation (5 minutes)

ASC Assessor Training Program PowerPoint slides

Slide # 9: Principles of assessment

Slide # 10: Types of assessment



Optional activities 5 & 6 (15 minutes)

Optional activity 5: Principles of assessment

(see *ASC Assessor Training Participant Manual*, page 13).

Participants to complete the Principles of assessment worksheet on page 13 of their *ASC Assessor Training Participant Manual*. Discuss responses as a group.

Optional activity 6: Types of assessment within your organisation

(see *ASC Assessor Training Participant Manual*, page 16)

Participants to complete the Types of assessment within your organisation worksheet on page 16 of their *ASC Assessor Training Participant Manual*. Discuss responses as a group.



Activity 7: Assessment methods (15 minutes)

Pre-prepare 6 flip charts as follows: Write 1 of the following assessment methods on each flip chart and divide the flipchart into two columns: advantages and disadvantages:

- Input during group discussion
- Worksheets
- Session plans
- Practical assessment tasks
- Written exams and tests
- Assignments

Blu-tac the 6 flip charts to the walls of the room. In pairs, ask participants to write one advantage and one disadvantage for each assessment method by rotating around the room.

PowerPoint Slide # 11 Assessment methods can be used to summarise this activity



Optional activity 8: Assessment Tools (15 minutes)

This activity is designed to be used with a sport specific group to familiarise them with sport specific assessment tool(s).

Distribute the practical assessment tools used to assess coaches or officials in their sport and ask the group to discuss the tools in pairs using the following questions:

- Do you know how you will use the assessment tool?
- Do you know what is being assessed?
- Are the instructions and performance criteria clear?
- Do they reflect the competencies and learning outcomes of the course?
- Do you know what will constitute competency?
- Is there enough space to write comments?
- How will feedback occur?
- What other comments can you offer about this assessment tool?



PowerPoint slide presentation (5 minutes)

ASC Assessor Training Program PowerPoint slides

Slide # 12: Assessment tools

Slide # 13: Gathering evidence

Slide # 14: Rules of evidence



Activity 9: Rules of evidence (10 minutes)

(see ASC Assessor Training Participant Manual, page 20)

Participants to complete the worksheet on page 20 of their *ASC Assessor Training Participant Manual*. The answers to this worksheet are below.

Activity 5: Rules of evidence

Below is a list of assessment 'examples'. For each example, identify which of the rules of evidence they are **lacking** in.

- 1 The assessor permits one candidate to take an exam home - *Not authentic*

- 2 The candidate teaches only one skill during their practical assessment - *Not sufficient*
- 3 A candidate submits a teaching plan written six years ago - *Not current*
- 4 A referee make the correct decision two out of four times - *Not sufficient*
- 5 A lawn bowls coach is tested on their knowledge of endurance training - *Not valid*
- 6The assessor only allows 75 per cent of candidates to pass - *Not valid*



Activity 10: Ethical scenarios for assessors (20 minutes)

(see *ASC Assessor Training Participant Manual*, page 17)

Participants to complete the worksheet on page 17 of their *ASC Assessor Training Participant Manual*. Discuss responses as a group.



PowerPoint slide presentation (5 minutes)

ASC Assessor Training Program PowerPoint slides

Slide # 15: Assessment plans



Activity 11: Candidates with special needs (20 minutes)

Work in groups of 3 or 4. Each group to discuss the types of possible adjustments that could be made for the following candidates:

- a person with low literacy or numeracy skills
- a person with cultural or religious beliefs that prevent them from undertaking some aspect of assessment
- a person who does not speak English very well
- a person with a physical disability.

Groups to report back and discuss.



Activity 12: Working in an assessment team (20 minutes)

(see *ASC Assessor Training Participant Manual*, page 28)

Participants to work in groups of 2 or 3 to simulate the processes of an assessment team. Each group to devise an assessment 'scenario', including details of the fictitious candidate they are assessing, what they are assessing them for and what the assessment will involve. Discuss and record answers to the questions posed on page 28 of the *ASC Assessor Training Participant Manual*.

PowerPoint Slide # 16: Working as an assessment team can be used as part of the summary for this activity.



Activity 13: Recognition of Prior Learning/Current Competence (20 minutes)

Split into 4 groups. Each group to be allocated one of the following situations and discuss how they would advise the following candidates applying for RPL/RCC for a coaching or officiating accreditation:

- a coach or official with coaching or officiating qualifications from overseas
- a former state level athlete who has completed the Beginning Coaching General Principles online course or the Introductory Officiating General Principles online course
- a person with a Sports Coaching degree or certificate
- A respected and experienced club official who has never been accredited

Groups to report back and discuss.

PowerPoint Slide # 17: Recognition of Prior Learning/Current Competence can be used as part of the summary for this activity.

Module 2: Assessing competence

Approximate duration

3 hours

Delivery strategies



Activity 14: Creating a supportive environment (15 minutes)

(see *ASC Assessor Training Participant Manual*, page 32).

In pairs, discuss ways you can create a positive assessment environment. Discuss and record answers to the questions posed on page 32 of the *ASC Assessor Training Participant Manual*.

Groups to report back and discuss.

The following PowerPoint slides can be used to summarise the outcomes of the session:



PowerPoint slide presentation (10 minutes)

Slide # 19: Creating a supportive environment.

Slide # 20: Communication in assessment

Slide # 21: Giving feedback after the assessment



Activity 15: Not yet competent' role-play (45 minutes)

(see *ASC Assessor Training Participant Manual*, page 40)

Role-play scenario cards are provided on the next page. In pairs, conduct a role-play of a meeting between an assessor and a candidate where the candidate has not met the level of competence required. Record answers to the questions posed on page 40 of the *ASC Assessor Training Participant Manual* before conducting the role-play.

Swap roles so that both participants have a chance to play the role of the assessor and the candidate. Provide each person with a new scenario and candidate role card for the second role play

After both role plays have been completed, ask each pair to answer the following questions from the point of view of the assessor:

- Were you able to maintain a positive and supportive demeanour?
- What unexpected problems arose?
- How could you improve on this for next time?

The following PowerPoint slides can be used to summarise the outcomes of the session:



PowerPoint slide presentation (10 minutes)

ASC Assessor Training Program PowerPoint slides

Slide # 22: Tips for giving feedback

Slide # 23: Not yet competent

'Not yet competent' role-play scenario cards

<p>Assessor (1) Candidate did not meet three criteria, but is very confident in their own ability</p>	<p>Candidate (1) is very confident and self assured</p>
<p>Assessor (2) Assessing an NCAS Level 2 coach who has shown aggressive behaviour towards junior athletes</p>	<p>Candidate (2) is angry and aggressive towards assessor</p>
<p>Assessor (3) Assessing an official who has very poor communication skills</p>	<p>Candidate (3) has excuses for not meeting requirements</p>
<p>Assessor (4) Assessing a high profile coach for Level 3. Coach is highly successful but has poor management skills</p>	<p>Candidate (4) believes that they have already passed and the assessment is just a formality</p>
<p>Assessor (5) Assessing a yearly plan of an experienced Level 2 coach. There are a number of obvious errors in the plan</p>	<p>Candidate (5) is the assessor's best friend</p>
<p>Assessor (6) Assessing a Level 1 coach. Group management disastrous — lost control of two kids and had to go looking for them at end of the session</p>	<p>Candidate (6) is unable to come up with ideas or solution</p>
<p>Assessor (7) Assessing a Level 2 coach, who has poor safety practices</p>	<p>Candidate (7) is not happy — says that they were not aware of all assessment criteria</p>
<p>Assessor (8) An assignment has not met the required standard. Candidate must be notified by phone</p>	<p>Candidate (8) has passed all other assessment tasks, and is shocked that this one is not OK</p>



PowerPoint slide presentation (10 minutes)

ASC Assessor Training Program PowerPoint slides

Slide # 24: Using video for assessment

Slide # 25: Recording and keeping results

Slide # 26: Appeals processes



Assessment Activity A (20 minutes to view the video/ fill out assessment tool, plus 20 minutes per candidate to role-play/ simulate providing feedback)

Note: It is recommended that more than one qualified assessor is used to assess this activity, so that more than one candidate at a time can be assessed. Otherwise, if only one assessor is used, this assessment activity can be quite time consuming and more time will need to be factored into the program to complete the assessment task.

Assessment simulation using video analysis

In this assessment activity, candidates will be simulating a practical assessment situation.

Candidates will be watching a prepared video of a practical coaching session. The *ASC Assessor Training Presenter DVD* can be used for this activity. The DVD contains three videos which can be used for the assessment activity. These are:

- Coaching Teams (Touch football – video duration 4 mins 40 secs)
- Coaching Individuals (Cycling – video duration 5 mins 20 secs)
- Officiating (Basketball – video duration 3 mins 30 secs).

Course coordinators can select which of the three videos are used for the assessment activity. Alternatively, a sport specific video of a coach or official in action may be used instead.

Candidates can use either the coaching or officiating assessment tool at Appendix 1 of this document to record their assessment of the coach or official against generic competencies, which are outlined on the assessment tool. Further information about how candidates should be expected to mark each of the criteria is at Appendix 2.

After watching the video, candidates consider the evidence, and make a decision as to whether the coach has achieved the required standard (make the decision based on the rules of evidence: validity, authenticity, sufficiency and currency). Candidates to record the results of the assessment on the assessment tool.

Working in pairs, candidates will then undertake a simulation activity of providing feedback to the coach (the other candidate to play the role of the coach on the video).

An assessment tool is provided on page 11 of this deliverer's guide for assessors of this activity.

Module 3: Developing assessment tools

Approximate duration

3 hours

Delivery strategies



PowerPoint slide presentation (10 minutes)

ASC Assessor Training Program PowerPoint slides

Slide # 28: Assessment matrix

This slide should be used to introduce the concept of the assessment matrix prior to participants completing the next activity.



Activity 16: Assessment matrix (20 minutes)

(see *ASC Assessor Training Participant Manual*, pages 50–51)

Participants to individually complete the assessment matrix provided on pages 50-51 the *ASC Assessor Training Participant Manual*. Participants should also complete the review questions provided in the manual after completing the matrix.



PowerPoint slide presentation (10 minutes)

ASC Assessor Training Program PowerPoint slides

Slide # 29: Assessment methods and tools

Slide # 30: Good assessment tools



Activity 17: Inspection of a finished product (15 minutes)

(see *ASC Assessor Training Participant Manual*, page 54)

Participants to individually review an assessment tool using the checklist on page 54 of the *ASC Assessor Training Participant Manual*.

Report back and discuss as a group



Activity 18: Writing a scenario or exam questions (30 minutes)

(see *ASC Assessor Training Participant Manual*, page 57)

Participants are to develop either a scenario/case study, or some questions that could be used in a written examination. The worksheet on page 57 of the *ASC Assessor Training Participant Manual* provides a process for participants to follow in developing the scenario or exam questions.

After completing the task, work in pairs to review and provide feedback to each other regarding the scenario/exam questions developed.



PowerPoint slide presentation (5 minutes)

ASC Assessor Training Program PowerPoint slides

Slide # 31: What are assessment criteria?



Activity 19: Writing assessment criteria (20 minutes)

(see *ASC Assessor Training Participant Manual*, page 58)

Participants are to practice writing some specific assessment criteria in relation to the assessment situation outlined on the worksheet on page 58 of the *ASC Assessor Training Participant Manual*.

A list of verbs that can be used to assist participants when writing assessment criteria is included at Appendix 4 of the *ASC Assessor Training Participant Manual*.



PowerPoint slide presentation (10 minutes)

ASC Assessor Training Program PowerPoint slides

Slide # 32: Assessment policies



Assessment Activity B (60 minutes)

Assessment Activity B: Developing an observation check list assessment tool

In this activity, candidates are required to develop an assessment tool that can be used by an assessor using a practical assessment method. Candidates will need to develop a set of instructions for the candidate and the assessor, as well as an observation check list.

A three step process for completing this assessment task is outlined on the Assessment Activity B worksheet on page 61 of the *ASC Assessor Training Participant Manual*. It is recommended that candidates follow this process.

An assessment tool is provided on page 13 of this presenter's guide for assessors of this activity.

Module 4: Reviewing and validating assessment

Approximate duration

1 hour

Delivery strategies



Activity 20: Review processes (15 minutes)

(see *ASC Assessor Training Participant Manual*, pages 67 & 68).

Participants to use the review checklist on page 67 of their *ASC Assessor Training Participant Manual* to review an assessment process used within their sport. Discuss responses as a group

Then complete Activity 14 on page 68 regarding review processes used in your sport. Discuss responses as a group



PowerPoint slide presentation (10 minutes)

ASC Assessor Training Program PowerPoint slides

Slide # 34: Methods of reviewing

Slide # 35: Achieving consistency

Slide # 36: Common assessment problems



Assessment Activity C (20 minutes)

Assessment Activity C: Validating assessment processes

In this activity, candidates are required to develop answer three questions contained in the Assessment Activity C worksheet on page 71 of the *ASC Assessor Training Participant Manual*.

An answer guide is available from the ASC for assessors of this activity.

Appendix 1: Assessment sheets for coach or official DVD scenario

Coach assessment form

Assessment task: Conduct a practical coaching session of at least 10 minutes duration with a group of athletes.

Purpose of assessment: This assessment task will enable the coach to demonstrate competency in the areas of teaching and communication skills as part of gaining their Level 2 coaching accreditation. The assessment criteria for the competency are set out in the checklist below.

Assessment conditions: The candidate will:

- have access to an appropriate venue to undertake the assessment task
- be permitted to re-present for assessment as many times as is necessary in order to achieve competency

Evidence required: The candidate is required to demonstrate all of the assessment criteria as set out in the checklist below.
The candidate must demonstrate the assessment criteria consistently throughout the session (ie. more than once during the session)

Assessment arrangements: The assessment activity will take place at 9.00am on 25 March at the candidate's usual training venue. The candidate must provide their own equipment and arrange for a suitable number of athletes to be present.

Special requirements: None

Assessor(s) name: _____

Name of coach: _____

Assessment criteria	Comments	Competent	Not yet competent
Convey instructions to the athletes clearly, and provide a demonstration.			
Break down complex skills and techniques into parts and communicate the key components of the skill.			
Provide corrections to improve skill execution on an individual and group basis.			
Progress the activity to the next step or level in a sequential manner.			
Provide adequate time for practice, and observe athletes' performance.			
Check the athletes' understanding of the instructions and give them the opportunity to ask questions.			

Provide encouragement and/or feedback individually, and to the group.			
Use positive non-verbal communication (eg maintain eye contact when speaking).			
Actively listen to the athletes.			

Result:

- Candidate has achieved competency
- Candidate is not yet competent

Reasons for decision:

Assessor signature:

Date:

Candidate signature

Date:

Comments/feedback on assessment process (ie Comment on any problems, recommendations for modification to assessment procedures)

Official's assessment form

- Assessment task:** Officiate a game safely in accordance with the rules and regulations.
- Purpose of assessment:** This assessment task will enable the official to demonstrate competency in the areas of risk management, rules application and communication skills as part of gaining their Level 2 officiating accreditation. The assessment criteria for the competency are set out in the checklist below.
- Assessment conditions:** The candidate will:
- have access to an appropriate sporting venue to undertake the assessment task (provided by the regional association)
 - provide their own sporting and officiating equipment
 - be permitted to re-present for assessment as many times as is necessary in order to achieve competency.
- Evidence required:** The candidate is required to demonstrate all of the assessment criteria as set out in the checklist below.
The candidate must demonstrate the assessment criteria consistently throughout the game (ie more than once during the session)
- Assessment arrangements:** The assessment activity will take place at 9.00am on 25 March 2007 at the Greenfield Park oval.
- Special requirements:** None.
- Name of candidate:** _____
- Organisation/club:** _____
- Phone No.:** _____
- Assessor(s) name:** _____

Assessment criteria	Comments	Competent	Not yet competent
Undertake a risk analysis of the field of play			
Apply the rules and regulations of the game			
Ensure safety of self and others throughout the game			
Demonstrate positioning skills relevant to officiating the game			
Use effective communication strategies to officiate the game			
Write a report after the game			

Result:

- Candidate has achieved competency
- Candidate is not yet competent

Reasons for decision:

Assessor signature(s):

Date:

Candidate signature

Date:

Comments/feedback on assessment process (ie Comment on any problems, recommendations for modification to assessment procedures)

Appendix 2: Further information on marking criteria for each video segment

Coaching Teams

Duration: 4 minutes and 40 seconds

This scenario can be used for Assessment Activity A with the assessment tool on pages 44 – 46 in the ASC Assessor Training Participant Manual. In this scenario a Touch Football coach progresses activities for skill development. The coach engages in conversation with his assistant coach and provides non-specific feedback to the players. His demonstrations are not clearly explained, however he does provide opportunities for players to ask questions. The coach should be assessed as not yet competent. The following table outlines areas that will assist in reviewing the assessment:

Assessment criteria	Comments	C	NYC
Convey instructions to the athletes clearly, and provide a demonstration.	A demonstration is provided only when players were confused. The drill is not clearly explained and the demonstration is poor. One demonstration and explanation is good but he is not consistent throughout the activities.		✓
Break down complex skills and techniques into parts and communicate the key components of the skill.	Not demonstrated.		✓
Provide corrections to improve skill execution on an individual and group basis.	The coach laughs at poor performance and gives a penalty rather than providing feedback on how to improve. His feedback is general and not constructive (action based).		✓
Progress the activity to the next step or level in a sequential manner.	Drills are sequential and he does progress the activity. More complexity is added as the session progresses.	✓	
Provide adequate time for practice, and observe athletes' performance.	Coach is observing performance and allows time for the athletes to practice.	✓	
Check the athletes' understanding of the instructions and give them the opportunity to ask questions.	The coach gives players the opportunity to ask questions and provides more information.	✓	
Provide encouragement and/or feedback individually, and to the group.	The coach laughs and gives penalties. Some of his feedback is negative, and only very general feedback is given to the group.		✓
Use positive non-verbal communication (eg maintain eye contact when speaking).	The coach is deep in conversation with his assistant coach. His hands are in his pockets and his body language is closed. The coach looks away when talking to the team.		✓
Actively listen to the athletes.	The coach encourages questions and is able to answer questions from the athletes.	✓	

Coaching Individuals

Duration: 5 minutes and 20 seconds

This scenario can be used for Assessment Activity A with the assessment tool on pages 44 – 46 in the ASC Assessor Training Participant Manual. In this scenario the cycling coach is good at progressing activities for skill development. She is a little grumpy when things do not go well, and her body language and communication is often negative. The coach should be assessed as not yet competent. The following table outlines areas that will assist in reviewing the assessment:

Assessment criteria	Comments	C	NYC
Convey instructions to the athletes clearly, and provide a demonstration.	The coach sets up session and clearly explains the drills. She initially provides a demonstration herself, and later asks the athletes to perform the demonstration for the group. The coach improves the positioning of the athletes with subsequent demonstrations.	✓	
Break down complex skills and techniques into parts and communicate the key components of the skill.	Not demonstrated.		✓
Provide corrections to improve skill execution on an individual and group basis.	The coach identifies that the athletes did it wrong, but does not provide correction.		✓
Progress the activity to the next step or level in a sequential manner.	The coach progresses the drills in a logical sequence by adding complexity.	✓	
Provide adequate time for practice, and observe athletes' performance.	The coach is positioned well and observes the athletes allowing adequate time for practice.	✓	
Check the athletes' understanding of the instructions and give them the opportunity to ask questions.	The coach seeks questions and provides answers.	✓	
Provide encouragement and/or feedback individually, and to the group.	The feedback is general, not specific or action based to individuals or the group. There is no encouragement or correction provided.		✓
Use positive non-verbal communication (eg maintain eye contact when speaking).	The coach displays negative body language and is not really engaging; she doesn't maintain eye contact with the questioning.		✓
Actively listen to the athletes.	The coach responds to athletes' questions and requests.	✓	

Officiating

Duration: 3 minutes and 30 seconds

This scenario can be used for Assessment Activity A with the assessment tool on pages 86 – 87 in the ASC Assessor Training Participant Manual. In this scenario the official is an experienced referee that is good at risk management issues and communicates clearly with players and coaches. However she displays poor positioning throughout the game. The official should be assessed as not yet competent as she does not demonstrate all required skills on the checklist. The following table outlines areas that will assist in reviewing the assessment:

Assessment criteria	Comments	C	NYC
Undertake a risk analysis of the field of play	Official instructs coach to move bags from court before the game begins.	✓	
Apply the rules and regulations of the game	The official makes decisions and calls throughout the scenario demonstrating the application of rules and regulations.	✓	
Ensure safety of self and others throughout the game	Identifies the water spill and takes action to remedy the situation.	✓	
Demonstrate positioning skills relevant to officiating the game	The official gets out of position on at least one occasion and misses a call.		✓
Use effective communication strategies to officiate the game	The official uses hand signals that are clear and visible; she uses her voice well when required. The whistle is used well; she is clear and confident in her instructions and explanations. The official is quick to act to minimise disputes.	✓	
Write a report after the game	Not demonstrated.		✓

Appendix 3: ASC Assessor Training Program evaluation form

Please rank the following using the scale below:

1 = Poor 2 = Adequate 3 = Good 4 = Excellent

Module	Content	Delivery
1 Planning the assessment process		
2 Assessing competence		
3 Developing assessment tools		
4 Reviewing and validating assessment		

Organisation	Rating
1 Pre-course	
2 In-course	
3 Venue	
4 Your enjoyment of the course	

Best features of the course

Aspects of the course that could be improved, changed or deleted

List any topics not covered, that you would like to see covered in future courses

Thank you for your feedback, good luck with your assessing