



Australian Government  
Australian Sports Commission

# PRESENTER/FACILITATOR TRAINING DELIVERER'S GUIDE AND CURRICULUM



# PRESENTER/FACILITATOR TRAINING DELIVERER'S GUIDE AND CURRICULUM



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The Australian Sports Commission is the Australian Government agency that manages, develops and invests in sport at all levels. It was established in 1985 and operates under the *Australian Sports Commission Act 1989*. The Commission's national leadership role is achieved through six operational areas: the Australian Institute of Sport, Sport Performance and Development, Community Sport, Corporate Services, Commercial and Facilities, and Finance. The Australian Sports Commission forms part of the Health and Ageing portfolio.

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# About the ASC Presenter/Facilitator Training Program

The National Coaching Accreditation Scheme (NCAS) and National Officiating Accreditation Scheme (NOAS) aim to improve the standard of coaching and officiating in Australia by providing a structured pathway for coach and official education. In order to help coaches and officials achieve the requirements for accreditation, sporting organisations will usually conduct some type of training program. The quality of the personnel delivering these programs is an essential component of coach and official education. Without high-quality presenters and facilitators, the education process for coaches and officials will not be adequate. The aim of the Australian Sports Commission (ASC) Presenter/Facilitator Training Program is to produce high-quality presenters/facilitators of coach and official education programs.

The ASC Presenter/Facilitator Training Program is used by:

- national sporting organisations wanting to train their presenters/facilitators
- state and territory departments of sport and recreation delivering generic presenter/facilitator training for all sports.

National sporting organisations can make the ASC Presenter/Facilitator Training Program sport specific to enable them to train educators in the specific requirements of their coach or official accreditation program(s). For most of the activities within the program, there is information on how it can be made sport specific. Look for the 'sport-specific' icon within the activity descriptions in this document.

State and territory coaching and officiating centres provide generic presenter/facilitator training that can be accessed by educators from all sports. They can also assist national and state sporting organisations to deliver a tailored version of the program for their sport.

## Competency statements

At the completion of this program, the presenter/facilitator will be able to:

- facilitate learning by using a range of learning methods
- plan and review training to take into account participant needs and use a range of learning aids
- outline the presenter/facilitator's role in competency-based training for the NCAS and NOAS.

## Prerequisites

There are no prerequisites for this program.

# Information for deliverers

## Supporting materials/documents

- ASC Presenter/Facilitator Training Program PowerPoint slides are available from the ASC website at [www.ausport.gov.au/coachofficial](http://www.ausport.gov.au/coachofficial).
- The *ASC Presenter/Facilitator Training Manual* contains a range of background information on the topics covered in this program. Deliverers should familiarise themselves with the *Training Manual* prior to delivering the program. It is available through the ASC at [www.ausport.gov.au/about/publications/catalogue](http://www.ausport.gov.au/about/publications/catalogue), and is an optional resource to provide to workshop participants.
- Appendix 1 contains a pre-workshop information sheet that can be distributed to participants prior to the workshop — either as part of the registration process or after registration.
- Appendix 2 contains the ASC Presenter/Facilitator Training Curriculum, with further information about the learning outcomes and content for this program.
- Appendix 3 contains the self-assessment checklist to be used for the one-minute and five-minute participant presentations.
- Appendix 4 contains the peer-assessment checklist to be used by other group members during the one-minute and five-minute presentations.
- Appendix 5 contains the assessment checklist to be used by workshop assessors for each participant's five-minute presentation.
- Appendix 6 contains a presentation plan template that can be photocopied and used by participants when planning their five-minute presentation (optional).
- Appendix 7 contains a sample workshop evaluation form to be distributed to participants at the completion of the workshop.
- Appendix 8 contains the ASC's Recognition of Prior Learning/Current Competence (RPL/RCC) Guide for this program.

## Deliverer and assessor requirements

Deliverers and assessors of the ASC Presenter/Facilitator Training Program should possess:

- presentation skills (for example, successful completion of an ASC Presenter/Facilitator Training Program or Certificate IV in Training and Assessment), and
- assessment skills (for example, completion of the ASC Assessor Training Program or Certificate IV in Training and Assessment), and
- a current NCAS or NOAS accreditation, or up-to-date knowledge and experience of the NCAS and NOAS.

For professional development purposes, it is recommended that deliverers also undertake:

- a Disability Education Program module ([www.ausport.gov.au/disability](http://www.ausport.gov.au/disability), email [connect@ausport.gov.au](mailto:connect@ausport.gov.au) or phone [02] 6214 1415)
- Play by the Rules online training ([www.playbytherules.net.au](http://www.playbytherules.net.au)).

## Personnel to deliver the program

- The following personnel are recommended to deliver the program:
  - a workshop coordinator who is responsible for logistics and 'anchoring' the workshop, including introducing and wrapping up each session
  - one facilitator for every eight participants — for groups larger than ten participants, at least two facilitators should be used and the responsibility for facilitating each session should be shared among the facilitators throughout the workshop
  - additional assessors as required for the assessment activity to enable even smaller groups (for example, one assessor per four to six participants) — this will enable the assessment task to be completed in the timeframe outlined in this document, otherwise additional time may need to be allocated for the assessment activity.
- It is recommended that the workshop coordinator conducts a briefing with the workshop facilitators beforehand. Given that there will generally be multiple personnel involved in delivering this type of program, a high degree of coordination is required to ensure consistency in the way the activities are conducted, and feedback and assessment processes are run.

## Tips for delivery of the program

- The delivery strategies outlined in this document are recommended, but deliverers have the flexibility to modify the activities to suit their own personal style and the needs of the group.
- The activities outlined in this document have been designed to demonstrate how an effective education program should be run. This means that the majority of the workshop is practical in nature, and there is limited use of lectures and PowerPoint slides. Deliverers of this program should keep in mind that it is essential they provide a good model of how to run an education workshop.
- The minimum number of participants required to conduct this program effectively is six. The maximum number will depend on the number of facilitators available to deliver the program and the size of the venue available. A ratio of one facilitator to eight participants should be used.
- The timeframes allocated for each session in the program are based on there being approximately 24 participants. If the workshop has more participants, you will need to increase the time allocations for each activity. Alternatively, for a larger group, deliverers can use other strategies to keep to time for each session, such as having only one or two groups reporting back for each activity.
- Much of this workshop is conducted in small groups. It is recommended that the groups swap members regularly to ensure variety.
- Print or photocopy one copy of Appendixes 5, 6 and 7 per participant, and two copies of Appendixes 3 and 4 per participant. (Tip: You can photocopy these back-to-back on one sheet of paper.)

## Venue and resource requirements

- A main room, large enough for the number of participants at the workshop
- An open area suitable for practical games and sports activities (for example, a large room or outdoor area adjacent to the main room)
- Additional breakout areas/rooms to enable small groups to break away for the one-minute and five-minute presentations. Allow for one breakout area/room for every six participants
- Whiteboards or flip charts (minimum of two)
- Butcher's paper, marker pens and Blu-Tack
- Laptop with PowerPoint, data projector and screen
- Television and DVD player
- Access to a photocopier
- Various activities within the workshop will also have specific equipment needs. Ensure that you check the 'Logistics' information listed for each activity.

## Assessment

Participants completing the ASC Presenter/Facilitator Training Program are assessed on their delivery of a five-minute presentation during the workshop. The topic for the presentation should be related to their role as a coach or official (that is, the topic would generally be something from an NCAS or NOAS program). Workshop coordinators may choose to specify the topics on which participants can deliver their presentation. With an experienced group of participants, workshop coordinators may also choose to allocate to each participant a learning method to use when delivering their five-minute presentation.

### Assessment tools

#### *Self and peer-assessment checklists*

Self and peer-assessment checklists are provided at Appendixes 3 and 4, respectively. These checklists need to be completed by the participant and their peers during the five-minute presentation. The self-assessment checklist is designed to assist in analysing areas in which the participant can improve. The completed self-assessment checklist can be kept by the participant and does not need to be submitted to the workshop coordinator.

#### *Assessment checklist and feedback tool*

An assessment checklist is provided at Appendix 5 for the assessor to complete when viewing the five-minute presentation. The assessor then provides verbal feedback to the participant on their performance. The participant must be rated as competent on all aspects of the assessment checklist to be successful. Participants may re-take the practical presentation task as many times as necessary to achieve competency.

Participants who are assessed as 'not yet competent' should be provided with feedback on how they can improve their performance in order to achieve competency.

## Recognition of Prior Learning/Current Competence

Participants undertaking this training program are able to apply for Recognition of Prior Learning/Current Competence (RPL/RCC). This will be granted if all the stated competencies and related learning outcomes of this training program have been met. The ASC's RPL/RCC Guide (at Appendix 8) should be used to guide applicants through the various steps involved in the RPL/RCC process. State coaching and officiating centres may grant RPL/RCC for this program, but should refer applicants to their national sporting organisation for endorsement as a presenter/facilitator.

## Certification and record keeping

### Generic presenter/facilitator training

Participants who successfully complete a generic presenter/facilitator training program conducted by state or territory departments of sport and recreation on behalf of the ASC will be issued with an ASC Presenter/Facilitator Training certificate.

It should be noted that national sporting organisations may require presenters who have completed a generic presenter/facilitator training program to complete additional requirements in order to be endorsed as a presenter/facilitator by their sport.

It is recommended that the workshop coordinator keep a photocopy of the completed assessment checklist before returning it to the participant. Workshop coordinators need to ensure that assessment checklists are collected at the workshop so that copies can be made prior to returning them to the participants.

Participants who successfully complete a generic presenter/facilitator training program conducted by state and territory departments of sport and recreation on behalf of the ASC should have their details entered onto the ASC's Sports Accreditation Online system at [www.ausport.gov.au/sao](http://www.ausport.gov.au/sao). Further information on Sports Accreditation Online is available by calling (02) 6214 1522 or emailing [accreditation@ausport.gov.au](mailto:accreditation@ausport.gov.au).

### **Sport-specific presenter/facilitator training**

It is recommended that national and state sporting organisations delivering a sport-specific version of the ASC Presenter/Facilitator Training Program issue their own sport-specific certificate. Record-keeping processes and entry of successful participants' details onto a centralised database are at the discretion of the sport.

If a sport wishes to issue an ASC Presenter/Facilitator Training certificate rather than their own, they will need to provide evidence to the ASC that:

- the deliverers and assessors of their program meet the requirements outlined in this document
- the program delivered meets the outcomes of the ASC Presenter/Facilitator Training Program
- assessment has been conducted as set out in this document.

The ASC will provide a PDF version of the ASC Presenter/Facilitator Training certificate to sports that have met these requirements (hardcopy certificates will not be provided). The sport will need to provide successful participants' details to the ASC so they can be entered onto Sports Accreditation Online.

### **Accreditation of presenters/facilitators within the NCAS and NOAS**

If a sport wishes their sport-specific presenter/facilitator training program to be part of the NCAS or NOAS, they need to submit a curriculum to the ASC for approval. The curriculum must meet the requirements of the Guidelines for the Design and Registration of NCAS and NOAS Accreditation Programs (go to [www.ausport.gov.au/supporting/coachofficial/Guidelines/design\\_guidelines](http://www.ausport.gov.au/supporting/coachofficial/Guidelines/design_guidelines) to download a copy).

Requirements such as four-yearly updating, signing onto a code of behaviour, and four-yearly review and re-submission of the program for ASC approval will apply. Normal NCAS and NOAS certification and record-keeping processes will operate and be managed by the sport.

The ASC Presenter/Facilitator Training Program provides the minimum standard for any presenter/facilitator training programs that are accredited as part of the NCAS or NOAS (that is, programs must meet the competencies outlined in the ASC Presenter/Facilitator Training Curriculum).

**Note:** The ASC Presenter/Facilitator Training Program is not aligned to the Certificate IV in Training and Assessment. It has been tailored to the needs of those presenters/facilitators working within the NCAS and NOAS. The program does not provide a Certificate IV qualification in Training and Assessment.

# Sample programs

## Option 1 — One day

	Time	Topic
Full day	9.00am	Workshop introduction and overview
	9.15am	Individual one-minute presentations by participants
	10.00am	How to conduct a practical session
	10.45am	Morning tea
	11.00am	Learning methods that work (3 or 4 x 20–30-minute stations)
	12.45pm	Lunch
	1.30pm	Preparing to deliver training, Reviewing and evaluating
	2.30pm	Preparation time for assessable presentation
	2.50pm	Afternoon tea
	3.00pm	Individual five-minute presentations (assessment) and feedback
	4.20pm	Roles and responsibilities of NCAS and NOAS facilitators
	4.50pm	Workshop wrap-up and conclusion
	5.00pm	Finish

## Option 2 — Two evenings

	Time	Topic
Evening 1	6.00pm	Workshop introduction and overview
	6.15pm	Individual one-minute presentations by participants
	7.00pm	How to conduct a practical session
	7.45pm	Break
	8.00pm	Learning methods that work — part 1 (2 x 20 minute stations)
	8.45pm	Preparing to deliver training
	9.30pm	Finish

Note: participants to prepare their five-minute assessable presentation overnight

	Time	Topic
Evening 2	6.00pm	Welcome and re-cap from previous evening
	6.05pm	Reviewing and evaluating
	6.15pm	Learning methods that work — part 2 (2 x 25 minute stations)
	7.05pm	Break
	7.20pm	Individual five-minute presentations (assessment) and feedback (Split into five groups)
	8.40pm	Roles and responsibilities of NCAS and NOAS facilitators
	9.10pm	Workshop wrap-up and conclusion
	9.20pm	Finish

# Recommended activities for ASC Presenter/Facilitator Training Program

## Introduction

	<b>Time</b>	15 minutes
	<b>How to run the session</b>	<p>Workshop coordinator:</p> <ul style="list-style-type: none"> <li>• Welcome participants.</li> <li>• Introduce facilitator(s).</li> <li>• Explain the format for the workshop.</li> <li>• Outline the aims and key messages of the workshop.</li> <li>• Explain the assessment task — delivering a five-minute presentation.</li> <li>• Provide information on emergency exits, toilets, access to tea/coffee, lunch arrangements, etc.</li> </ul>
	<b>Key messages</b>	<ul style="list-style-type: none"> <li>• Provide the context of why we need better presenters/facilitators — to train better coaches and officials through the NCAS and NOAS, we need good presenters/facilitators</li> <li>• Key messages for the workshop:             <ol style="list-style-type: none"> <li><b>1</b> Presenters/Facilitators need to structure learning that is <b>RAVE</b>:                 <ul style="list-style-type: none"> <li>– <b>R</b>esponsible (Does the session allow participants to take some responsibility for their learning?)</li> <li>– <b>A</b>ctive (How active and involved was the group?)</li> <li>– <b>V</b>ariety (Did the session involve a variety of methods and modes?)</li> <li>– <b>E</b>ngaging (Did the session capture and hold attention?)</li> </ul> </li> <li>Do <b>RAVE</b> reviews during the debrief sessions.</li> <li><b>2</b> Effective presenters/facilitators should demonstrate <b>MOAR Qs</b>:                 <ul style="list-style-type: none"> <li>– <b>M</b>essage (How clear was your purpose, message and outcomes? In simple terms ask, 'Did they get it?' for any session you present/facilitate.)</li> <li>– <b>O</b>rganisation (How effective were you in planning, organising and managing the group — people, time, resources, etc.?)</li> <li>– <b>A</b>pproach (Were you positive, confident and in control? Did you adapt to deal with the difficult and unexpected?)</li> <li>– <b>R</b>eview (Reflect on how the session went and consider what you would change next time.)</li> <li>– <b>Q</b>uestions (How effectively did you use questions? Can you use MOAR Qs?)</li> </ul> </li> </ol> </li> </ul>
	<b>Model</b>	<ul style="list-style-type: none"> <li>• How to start a workshop effectively</li> <li>• Providing information on the outcomes, format and assessment for the program</li> </ul>
	<b>Logistics</b>	<p>Space/Area:</p> <ul style="list-style-type: none"> <li>• Main room</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Provide participants with a copy of the program for the workshop and the <i>Training Manual</i> (optional)</li> <li>• PowerPoint slides 1–4</li> <li>• Refer to Chapter 1 of the <i>Training Manual</i></li> </ul> <p>Tip:</p> <ul style="list-style-type: none"> <li>• The <b>RAVE</b> and <b>MOAR Qs</b> acronyms can be written on butchers paper and stuck to a wall as a constant reminder throughout the workshop.</li> </ul>
	<b>Sport specific</b>	Outline any sport-specific assessment requirements or other conditions to be recognised as a presenter/facilitator for the sport.

## Individual one-minute presentations



### Time

45 minutes



### How to run the session

Workshop coordinator:

- Introduce the session and explain that each participant will deliver a one-minute presentation.
- Split the group into smaller groups of six, with one workshop facilitator per group.
- After the one-minute presentations have been completed, bring all groups back together and debrief (see below).

Facilitator(s):

- Icebreaker:  
Ask participants to pair up with a 'buddy' and find out their name, topic for their presentation and one little-known fact about them so they can introduce and thank their 'buddy' when it is their turn for their one-minute presentation.
- Give the group five minutes to individually prepare their one-minute presentation.
- Determine the order in which the participants will deliver their presentations.
- Explain that each participant needs to complete the self-assessment checklist at the conclusion of their presentation, and the rest of the group completes the peer-assessment checklist.
- At the end of each presentation, conduct a feedback session. Ask the:
  - group what they thought the key point(s) of the presentation were
  - participant who gave the presentation what the key points were
  - participant who gave the presentation what they thought was positive and negative about it.
- Then get feedback from the group and the facilitator — deliver positive aspects first, then any constructive criticisms.



### Key messages

- Encourage participants to self-reflect on their performance in the format of a positive and then a negative aspect about their performance. Your own feedback, as well as feedback from the rest of the group, should follow this format. This will help to ensure the feedback process is not too confronting in this early stage of the workshop.
- This activity will challenge some participants, as it 'puts them on the spot' early on. Make the activity as non-threatening as possible, and be encouraging and positive. Make it clear that it is a learning opportunity and they are not being formally assessed.
- During this session, identify any participants who might struggle throughout the rest of the workshop, especially in the five-minute assessable presentation. Make an effort to provide additional support for these participants throughout the workshop, including assistance in preparing their five-minute presentation.



### Model

- Giving clear instructions on the activity
- Delivering effective feedback



### Debrief

- Bring all of the groups back together and ask each one for a comment about what they learnt from the activity. Ask everyone to consider whether their own one-minute presentation could pass the **RAVE** and **MOAR Qs** tests.
- Alert the participants that a variety of learning methods will be explored in the next two sessions. The challenge is for everyone to use a variety of learning methods in their assessable five-minute presentation later in the workshop. Do not just stand and lecture.

**Logistics**

## Space/Area:

- Main room, plus additional breakout areas for each group

## Resources:

- PowerPoint slide 5 can be used to show who is in each group
- Participants will need a self and peer-assessment checklist
- Facilitators will also need a peer-assessment checklist

## Tips:

- Allocate participants to groups prior to the session
- Topics should relate to content the participant would normally deliver within a coach or official education program. They can be specified by the workshop coordinator or selected by the participants
- Photocopy the self and peer-assessment checklists back-to-back

**Sport  
specific**

Specify a list of sport-specific topics for participants to select from.

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## How to conduct a practical session

	<b>Time</b>	45 minutes
	<b>How to run the session</b>	<p>Workshop coordinator:</p> <ul style="list-style-type: none"> <li>• Explain that a practical learning activity will be conducted which can typically be used in coach and official education programs.</li> <li>• Introduce the facilitator conducting the practical activity.</li> <li>• After the activity, conduct the debrief session with the group for about 15 minutes. Note: The workshop coordinator is to conduct the debrief rather than the session facilitator.</li> </ul> <p>Facilitator:</p> <ul style="list-style-type: none"> <li>• See Learning Method 1 card (page 21) for details of the activity.</li> <li>• Participants will be involved in the activity initially as 'trainee' coaches or officials for about 15 minutes.</li> </ul>
	<b>Key messages</b>	<ul style="list-style-type: none"> <li>• This session is aimed at helping participants to run effective practical sessions for coaches and officials.</li> <li>• The facilitator will initially model how to run a practical session.</li> <li>• Participants will then analyse how to run a practical session.</li> <li>• The focus should be on the process of running a practical, not the content.</li> </ul>
	<b>Model</b>	<ul style="list-style-type: none"> <li>• Being prepared, organised and keeping to time</li> <li>• Providing clear instructions on what participants need to do</li> <li>• Grouping people and moving the activity along efficiently</li> <li>• Involving everyone and catering for individuals</li> </ul>
	<b>Debrief</b>	<ul style="list-style-type: none"> <li>• The debrief section should be the major component of the session.</li> <li>• Participants need to consider the activity from the perspective of the person delivering the training. This will require them to 'take off their participant hat' and 'put on their presenter hat', which can be challenging for some people. You may find that participants want to discuss or debate the content of the presentation rather than focus on how it was delivered. Facilitators need to keep the focus on analysing <b>how</b> it was delivered rather than <b>what</b> was delivered.</li> <li>• Use the debrief points on Learning Method 1 card (page 21).</li> </ul>
	<b>Logistics</b>	<p>Space/Area:</p> <ul style="list-style-type: none"> <li>• Use an open area suitable for practical activities/games</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Learning Method 1 card (page 21)</li> <li>• PowerPoint slides 6–7 or the ASC/NSW Department of Sport and Recreation <i>Sports CONNECT Presenter</i> DVD can be used to introduce and summarise the session</li> <li>• Refer to Chapters 1, 2 and 6 of the <i>Training Manual</i></li> </ul> <p>Tip:</p> <ul style="list-style-type: none"> <li>• To help participants make the transition from participating in the activity to analysing the activity from the perspective of a presenter, you can either move to a different spot to debrief or use a physical prop. For example, participants could wear a cap when they are participating in the activity, then take it off when they are debriefing and analysing the activity from the presenter's perspective.</li> </ul>
	<b>Sport specific</b>	Use practical activities from your NCAS or NOAS programs to replace the practical activities on Learning Method 1 card (page 21).

## Learning methods that work

	<b>Time</b>	105 minutes (3 or 4 x 20–30-minute sessions or rotating stations)
	<b>How to run the session</b>	<p>Workshop coordinator:</p> <ul style="list-style-type: none"> <li>• Select 3 or 4 learning methods and activities to be used from Learning Methods 2–9 (pages 22–32).</li> <li>• You may like to ask the participants for their input into which learning methods they would like to see demonstrated.</li> <li>• Introduce the session, explaining that three or more learning methods which can be used in coach and official education will be looked at in detail.</li> <li>• Conduct an overall debrief for the session.</li> </ul> <p>Options:</p> <ul style="list-style-type: none"> <li>• Facilitators conduct one learning method, followed by a debrief before moving onto the next learning method.</li> <li>• If there are 12 or more participants in the workshop, split them into smaller groups. The selected learning methods can be delivered concurrently as 'stations' and groups rotate to a new station every 20–30 minutes.</li> <li>• Have at least one facilitator per station and ensure there is enough space for each station to operate effectively.</li> <li>• If there is more than one facilitator per group, get one person to conduct the activity and one to debrief the session.</li> </ul> <p>Facilitators:</p> <ul style="list-style-type: none"> <li>• Workshop participants will be involved in each activity as 'trainee' coaches or officials for up to ten minutes.</li> <li>• Provide a good model of the learning method, but you might like to make some deliberate mistakes to provide talking points in the debrief.</li> <li>• Debrief the activity for ten minutes by looking at it from the perspective of the person delivering the training. This will require the participants to 'take off their participant hat' and 'put on their presenter hat', which can be challenging for some people. You may find that people want to discuss or debate the content of the presentation rather than focus on how it was delivered. Facilitators need to keep the focus on <b>how</b> it was delivered rather than <b>what</b> was delivered.</li> <li>• Use the debrief points on the learning method card that you are modelling.</li> </ul>
	<b>Key messages</b>	<ul style="list-style-type: none"> <li>• This session is aimed at challenging the workshop participants to use a range of learning methods, focusing on <b>how</b> they use them.</li> <li>• Participants will then analyse the learning method at the conclusion of the activity.</li> <li>• The focus should be on the process of using the learning method, not the content.</li> </ul>
	<b>Model</b>	<ul style="list-style-type: none"> <li>• Being prepared and organised, and keeping to time</li> <li>• Providing clear instructions on what participants need to do</li> <li>• Grouping people and moving the activity along efficiently</li> <li>• Involving everyone and catering for individuals</li> </ul>
	<b>Debrief</b>	<ul style="list-style-type: none"> <li>• The debrief of each activity is the major component of this session.</li> <li>• Discuss how assessment can be incorporated into these learning methods.</li> <li>• Ask participants to do a <b>RAVE</b> review — look at whether the activities gave participants responsibility, was active, had variety and was engaging.</li> </ul>

**Logistics**

Space/Area:

- Main room and breakout areas if required

Resources:

- Learning Methods 2–9 (pages 22–32)
- PowerPoint slides 8–11 or the ASC/NSW Department of Sport and Recreation *Sports CONNECT Presenter* DVD can be used to summarise the session
- PowerPoint slides 2–14 can be used for Learning Method 9
- Refer to Chapters 1, 2 and 5 of the *Training Manual*

Tip:

- Select methods that provide variety for the participants. Keep in mind that there may be overlap between some of the learning methods when selecting which ones to use.
- Allow plenty of time for the debrief.
- To help participants make the transition from participating in the activity to analysing the activity from the perspective of a presenter, you can either move to a different spot to debrief or use a physical prop. For example, participants could wear a cap when they are participating in the activity, then take it off when they are debriefing and analysing the activity from the presenter's perspective.

**Sport  
specific**

Use learning activities from your NCAS or NOAS programs to replace the learning method cards

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## Preparing to deliver training



### Time

55 minutes



### How to run the session

Workshop coordinator:

- Explain that this session will look at the planning processes behind delivering a successful presentation.
- Introduce the facilitator delivering the session.

Facilitator:

- Divide participants into small groups (four to five people).
- Give each group several pieces of paper (butcher's or flip-chart paper) and a marker pen.
- Each group is allocated one of the topics below (or a sport-specific topic) that they will be planning a presentation for:
  - How to plan a training session
  - Dealing with conflict with a participant's parent
  - Ethics and responsibilities for coaches and officials
  - Working with children
  - Safety and risk management.
- For their topic, each group needs to develop a plan for their presentation, including the following:
  - audience (groups decide who the session will be for)
  - outcomes (three key points)
  - delivery method (try to use more than one learning method for the presentation)
  - learning aids (for example, equipment, venue, whiteboard, DVD, worksheets, role-play cards)
  - time allocation for each activity.
- Groups have 25 minutes to complete their presentation plan for the allocated topic.
- Groups then combine with another group and share what they have done for ten minutes.
- When groups have finished sharing with another group, bring all groups back together for the debrief.
- Alternatively, to promote sharing between groups, ask each group to complete the first two items (audience and outcomes for the session) and then rotate the butcher's paper so that the next group adds the rest of the detail for that topic.



### Key messages

- Facilitators need to plan their presentation and include a range of delivery methods.
- There are some practical elements to planning that need to be considered (when, where, how, why, what and who).
- Learning aids can assist a facilitator to add interest to a presentation, but do not let one type dominate, for example PowerPoint — use it sparingly and to good effect.



### Model

- Provide clear instructions on what participants need to do for the activity.
- Set a time limit for the activity and then ask each group to report back.
- Move among the groups to check everything is going okay and assist any groups that need help.
- Emphasise the sharing of information.

**Debrief**

- Briefly summarise the range of ideas each group came up with to deliver the topics.
- Discuss the practical elements of planning for a presentation (when, where, how, why, what and who).
- Discuss how to sequence a variety of learning methods within a workshop.
- Discuss how to estimate the amount of time an activity will take and how to structure a presentation to fit within a given timeframe.
- Discuss the use of learning aids, including the strengths and weaknesses of PowerPoint.
- Discuss the future of learning aids (for example, podcasts and interactive whiteboards).

**Logistics**

Space/Area:

- Main room

Resources:

- Butcher's paper (several pieces per group)
- Marker pens (one per group)
- PowerPoint slides 15–17
- Refer to Chapter 4 of the *Training Manual*

Tips:

- Determine the groups prior to the session, ensuring they are different to those of the first session.
- To get the group up and active, stick the butcher's paper on the wall, rather than working on it at a table. This will also allow for sharing of work, moving among groups and reporting back.

**Sport  
specific**

Provide a list of topics from your NCAS or NOAS programs for groups to use.

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## Reviewing and evaluating

	<b>Time</b>	5 minutes
	<b>How to run the session</b>	<p>Workshop coordinator:</p> <ul style="list-style-type: none"> <li>• Use questions to generate discussion about:             <ul style="list-style-type: none"> <li>– ways that a presenter can gather feedback</li> <li>– how to use self-reflection</li> <li>– how to learn from your mistakes and improve next time.</li> </ul> </li> </ul>
	<b>Key messages</b>	<ul style="list-style-type: none"> <li>• Evaluation and review are essential in order to improve your performance as a facilitator.</li> </ul>
	<b>Model</b>	<ul style="list-style-type: none"> <li>• Draw out participants' experiences from their own presentations, what they learnt from them and how they changed the way they did it the next time.</li> </ul>
	<b>Debrief</b>	<ul style="list-style-type: none"> <li>• Discuss the most effective ways to gain feedback.</li> <li>• Discuss the importance of self-reflection and self-improvement.</li> </ul>
	<b>Logistics</b>	<p>Space/Area:</p> <ul style="list-style-type: none"> <li>• Main room</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• PowerPoint slide 18</li> <li>• Refer to Chapter 4 of the <i>Training Manual</i></li> </ul>
	<b>Sport specific</b>	<p>Outline any sport-specific requirements for ongoing evaluation to stay current as a presenter/facilitator for the sport.</p>

## Preparation time for assessable presentation

	<b>Time</b>	20 minutes
	<b>How to run the session</b>	<p>Workshop coordinator:</p> <ul style="list-style-type: none"> <li>Clearly explain the topic choice and learning methods for the five-minute presentation by participants. The topic(s) can either be specified by the workshop coordinator or selected by the participants. The learning methods (for example, practical or role-play) may also be specified. The topics should relate to content that the participant would normally deliver within a coach or official education program.</li> <li>Participants do their own planning for their presentation.</li> <li>Provide assistance to any participants who had trouble with the one-minute presentation.</li> </ul>
	<b>Key messages</b>	<ul style="list-style-type: none"> <li>Reinforce that this is an assessable activity.</li> <li>Encourage participants to follow the same planning process they used in the previous activity.</li> <li>Refer to the <b>RAVE</b> and <b>MOAR Qs</b> models and encourage participants to make sure their presentation meets these principles.</li> </ul>
	<b>Model</b>	<ul style="list-style-type: none"> <li>Provide clear instructions on what participants need to do for the activity and the timeframe.</li> <li>Be available to assist anyone who needs help.</li> </ul>
	<b>Logistics</b>	<p>Space/Area:</p> <ul style="list-style-type: none"> <li>Main room</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>Refer to Chapter 4 of the <i>Training Manual</i></li> <li>PowerPoint slide 19 can be used to show who is in each group</li> </ul> <p>Tip:</p> <ul style="list-style-type: none"> <li>Photocopy the Presentation Plan Template (Appendix 6) to give participants the option of using it to prepare their presentation.</li> </ul>
	<b>Sport specific</b>	Provide a list of topics and/or learning methods from your NCAS or NOAS programs for participants to select from.

## Assessment: Five-minute presentations

	<b>Time</b>	80 minutes
	<b>How to run the session</b>	<p>Workshop coordinator:</p> <ul style="list-style-type: none"> <li>• Give a general introduction to the session, explaining that it is an assessable activity but also a learning opportunity.</li> <li>• Split the group into small groups of four to six with one assessor per group.</li> <li>• Each participant will deliver a five-minute presentation on a topic that is related to their role as a coach or official educator.</li> <li>• At the discretion of the assessor, participants can be asked to provide a copy of their presentation plan.</li> <li>• Photocopy and keep the completed assessment checklists for each participant prior to giving the original checklists back to them.</li> </ul> <p>Assessors:</p> <ul style="list-style-type: none"> <li>• Participants deliver their presentation one at a time. At the end of each presentation, conduct a feedback session. Each person should complete the self-assessment checklist for their presentation. Other participants complete the peer-assessment checklist for each presentation within their group. Assessors complete the practical presentation assessment checklist for each participant.</li> <li>• To start the feedback session, ask the group what they thought the key point(s) of the presentation were. Then ask the participant who gave the presentation to say what the key points were. Ask them what they thought was positive and negative about their presentation. This should be followed by feedback from the group members and the facilitator. This should take the form of a positive aspect first, and then any constructive criticisms.</li> <li>• Provide assessment results to participants individually, while the next participant is setting up for their presentation.</li> </ul>
	<b>Key messages</b>	<ul style="list-style-type: none"> <li>• This is an assessment activity, but it should also be promoted as a learning opportunity and a chance for participants to improve on their earlier presentation.</li> <li>• Facilitators need to give general comments during the group feedback session, and then speak privately to participants at the end of the session to let them know their assessment result.</li> </ul>
	<b>Model</b>	<ul style="list-style-type: none"> <li>• Giving clear instructions on the activity and guidance on how to deliver feedback</li> <li>• Positive assessment practices</li> </ul>
	<b>Debrief</b>	<ul style="list-style-type: none"> <li>• For those participants deemed 'not yet competent', provide information on how they can up-skill and be re-assessed at a later date.</li> </ul>
	<b>Logistics</b>	<p>Space/Area:</p> <ul style="list-style-type: none"> <li>• Main room plus additional breakout areas</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Each participant will need self and peer-assessment checklists</li> <li>• Facilitators will also need an assessment checklist for each participant</li> <li>• Photocopier for copying completed assessment checklists</li> </ul> <p>Tips:</p> <ul style="list-style-type: none"> <li>• Photocopy self and peer-assessment checklists back-to-back on the one sheet of paper</li> <li>• Place participants into different groups from those for the one-minute presentation</li> <li>• Work out the group allocations prior to the workshop</li> </ul>
	<b>Sport specific</b>	<p>Provide a list of topics from your NCAS or NOAS programs for participants to select from. In addition, sports may wish to use a sport-specific assessment tool for their presenters.</p>

## Roles and responsibilities of NCAS and NOAS facilitators

	<b>Time</b>	30 minutes
	<b>How to run the session</b>	<p>Workshop coordinator:</p> <ul style="list-style-type: none"> <li>• Introduce the session.</li> <li>• Introduce the facilitator delivering the session.</li> </ul> <p>Facilitator:</p> <ul style="list-style-type: none"> <li>• As a whole group, discuss key documents for facilitators from the national sporting organisations (for example, curriculum, presenter's kit and assessment tools).</li> <li>• Review the sample national sporting organisation presenter policy at Appendix 6 of the <i>Training Manual</i>. Discuss the requirements of each participant's sport.</li> <li>• Discuss the issues concerned with being the workshop coordinator as well as a presenter/facilitator.</li> <li>• Brainstorm some of the risks a presenter/facilitator needs to consider. Then ask the group to come up with prevention strategies for each of these.</li> <li>• Present options for insurance coverage for presenters/facilitators, and then discuss any issues regarding insurance cover (for example, what if you are not covered by your sport's insurance policy?).</li> </ul>
	<b>Key messages</b>	<ul style="list-style-type: none"> <li>• Facilitators within the NCAS and NOAS must be aware of their sport's structure for coach and official education, and their role in that system.</li> <li>• Facilitators often become the 'face' of the sport and need to be good ambassadors.</li> <li>• Workshop coordinators have additional responsibilities. These include issues such as logistics, personnel, venue, administration, coordination, assessment processes and resolving problems.</li> <li>• Risk management is important for those delivering training, including environment, up-to-date content and physical requirements of participants. Try to draw out any sport-specific risk-management considerations.</li> <li>• Insurance is critical, including professional indemnity and public liability insurance. Make sure you are covered when delivering!</li> </ul>
	<b>Model</b>	<ul style="list-style-type: none"> <li>• Be positive towards the role of the national sporting organisation and the assistance they can provide to their facilitators.</li> <li>• Facilitate a group discussion using questions to draw out information from the group and allow participants to talk about what their sport does.</li> <li>• Model how to conduct a brainstorm activity effectively, allowing input from all, and not stifling ideas. Record ideas on a whiteboard or butcher's paper.</li> <li>• Model how to give an effective short presentation that leads into a group discussion.</li> </ul>
	<b>Debrief</b>	<ul style="list-style-type: none"> <li>• Reinforce the need for consistency and maintaining standards within delivery of NCAS and NOAS programs.</li> <li>• Ask participants to make sure they check with their state and national sporting organisation about what is in place to assist them to deliver within the NCAS and NOAS, including insurance coverage.</li> </ul>
	<b>Logistics</b>	<p>Space/Area:</p> <ul style="list-style-type: none"> <li>• Main room</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>• PowerPoint slides 20–22</li> <li>• Refer to Chapter 6 of the <i>Training Manual</i></li> </ul>
	<b>Sports specific</b>	Provide examples of NCAS or NOAS materials from your sport, including curricula, presenter's kits, assessment tools, presenter policies and any other relevant guidelines.

## Workshop wrap-up and conclusion

	<b>Time</b>	10 minutes
	<b>How to run the session</b>	<p>Workshop coordinator:</p> <ul style="list-style-type: none"> <li>• Ask participants to identify two things they have learnt from the workshop.</li> <li>• Summarise the key outcomes of the workshop.</li> <li>• Explain the process for issuing certificates from the workshop.</li> <li>• Thank participants for their involvement.</li> <li>• Ask participants to complete the program evaluation form (Appendix 7).</li> </ul>
	<b>Key messages</b>	<ul style="list-style-type: none"> <li>• Better facilitators will result in better trained NCAS coaches and NOAS officials.</li> <li>• Refer back to the <b>RAVE</b> and <b>MOAR Qs</b> model.</li> <li>• There is a range of learning methods that facilitators should use which are practical and well suited to educating coaches and officials.</li> <li>• Know your audience and be able to adapt to individual needs and learning styles.</li> <li>• Good facilitators plan, prepare, review and adjust when things go wrong.</li> <li>• Learning aids can enhance your presentation, but do not let them take over.</li> <li>• Understand your role as a facilitator for your sport.</li> </ul>
	<b>Model</b>	<ul style="list-style-type: none"> <li>• How to conclude a workshop effectively</li> </ul>
	<b>Logistics</b>	<p>Space/Area:</p> <ul style="list-style-type: none"> <li>• Main room</li> </ul> <p>Resource:</p> <ul style="list-style-type: none"> <li>• PowerPoint slides 23–24</li> </ul>
	<b>Sport specific</b>	Outline any sport-specific requirements to be recognised as a presenter/facilitator for the sport, and any updating or ongoing professional development requirements of presenters/assessors for the sport.

## Learning method cards

### Learning method 1: Using a practical demonstration to help coaches learn how to run a fun and interesting warm-up



#### How to run this session

- Instructions on how to conduct the game are on the Playing for Life game cards (see logistics section below).
- For a group of coach educators, run the session with a coaching emphasis, focusing on key teaching points and group management. For a group of officials educators, allocate some participants to be officials and others as players, and focus on where the official is positioned and how to implement particular rules.
- For a mixed group of coach and officials educators, you can either run two activities or try to emphasise both the coaching and officiating aspects.
- Ensure that clear instructions are provided and there is maximum participation by all.
- You may choose to deliberately do one or two things ‘wrong’ within the session to enable participants to identify and discuss these during the debrief session.
- The debrief is the most important part of the session, so ensure adequate time is allowed to conduct it.



#### Session debrief questions

**Note:** These questions can be given to individual participants at the start of the session for them to think about and report back on at the end of the session.

- What key things did you notice the presenter doing that assisted them in delivering an effective practical session? Was there anything that did not work so well?
- What are the advantages and disadvantages of using a practical session in a coaching or officiating workshop?
- How could assessment be incorporated into a practical session?
- How can a practical session assist in catering for a range of learning style preferences?
- Are there any barriers to this activity (for example, cultural, generational, disability)?



#### Logistics

- Playing for Life game cards — choose a game such as Runners vs Passers, Continuous Cricket, Interceptor, Hit 4 and Go, and Throlf available at [www.ausport.gov.au/participating/coaches/tools/Activity\\_Cards](http://www.ausport.gov.au/participating/coaches/tools/Activity_Cards).
- Refer to the Playing for Life game cards for a specific list of equipment needed for each activity. These games will most likely require several bats, balls and marking cones.



#### Sport specific

Use practical activities from your NCAS or NOAS programs to replace the Playing for Life game cards.

## Learning method 2: Using questions and group discussion to help coaches and officials learn about the physical, social and emotional development of children



### How to run this session

- Provide some general background on the topic being discussed.
- Pose a question to the group and invite/encourage discussion and debate. Some example questions are listed in the logistics section.
- Reinforce that people may have different opinions on the topic or question. Ask participants to respect other people's right to give their point of view, and not to interrupt when others are speaking.
- Encourage as many people as possible to have their say — you may need to prompt some people who do not appear to be contributing, or end the discussion if it becomes heated or an individual begins to dominate.
- Try to use follow-up questions, such as:
  - 'Can you tell us more about why you think that?'
  - 'Can you give an example of that?'
  - 'Who else has an opinion on this?'
  - 'How can you implement this within your own coaching/officiating program?'
  - 'Why do you think this is such an important issue?'
  - 'Who can think of another way of tackling this problem?'
  - 'What would happen if we didn't do anything about this issue?'
- You may choose to deliberately do one or two things 'wrong' within the session to enable participants to identify and discuss these during the debrief session.
- The debrief is the most important part of the session, so ensure adequate time is allowed to conduct it.



### Session debrief questions

**Note:** These questions can be given to individual participants at the start of the session for them to think about and report back on at the end of the session.

- What things did you notice the presenter doing that assisted them in delivering effective questioning and group discussion? Was there anything that did not work so well?
- What are the advantages and disadvantages of using questions and group discussion?
- How did the facilitator manage the discussion process?
- What would you do if things went wrong? (Draw out examples from the participants regarding tricky situations they have encountered when delivering using this learning method.)

### Participants to have a go at conducting a questioning and group discussion activity

- Following the debrief, one or two participants can try conducting a questioning and group discussion session if time permits.
- Nominate a participant to facilitate the session.
- Use one of the other questions in the logistics section about the physical, social and emotional development of children. Alternatively, questions on topics that will evoke discussion can be used, such as:
  - drugs in sport
  - abuse of officials in sport
  - the ‘ugly’ parent in sport.

### Logistics

- List of questions related to the topic to be discussed.

#### **Questions to discuss regarding the physical, social and emotional development of children**

- Some children are early developers and can be physically very mature at an early age. There may be a temptation to play a child in key positions to utilise their height and size, or for a child to specialise in a particular sport. What are the key things to consider for a child who is an early developer?
- Some people believe that competition at an early age helps children develop life skills and learn about winning and losing. Some people disagree and say that competition at an early age is detrimental to skill development and affects equal opportunity to participate, as the better participants usually get all the attention and more competition time. What do you think about this issue?
- Many children play sport to be with their friends. However, often sporting teams are grouped by ability level, age group or other factors. Do you think children should be given more choice in how sporting teams are grouped? Why?

### Sport specific

Questions related to a sport-specific topic can be used instead of the questions about child development.

## Learning method 3: Using a video/DVD session to help coaches and officials learn about communication skills



### How to run this session

- Explain to the group that they will be watching a video of a coach or official in action, and that they need to focus on the coach/official's communication skills.
- Ask the participants to list what they see as the strengths and weaknesses of the communication skills of the coach or official on the video.
- Allow participants to view the video (videos are short — less than five minutes).
- Allow participants a few minutes to jot down their thoughts. Ask the group if they want to view the video again.
- As a group, discuss what people wrote down as the strengths and weaknesses of the communication skills of the coach or official on the video.
- You may choose to deliberately do one or two things 'wrong' within the session to enable participants to identify and discuss these during the debrief session.
- The debrief is the most important part of the session, so ensure adequate time is allowed to conduct it.



### Session debrief questions

**Note:** These questions can be given to individual participants at the start of the session for them to think about and report back on at the end of the session.

- What key things did you notice the presenter doing that assisted them in delivering an effective video/DVD session? Was there anything that did not work so well?
- What are the advantages and disadvantages of using a video/DVD session?
- What preparation is needed to effectively conduct a video/DVD session?
- How did the facilitator manage the discussion process?
- Are there any barriers to this activity (for example, cultural, generational, disability)?
- What would you do if things went wrong? (Draw out examples from the participants regarding tricky situations they have encountered when delivering using this learning method.)



### Logistics

- Paper and pen for participants
- VCR or DVD player, television
- Video of a coach or official demonstrating communication skills. Suggestions for a video to use include:
  - ASC Assessor Training Presenter DVD, utilising Activity 1: Group Management
  - ASC Introductory Officiating General Principles course videos, utilising the Communication in Officiating segment
  - ASC/NSW Department of Sport and Recreation Sports CONNECT Presenter DVD, utilising one of the games from the Game Sense section



### Sport specific

A sport-specific video can be used instead of the videos listed above.

**Note:** If selecting a sport-specific video, it must be no longer than five minutes.

## Learning method 4: Using a case study or scenario to help officials learn how to conduct a rules session



### How to run this session

- Split the group into small groups of three or four people.
- Provide each group with one of the case studies from the following page (either photocopy the same case study for each group or put it onto a PowerPoint slide).
- Ask each group to discuss the case study for five minutes, and come up with their proposed solution to the problem. Each group is to record this on their paper.
- Warn the groups when there are only a couple of minutes remaining.
- Bring the groups back together and ask each group to report on their solution to the case study.
- Discuss each group's response.
- After the first group's response, ask subsequent groups not to repeat previous answers from other groups — only contribute if they had a different response.
- You may choose to deliberately do one or two things 'wrong' within the session to enable participants to identify and discuss these during the debrief session.
- The debrief is the most important part of the session, so ensure adequate time is allowed to conduct it.



### Session debrief questions

**Note:** These questions can be given to individual participants at the start of the session for them to think about and report back on at the end of the session.

- What things did you notice the presenter doing that assisted them in delivering an effective case study or scenario? Was there anything that did not work so well?
- What are the advantages and disadvantages of using a case study or scenario?
- How did the facilitator manage the discussion and reporting back process?
- Are there any barriers to this activity (for example, cultural, generational, disability)?
- What would you do if things went wrong? (Draw out examples from the participants regarding tricky situations they have encountered when delivering using this learning method.)

### Participants to have a go at using a case study or scenario

- Following the debrief, one or two participants can try using a case study or scenario if time permits.
- Nominate a participant to try being a facilitator using the scenarios on the following page.
- Repeat for as many group members as time will permit.

 **Logistics**

- Case study card
- Pens and paper

**CASE STUDY CARD 1**

One of the rules of waffleball is that only one participant at a time is allowed in the competition area. However, for junior waffleball competitions, this rule is often relaxed by local organisers and the coach or a parent/helper is allowed to accompany the participant into the competition area. However, the rule book does not state that this rule can be relaxed.

As a waffleball official, how would you approach a situation whereby a coach accompanied a junior participant into the competition area, but the opposition were insisting that you enforce the 'international rule book' and not allow the coach into the competition area?

**CASE STUDY CARD 2**

Sandra is a cricket coach who works with a group of 12 and 13-year-old players. She has had an unlucky few weeks, with a number of injuries to the players in her team. At training last week, one of the players was struck on the head by the ball and was knocked unconscious for several minutes. What should Sandra do in this situation?

**CASE STUDY CARD 3**

It is the last match of the rugby league season, prior to finals. It is a crucial match, as the loser will not qualify for the finals. In the dying minutes of the match, a player makes a break and sprints from one end of the field to the other to score a try. In the process of grounding the ball for a try, the player drops the ball but then dives on top of it with his body. The referee is unable to keep up with the play and misses the incident, and the touch judge was not in the right position to see if the try was legal. However, the spectators behind the goal line are able to see clearly that the ball was dropped and a try should not be awarded. They let loose with a tirade of abuse directed at the referee. How could the referee handle this situation?

 **Sport specific**

The case studies above can be replaced with sport-specific ones.

## Learning method 5: Using a brainstorm to help coaches and officials learn about duty of care and risk management



### How to run this session

- Introduce the brainstorm and advise participants that there are no 'wrong' answers. Let participants know that all ideas will go onto the board, then responses will be discussed at the end of the brainstorm.
- Ask participants to contribute their ideas regarding why coaches and officials have a duty of care towards participants.
- Record responses on a whiteboard or paper.
- At the end of the brainstorm, invite discussion from the participants regarding risk management.
- You may choose to deliberately do one or two things 'wrong' within the session to enable participants to identify and discuss these during the debrief session.
- The debrief is the most important part of the session, so ensure adequate time is allowed to conduct it.



### Session debrief questions

**Note:** These questions can be given to individual participants at the start of the session for them to think about and report back on at the end of the session.

- What key things did you notice the presenter doing that assisted them in delivering an effective brainstorm session? Was there anything that did not work so well?
- What are the advantages and disadvantages of using a brainstorm?
- What strategies did the facilitator use when recording people's responses on the board?
- What would you do if things went wrong? (Draw out examples from the participants regarding tricky situations they have encountered when delivering using this learning method.)

### Participants to have a go at conducting a brainstorm

- Following the debrief, one or two participants can try conducting a brainstorm activity if time permits.
- Nominate a participant to facilitate the brainstorm.
- Use the topics below for the brainstorm:
  - What should officials do in a situation where a participant is persistently and deliberately breaking the rules?
  - How can coaches help educate participants about fair play concepts?



### Logistics

- Whiteboard or flip-chart paper
- Marker pen



### Sport specific

A sport-specific topic can be used for the brainstorm rather than duty of care and risk management.

## Learning method 6: Using a facilitated group discussion to help coaches learn about ethical issues



### How to run this session

- Place participants in small groups (approximately five to six people).
- Allocate two or three people within the group the 'difficult people' role cards. (Tip: Photocopy the role cards and give the person a card.)
- The presenter will initially model facilitation with one group, while the other groups observe. Choose one of the topics from the topic cards, and introduce and facilitate the discussion.
- You may choose to deliberately do one or two things 'wrong' within the session to enable participants to identify and discuss these during the debrief session.
- The debrief is the most important part of the session, so ensure adequate time is allowed to conduct it.



### Session debrief questions

**Note:** These questions can be given to individual participants at the start of the session for them to think about and report back on at the end of the session.

- What key things did you notice the presenter doing that assisted them in delivering an effective facilitated group discussion? Was there anything that did not work so well?
- What are the advantages and disadvantages of using a facilitated group discussion?
- Are there any barriers to this activity (for example, cultural, generational, disability)?
- Discuss how the facilitator felt about the difficult people in the group and the strategies they used to deal with them. Discuss any other strategies that could have been used.

### Participants to have a go at facilitating a small group discussion

- Following the debrief, break off into small groups.
- Nominate a participant in each group to try being a facilitator. The nominated person is to facilitate a discussion regarding an issue from one of the topic cards.
- Give the role cards to several people within the group.
- Allow as many group members to take the role of facilitator as time will permit.

 **Logistics**

- Topic cards
- Role cards for each group

*Topic cards*

Eight-year-olds should be allowed to compete internationally for their sport.

Athletes should not be sacked from teams for using illicit recreational drugs, such as cocaine, which do not enhance their performance.

Coaches should be held responsible for teaching fair play attitudes to athletes.

The use of the 'video ref' for close decisions should not be allowed. We should return to the tried and true methods of allowing the on-field officials to make decisions.

*Role cards*

Difficult person 1: the interrupter

Difficult person 2: you want to talk about yourself

Difficult person 3: carrying on a private conversation with the person next to you

 **Sport specific**

The topic cards can be replaced with sport-specific ones.

## Learning method 7: Using a web-based/multimedia session to help coaches and officials learn about safety and risk management



### How to run this session

- Depending on the availability of computer equipment, participants can either work individually on a computer or you can use a laptop and data projector to show the online course to the group.
- Access either the ASC online Beginning Coaching course — Safe Environments module — or the online Introductory Officiating course — Managing Environment module.
- There are a number of activities within these modules related to safety and risk management, including case studies, 360-degree view activities, case studies and videos. You can choose one or more of these activities to show to the group, and ask the participants to discuss their answers or complete the activities individually.
- You may choose to deliberately do one or two things 'wrong' within the session to enable participants to identify and discuss these during the debrief session.
- The debrief is the most important part of the session, so ensure adequate time is allowed to conduct it.



### Session debrief questions

**Note:** These questions can be given to individual participants at the start of the session for them to think about and report back on at the end of the session.

- What key things did you notice the presenter doing that assisted them in delivering an effective web-based/multimedia session? Was there anything that did not work so well?
- What are the advantages and disadvantages of using a web-based/multimedia session?
- What preparation is needed to effectively conduct a session using web-based/multimedia activities?
- Are there any barriers to this activity (for example, cultural, generational, disability)?
- What would you do if things went wrong? (Draw out examples from the participants regarding tricky situations they have encountered when delivering using this learning method.)



### Logistics

- Laptop with internet access
- Data projector and screen
- Access to the online coaching and officiating courses on the ASC Learning Portal at <https://learning.ausport.gov.au> (Tip: Ensure that you are enrolled and have log on details prior to the session.)



### Sport specific

Sport-specific online courses or CD-ROMs can be used instead of the ASC online courses.

## Learning method 8: Using a role-play to help coaches and officials learn how to deal with an irate parent



### How to run this session

- Assign the roles from the scenario card below to four willing participants, and explain the scenario to them. (Tip: Photocopy the role-play scenario and give a copy to each of the four people.)
- Ask the four people to act out the role-play scenario, with the aim of each character providing their point of view on the situation. Aim for the role-play to reach a resolution, with some sort of action taken against Margaret for her behaviour.
- Conduct a short conclusion to the role-play with the four participants, asking them how they felt about their roles and how they felt about the outcome of the role-play.
- You may choose to deliberately do one or two things ‘wrong’ when setting up the role-play to enable participants to identify and discuss these during the debrief session.
- The debrief is the most important part of the session, so ensure adequate time is allowed to conduct it.



### Session debrief questions

**Note:** These questions can be given to individual participants at the start of the session for them to think about and report back on at the end of the session.

- What key things did you notice the presenter doing that assisted them in delivering an effective role-play session? Was there anything that did not work so well?
- What are the advantages and disadvantages of using a role-play?
- What preparation is needed to effectively conduct a role-play activity?
- How did the facilitator manage the assigning of roles, and briefing and debriefing for the role-play?
- What would you do if things went wrong? (Draw out examples from the participants regarding tricky situations they have encountered when delivering using this learning method.)



### Logistics

- Role-play scenario card
- Four people willing to play the roles

### ROLE-PLAY SCENARIO CARD

Role 1: Greg, the coach

Role 2: Andrew, the under-10s player

Role 3: Margaret, Andrew's mother

Role 4: Sarah, the referee

Greg coaches an under-10 sports team. Most of the players' parents are very helpful and supportive, but there is one parent, Margaret, who constantly causes trouble. Her son Andrew is one of the stronger players in the team. Margaret's behaviour can range from making comments about which players should be playing in certain positions, to verbally abusing the referees and occasionally making derogatory remarks about opposition teams. Andrew is usually quite embarrassed by his mother's behaviour and wants her to stop.

In a recent close game, Greg called for a regular substitution that included Andrew. Margaret objected and started yelling at Greg, saying that her son should stay on otherwise the team would lose. Sarah the referee was in close proximity to Margaret and cautioned her for verbal abuse, which is in breach of the sport's code of conduct. Margaret goes ballistic at the caution.



### Sport specific

A sport-specific role-play scenario can be used instead.

## Learning method 9: Using a lecture with a PowerPoint session to help coaches and officials learn about hydration in sport



### How to run this session

- Conduct a short lecture about the topic 'hydration in sport'. Key points to be covered in the lecture include:
  - To prevent dehydration, fluid should be drunk before, during and after activity. Setting a regime for fluid intake **before** activity is important, as this is often neglected. Coaches should also remind athletes to drink during and after activity. Thirst is a poor indicator of fluid needs.
  - Fluid intake should be equal to the amount of fluid that is perspired. On hotter days when people sweat more, increased levels of fluid are needed. Weigh-ins before and after activity can help to confirm that adequate fluid has been consumed to maintain hydration.
  - Children are at an increased risk of dehydration, especially during hotter weather, as their bodies do not cope as well with temperature extremes. Make sure that children are drinking enough fluid during activity.
- Ask the group to share strategies that they have used to ensure the athletes they coach are adequately hydrated.
- You may choose to deliberately do one or two things 'wrong' within the session to enable participants to identify and discuss these during the debrief session.
- The debrief is the most important part of the session, so ensure adequate time is allowed to conduct it.



### Session debrief questions

**Note:** These questions can be given to individual participants at the start of the session for them to think about and report back on at the end of the session.

- What key things did you notice the presenter doing that assisted them in delivering an effective lecture with PowerPoint? Was there anything that did not work so well?
- What are the advantages and disadvantages of conducting a lecture using PowerPoint?
- What preparation is needed to effectively conduct a lecture with PowerPoint?
- Are there any barriers with this activity (for example, cultural, generational, disability)?
- What would you do if things went wrong? (Draw out examples from the participants regarding tricky situations they have encountered when delivering using this learning method.)



### Logistics

- Computer, data projector and screen
- Example PowerPoint slide about hydration — Slide 12: Hydration — from the ASC Presenter/Facilitator Training PowerPoint slides can be used
- PowerPoint slides 13–14 can be used as part of the debrief.



### Sport specific

A sport-specific topic and PowerPoint slide can be used instead.

# Appendixes

## Appendix 1: Pre-workshop information sheet

### Presenter/Facilitator training

#### About this workshop

The National Coaching Accreditation Scheme (NCAS) and National Officiating Accreditation Scheme (NOAS) aim to improve the standard of coaching and officiating in Australia. The quality of the personnel delivering coach and officials education programs is vital. Without high-quality presenters and facilitators, the education process for coaches and officials will not be adequate. The aim of the ASC Presenter/Facilitator Training Program is to produce high-quality deliverers of coach and official education programs.

The Presenter/Facilitator Training Program contains three modules and is delivered as a one-day workshop.

#### Aims of the program

At the completion of this program, the presenter/facilitator will be able to:

- facilitate learning by using a range of learning methods
- plan and review training to take into account participant needs and use a range of teaching aids
- outline the presenter/facilitator's role in competency-based training for the NCAS and NOAS.

#### Practical activities

The workshop will contain a number of practical activities, so ensure that you are dressed appropriately. Participants will also be required to deliver several presentations during the program.

#### Assessment

Participants will be assessed on their delivery of a five-minute practical presentation during the workshop.

#### How to enrol

*Workshop coordinators can insert information below on the enrolment process for the workshop, or include an enrolment form on the reverse of the page.*

## Appendix 2: ASC Presenter/Facilitator Training Curriculum

The ASC Presenter/Facilitator Training Program contains three modules and is designed to be delivered as a one-day workshop. However, this can be tailored to suit the needs of the participants (for example, it could be conducted over two evenings).

### Module 1: Facilitating learning

#### Competency

At the completion of this module, the presenter/facilitator will be able to:

- facilitate learning by using a range of learning methods.

#### Approximate duration

- 4 hours

Learning outcomes	Content
Use a range of methods to promote learning	<ul style="list-style-type: none"> <li>• How coaches and officials learn best</li> <li>• Converting theory to practice</li> <li>• Running practical sessions</li> <li>• Learning methods, including facilitation, questioning, discussion, case studies, scenarios, role-plays, brainstorming, video/DVD, multimedia</li> <li>• Adjusting your presentation to deal with the unexpected</li> <li>• Strategies for dealing with difficult participants</li> </ul>
Identify the needs of the audience	<ul style="list-style-type: none"> <li>• Varying audience motivations for attending training</li> <li>• Individual needs and diversity</li> <li>• Learning styles — visual, auditory, reading and kinaesthetic</li> <li>• Adult learning principles</li> </ul>

## Module 2: Preparing to deliver training

### Competency

At the completion of this module, the presenter/facilitator will be able to:

- plan and review training to take into account participant needs and use a range of learning aids.

### Approximate duration

- 1.5 hours

Learning outcomes	Content
Develop a plan for a presentation	<ul style="list-style-type: none"> <li>• Organising the presentation:               <ul style="list-style-type: none"> <li>– when, where, why, venue and equipment</li> </ul> </li> <li>• Mapping out the presentation:               <ul style="list-style-type: none"> <li>– objectives/desired outcomes</li> <li>– using a variety of learning methods and sequencing them within a presentation</li> <li>– time allocations — estimating how long an activity will take, staying on time and wrapping up</li> <li>– using learning aids (whiteboard, worksheets, butcher's paper, PowerPoint, etc.)</li> </ul> </li> <li>• Selecting the right learning approach for the content</li> </ul>
Review the presentation	<ul style="list-style-type: none"> <li>• Self-review and reflection</li> <li>• Feedback from others</li> <li>• Making adjustments for the next presentation</li> </ul>

## Module 3: Delivering within the NCAS and NOAS

### Competency

At the completion of this module, the presenter/facilitator will be able to:

- outline the presenter/facilitator's role in competency-based training for the NCAS and NOAS.

### Approximate duration

- 1 hour

Learning outcomes	Content
Outline the role of the presenter/facilitator within the NCAS and NOAS	<ul style="list-style-type: none"> <li>• The presenter/facilitator as an ambassador for their sport</li> <li>• Delivering training in a practical way to meet competency-based training outcomes</li> <li>• Links between assessment and delivery of a training program</li> <li>• Using key documents when delivering an NCAS or NOAS program (curriculum, assessment tools, learning materials, presenter/facilitator guidelines, etc.)</li> <li>• Consistency and maintaining standards within the delivery of NCAS and NOAS programs</li> </ul>
Describe the responsibilities of the presenter/facilitator	<ul style="list-style-type: none"> <li>• Responsibilities of workshop coordinators</li> <li>• Introducing and thanking speakers</li> <li>• Risk management and insurance requirements of presenters/facilitators</li> </ul>

## Appendix 3: Self-assessment checklist (one and five-minute presentations)

Name: \_\_\_\_\_

**Delivery of session** — Did you demonstrate MOAR Qs?

		Yes/No	Comment
Message	Did your presentation deliver your key messages?		
Organisation	Did you organise yourself and the group, and did you keep to time?		
Approach	Did you show positive body language, a confident approach and voice control?		
	Did you gain the audience's attention at the start, and involve the audience during the session?		
Review	Can you identify areas that you could improve within your presentation?		
Questions	Did you use questioning effectively?		

**Did you structure the presentation to pass a RAVE review? How could you do this next time?**

<b>Responsible</b>	Allow participants to take responsibility for their learning	
<b>Active</b>	Get the audience active and involved	
<b>Variety</b>	Use a variety of methods and modes	
<b>Engaging</b>	Capture and hold the audience's attention	

## Appendix 4: Peer-assessment checklist (one and five-minute presentations)

**Delivery of session** — Answer 'yes' or 'no' in each of the areas for the presenter and make comments in the space provided.

Peer-assessment questions	Presenter 1	Presenter 2	Presenter 3	Presenter 4	Presenter 5
Message	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:
Organisation	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:
Approach	Yes/No Comments: Did the presenter show positive body language, a confident approach and voice control?	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:
Questions	Yes/No Comments: Did the presenter gain the audience's attention at the start, and involve the audience during the session?	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:
	Yes/No Comments: Did the presenter use questioning effectively?	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:	Yes/No Comments:

## Appendix 5: Assessment checklist (five-minute presentation)

Name of participant: \_\_\_\_\_

	Assessment criteria	Yes	No	Satisfactory evidence provided
	Did the participant:			Comments
Message*	Deliver their key messages?			
Organisation*	Show that they were organised for the session?			
	Use activities that assisted the group to learn?			
	Use learning aids to add value to their presentation?			
	Ensure equipment and activities were safe for the group during practical sessions?***			
Approach*	Demonstrate positive body language, a confident approach and clear voice/instructions?			
	Gain attention, engage and involve the group?			
Review*	Identify ways that they could improve their presentation?			
Questions*	Use questioning effectively?			

\* A full description of each of the presenter skills can be found on the following page.

\*\* The opportunity to demonstrate this criterion may not occur unless a practical presentation is delivered.

<b>Result</b>	<input type="checkbox"/> Participant has achieved competence	<input type="checkbox"/> Participant is not yet competent
_____	_____	_____
Assessor signature	Date	Participant signature
		Date

**Descriptors**

Message	<ul style="list-style-type: none"> <li>Clearly convey session objectives</li> <li>Express key messages</li> <li>Deliver appropriate content</li> <li>Appropriate language and terminology</li> <li>Summarise key points</li> </ul>	Approach	<ul style="list-style-type: none"> <li>Positive attitude (in control, confident, friendly, enthusiastic)</li> <li>Delivery (clear instructions, voice projection and volume)</li> <li>Positioning (see and hear)</li> <li>Relevant to audience needs</li> <li>Able to modify</li> <li>Active and engaging</li> <li>Check participants' understanding</li> </ul>
Organisation	<ul style="list-style-type: none"> <li>Session planned</li> <li>Logical sequence/flow</li> <li>Activities assist learning</li> <li>Equipment (selection, use and set-up)</li> <li>Variety</li> <li>Dressed appropriately</li> <li>Safe environment</li> <li>Organised the group</li> <li>Kept to time</li> </ul>		Review
		Questions	<ul style="list-style-type: none"> <li>Asked questions of the group</li> <li>Provided opportunity for participants to ask questions</li> </ul>

## Appendix 6: Sample presentation plan

### Session details

Presenter: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_ Duration: \_\_\_\_\_

Topic: \_\_\_\_\_

Audience: \_\_\_\_\_ Number: \_\_\_\_\_

Presentation objectives/outcomes: \_\_\_\_\_

\_\_\_\_\_

Venue (including set up option): \_\_\_\_\_

\_\_\_\_\_

Risk management considerations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Key messages

Three key messages you want the audience to gain from the presentation:

<b>1</b>
<b>2</b>
<b>3</b>

## Session outline

Flesh out each of the key messages below:

Topic/Content	Learning method(s)/activities	Time (mins)
<b>Learning aids and equipment needs:</b>		

What is your back-up plan in case any of the above activities fail?

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## Appendix 7: ASC Presenter/Facilitator Training Program evaluation form

Thank you for participating in this program. To assist us in planning future activities, please complete this evaluation form.

**1** Rate the organisational aspects of the workshop using the following scale:

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

Venue \_\_\_\_\_ Pre-workshop information \_\_\_\_\_ Workshop organisation \_\_\_\_\_

Any comments on the above: \_\_\_\_\_

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**2** What were the best features of the workshop?

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**3** Will you do anything differently as a presenter/facilitator in the future as a result of doing this workshop?

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**4** What aspects of the workshop could be improved, changed or deleted?

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**5** Are there any further comments you would like to make about this workshop?

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*Thank you for taking the time to provide feedback.*

## Appendix 8: Recognition of Prior Learning/ Current Competence Guide

### Introduction

Participants undertaking the ASC Presenter/Facilitator Training Program are able to apply for Recognition of Prior Learning/Current Competence (RPL/RCC) if they believe their prior learning and experience mean they already have the competencies of the program.

### How can prior learning or current competence be recognised?

There are many ways to demonstrate evidence of your competencies. RPL/RCC can only be granted based on current evidence, that is, work that has been completed within the last four years. Some examples of evidence that can be provided to demonstrate competence include:

- copies of certificates, qualifications from other courses, school or tertiary results
- résumé of experience
- reports from people within your sport
- relevant work samples (for example, training programs, videos of your coaching)
- evidence of home/self-directed study, which may include a list of recent readings, synopsis of seminars attended, or reports of own research/analysis undertaken.

### Who conducts the RPL/RCC assessment for the ASC Presenter/ Facilitator Training Program?

Training program	RPL/RCC responsibility
ASC Presenter/Facilitator Training Program (generic)	State and territory coaching and officiating centres
Sport-specific presenter/facilitator training	National or state sporting organisations

### RPL/RCC procedure

#### Step 1: Complete application and send to workshop coordinator

Applicants will need to gather all relevant supporting documentation and complete the RPL/RCC application form. Forward the application, along with the appropriate fee, to the relevant body (as outlined in the table above).

#### Step 2: Assessment

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

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

**Step 3: Notification**

The applicant will be notified of the decision within two months of receiving the application. In the event of partial completion of the course competencies, the panel will outline which competencies still need to be achieved, and preferably how.

Options include:

- complete further training
- work with a senior coach/official
- complete prescribed home study options.

Successful applicants for RPL/RCC will receive the appropriate certification.

**Step 4: Appeal**

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

In the case of an appeal, a new assessment panel will be established. This panel will review all material available and make a decision. The RPL/RCC review assessment panel will notify the applicant of the decision within two months of receiving the appeal.

## RPL/RCC application form

### ASC Presenter/Facilitator Training Program

#### Section 1: Personal details

Name: \_\_\_\_\_

Organisation: \_\_\_\_\_

Position: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Postcode: \_\_\_\_\_

Tel: \_\_\_\_\_ Fax: \_\_\_\_\_

Mobile: \_\_\_\_\_

Email: \_\_\_\_\_

#### Section 2: Evidence

Competencies	Summary of evidence provided Please attach copies of supporting documentation
1 Facilitate learning by using a range of learning methods	
2 Plan and review training to take into account participant needs and use a range of teaching aids	
3 Outline the presenter/facilitator's role in competency-based training for the NCAS and NOAS	

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

\_\_\_\_\_  
Signature of applicant

\_\_\_\_\_  
Date

## RPL/RCC assessment report

Applicant's name: \_\_\_\_\_

Competencies	Evidence supplied	Validity (Is it relevant?)	Sufficiency (Is there enough evidence?)	Authenticity (Does it belong to the participant?)	Current (Within the last four years?)	Comments
1 Facilitate learning by using a range of learning methods	Yes <input type="checkbox"/> No <input type="checkbox"/>					
2 Plan and review training to take into account participant needs and use a range of teaching aids	Yes <input type="checkbox"/> No <input type="checkbox"/>					
3 Outline the presenter/facilitator's role in competency-based training for the NCAS and NOAS	Yes <input type="checkbox"/> No <input type="checkbox"/>					

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

Name of assessor: \_\_\_\_\_ Signature: \_\_\_\_\_

Contact number: \_\_\_\_\_ Date: \_\_\_\_\_