Australian Government

Australian Sports Commission

Assessor Training

Curriculum

COACH ACCREDITATION

OFFICIALS ACCREDITATION

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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. A curriculum and presenters guide has been developed by the 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 contact 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:

Option1. **Certificate IV in Training and Assessment (TAA04)** through the Vocational Education and Training (VET) sector. This is a nationally recognised qualification available only through Registered Training Organisations (RTOs) 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.

Accreditation of assessors within the NCAS or NOAS

Some NSOs may wish to accredit their assessors as part of the NCAS or NOAS. Please note that if you wish your Assessor Training Program to be part of the NCAS, then you will need to submit a curriculum for approval to the ASC. Please use the *ASC's Guidelines for the Design and Registration NCAS and NOAS Accreditation Programs (go to www.ausport.gov.au/coachofficial/education/trainingprogdesign/design_guidelines.asp* to download a copy*)* to develop your curriculum. Please note that regular NCAS/NOAS registration conditions such as four yearly updating, signing of code of behaviour and quadrennial review and re-submission of the program for ASC approval will apply. It is not compulsory for NSOs to make their Assessor Training Program part of the NCAS or NOAS.

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 (eg. 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 & Assessment
1. Plan and organise an assessment process	- 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	- 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	Aligns with TAAASS402A Assess Competence

		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 procedure of the relevant organisation	
		• Review the assessment process in consultation with others, and using self reflection skills, and make recommendations for future changes if required.	

3.	Develop assessment tools	• 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:
		   o reflect the principles of assessment
		   o incorporate principles of access and equity
		   o meet the rules of evidence
		   o provide choice, where appropriate
		   o are sequenced to reflect competency development
		   o are user friendly
		   o 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	• 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:	Approx. Duration
1. Planning the Assessment Process	3 hours
2. Assessing Competence	3 hours
3. Developing Assessment Tools	3 hours
4. Reviewing and Validating Assessment	<u>1 hour</u>
	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 page 10 for further detail on assessment).

Notes on delivery of each module:
Suggested delivery strategies are outlined within each module of the ASC Assessor Training Presenters 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 Cert IV in Training and Assessment)
- successfully completed a course presenter, workplace trainer or presentation skills course (preferably the training modules from the Cert IV in Training and Assessment)

Assessors should have:
- successfully completed an assessor training program (preferably the assessment modules from the Cert 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 (see Appendix 2) 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.

Module 1 – Planning the Assessment Process

Competencies:
At the completion of this module, the assessor will be able to plan and organise an assessment process

Approximate duration
3 hours

Learning Outcomes
- 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

Content
- What is competency and competency based assessment
- Purposes of assessment
- Terminology
- Principles of assessment
- The assessment process
- Types of assessment
- Ethical Responsibilities of the Assessor
- Use of standards and other benchmarks
- Evidence in Assessment
  - o Types of evidence
  - o Rules of evidence
- Assessment methods
- Assessment Tools
- Preparing an assessment plan
- Making assessment arrangements
- Candidates with special needs
- RPL/RCC
- Using assessment teams

Delivery strategies
Presentation
Discussion
Activities

Resource requirements
ASC Assessor Training Participant Manual
ASC Assessor Training Presenter's Guide

Module 2 –Assessing Competence

Competencies:
At the completion of this module, the assessor will be able to assess the competence of a candidate.

Approximate duration
3 hours

Learning Outcomes
- 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 procedure of the relevant organisation
- Review the assessment process in consultation with others, and using self reflection skills, and make recommendations for future changes if required.

Content
- Creating a supportive environment.
  - Empowering the candidate
  - Involving the candidate
- Communication in the assessment process
  - Using questions
  - Listening & 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

Delivery strategies
Presentation
Discussion
Activities

Resource requirements
ASC Assessor Training Participant Manual
ASC Assessor Training Presenter's Guide

Module 3 – Developing Assessment Tools

Competencies:
At the completion of this module, the assessor will be able to develop assessment tools

Approximate duration
3 hours

Learning Outcomes
- 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:
    o reflect the principles of assessment
    o incorporate principles of access and equity
    o meet the rules of evidence
    o provide choice, where appropriate
    o are sequenced to reflect competency development
    o are user friendly
    o 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

Content
- Determining the standards for assessment
- Efficient evidence gathering
- Selecting assessment methods using an assessment matrix
- Developing assessment tools
- Developing assessment criteria
- Developing assessment policies
- Trialling assessment tools

Delivery strategies
Presentation
Discussion
Activities

Resource requirements
ASC Assessor Training Participant Manual
ASC Assessor Training Presenter's Guide

Module 4 – Reviewing and Validating Assessment

Competencies:
At the completion of this module, the assessor will be able to review and validate an assessment process.

Approximate duration
1 hour

Learning Outcomes
- 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

Content
- Continuous improvement
- Methods of reviewing assessment
- Conducting a review
- Validating assessment

Delivery strategies
Presentation
Discussion
Activities

Resource requirements
ASC Assessor Training Participant Manual
ASC Assessor Training Presenter's Guide

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

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 in action.
- The candidate will use the assessment tool on pages 45/46 of the ASC Assessor Training Participant Manual to record their assessment of the coach against generic teaching and communication competencies, which are outlined on the assessment tool.
- The candidate must make a decision as to whether the coach 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 who appeared on the video.

An assessment checklist is provided on page 13 of this curriculum 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 checklist 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

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 checklist. The assessment tool needs to include:

- An explanation about the assessment task and it's 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 checklist 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 pf the ASC Assessor Training Participant Manual contain detailed instructions and a space to develop the assessment tool. An assessment checklist is provided on page 15 of this curriculum which the course assessors should use when marking the assessment tools. The candidate must be rated as competent on all aspects of the assessment checklist 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
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 (see page 17 of this curriculum). 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 tasks 1 where appropriate
- using video of the practical assessment simulation (assessment task 2) where necessary (eg. 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 checklist (see pages 12/13) 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 checklist 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 checklist to use when assessing the assessment tools developed by candidates. See pages 14/15.

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 pages 16/17.

Assessment Activity A: Practical Assessment Simulation

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 provided to candidates within the ASC Assessor Training Participant Manual:

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 session.

You will be assessing the coach against generic teaching and communication competencies, using the assessment tool provided in the ASC Assessor Training Participant Manual.

1. After watching the video, fill out your assessment tool.
2. After considering the evidence, 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).
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 you have just watched on the video).

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2. Checklist 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?	π Yes π No Comments:
Did the assessor make the assessment decision based on an analysis of the evidence collected against the required standards?	π Yes π No Comments:
Did the assessor make an appropriate assessment decision in terms of validity, authenticity, sufficiency, and currency	π Yes π No Comments:
Did the assessor create a supportive environment during the assessment?	π Yes π No Comments:
Did the assessor give the assessment decision to the candidate in a sensitive and constructive manner?	π Yes π No Comments:
Did the assessor provide constructive feedback to the candidate?	π Yes π No Comments:
Did the assessor develop a follow-up action plan with the coach (in the event they were judged not yet competent)	π Yes π No Comments:
Did the assessor use questioning techniques during the feedback session?	π Yes π No Comments:
Did the assessor reflect and listen to the coach during the feedback session?	π Yes π No Comments:

Result:

Ο   Candidate has achieved competency

Ο   Candidate is not yet competent

Comments:

_____

_____

_____   _____
Assessor signature: **Candidate signature**
Date: **Date:**

Assessment Activity B: Develop an Assessment Tool

1. Instructions provided to candidates within the ASC Assessor Training Participant Manual:

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 checklist.

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 6 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 it's 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 as a guide to how to lay out your assessment tool.

Step 3
Review your assessment tool. You can use the checklist on page 60 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.

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2. Checklist 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?	π Yes π No Comments:
Are the conditions of assessment are outlined?	π Yes π No Comments:
Are there clear instructions to the candidate about what they need to do?	π Yes π No Comments:
Are there clear instructions to the assessor about what they need to do?	π Yes π No Comments:
Are the assessment arrangements outlined, including venue, and time/date?	π Yes π No Comments:
Are any special needs, equipment or requirements outlined?	π Yes π No Comments:
Has the evidence that candidates are required to demonstrate been explained?	π Yes π No Comments:
Is the assessment criteria appropriate and relate to the level of competency being assessed?	π Yes π No Comments:
Is there a place for an assessment outcome?	π Yes π No Comments:
Is there space for comments to be recorded?	π Yes π No Comments:
Is there a place for the assessor's and candidate's signature and dates?	π Yes π No Comments:
Is the layout of the assessment tool easy to follow and in a logical sequence?	π Yes π No Comments:

Result:

❑ Candidate has achieved competency

❑ Candidate is not yet competent

Comments:

_____

_____

_____   _____
Assessor signature: **Candidate signature**

Date: **Date:**

Assessment Activity C: Review an Assessment Processes

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 10 assessors who you regularly use. What processes would you put in place to monitor the consistency of assessment decisions between 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?

_____
_____
_____
_____
_____
_____

Appendix 1: Certificate IV in Training and Assessment (TAA04) Training Package

Assessment Units TAA ASS 401A, 402A, 403A & 404A

(TAAASS401A) Plan and organise assessment

This unit specifies the competence required to plan and organise the assessment process in a competency-based assessment system

Element	Criteria
Determine focus of assessment	1.1 Candidate/s are identified/confirmed and the purpose/s and context of assessment are established/ confirmed with relevant people in accordance with legal/organisational/ethical requirements 1.2 The assessment strategy is accessed and used to guide the development of the assessment plan, where applicable 1.3 The benchmarks for assessment are identified/confirmed and accessed
Prepare the assessment plan	2.1 The assessment benchmarks are interpreted to determine the evidence and types of evidence needed to demonstrate competency in accordance with the rules of evidence 2.2 Where competency standards are used as benchmarks, all component parts of the competency standards, are addressed in defining and documenting the evidence to be collected 2.3 Any related documentation to support planning the assessment process is accessed and interpreted 2.4 Assessment methods and assessment tools are selected/confirmed which address the evidence to be collected in accordance with the principles of assessment 2.5 Specific material and physical resources required to collect evidence are identified and documented 2.6 Roles and responsibilities of all people involved in the assessment process are clarified, agreed and documented 2.7 Timelines and time periods for evidence collection are determined and all information to be included in the assessment plan is documented 2.8 The assessment plan is confirmed with relevant personnel
Contextualise and review assessment plan	3.1 Characteristics of the candidate/s and any allowances for reasonable adjustments and/or specific needs are identified/clarified with relevant people and documented 3.2 Where required, competency standards are contextualised, to reflect the operating environment in which assessment will occur, in accordance with contextualisation guidelines 3.3 Selected assessment methods and assessment tools are examined and adjusted, where required, to ensure continuing applicability taking into account: • any contextualisation of competency standards • reasonable adjustment/s, where identified • integration of assessment activities, where appropriate and practical • capacity to support application for recognition of current competence 3.4 Adjusted assessment tools are reviewed to ensure the specifications of the competency standards are still addressed 3.5 The assessment plan is updated, as needed, to reflect ongoing contextualisation needs, any changes in organisational resource requirements or changes in response to the conduct of assessment 3.6 Assessment plan/s are stored and retrieved in accordance with assessment system policies and procedures and legal/organisational/ethical requirements
Organise assessment arrangements	4.1 Identified material and physical resource requirements are arranged in accordance with assessment system policies and procedures and legal/organisational/ethical requirements

	4.2 Any specialist support required for assessment is organised and arranged in accordance with organisational/ethical/legal requirements, where required
	4.3 Roles and responsibilities of all people involved in the assessment process are organised
	4.4 Effective communication strategies are established to encourage regular communication flow and feedback with relevant people involved in the assessment process
	4.5 Assessment record keeping and reporting arrangements are confirmed

(TAAASS402A) Assess competence

This unit specifies the competence required to assess the competence of a candidate.

Element	Criteria
Establish and maintain the assessment environment	1.1 The assessment plan is interpreted and assessment system policies and procedures and organisational/ legal/ethical requirements for conducting assessment are confirmed with relevant people
	1.2 The relevant benchmarks for assessment and nominated assessment tools are accessed and interpreted to confirm the evidence to be collected and how it is to be collected
	1.3 Details of the assessment plan and the assessment process are explained, discussed and clarified with the candidate including opportunities for assessment, reasonable adjustment, reassessment and appeals
	1.4 Proposed changes to the assessment process are negotiated and agreed with the candidate, where relevant
Gather quality evidence	2.1 The assessment plan is followed to guide the conduct of assessment and assessment methods and assessment tools are used to gather, organise and document evidence in a format suitable for determining competence
	2.2 The principles of assessment and rules of evidence are applied in gathering quality evidence
	2.3 Opportunities for evidence gathering in work activities/simulated work activities are determined with the candidate and relevant personnel
	2.4 Opportunities for integrated assessment activities are identified and assessment tools are modified, where required
	2.5 Identified assessment system policies and procedures and organisational/legal/ethical and requirements for assessment are addressed
Support the candidate	3.1 Candidates are guided in gathering their own evidence to support recognition of current competence
	3.2 Appropriate communication and interpersonal skills are used to develop a professional relationship with the candidate which reflects sensitivity to individual differences and enables two way feedback
	3.3 Decisions on reasonable adjustment/s, where applicable, are made with the candidate, based on candidate's needs and characteristics
	3.4 Reasonable adjustments must maintain the integrity of the relevant competency standards and provide balanced application of the principles of assessment and rules of evidence
	3.5 Specialist support is accessed, where required, in accordance with the assessment plan
	3.6 Any occupational health and safety (OHS) risk to person or equipment is addressed immediately
Make the assessment decision	4.1 Limitations in obtaining and evaluating quality evidence are identified and assistance is sought, where required, from relevant people
	4.2 Collected evidence is examined and evaluated to ensure that it reflects the evidence required to demonstrate competency and which: • encompasses all component parts of the competency standards and the dimensions of competency (where competency standards are the benchmarks for assessment) • addresses other related documentation • complies with the rules of evidence

	4.3 Judgement is used to infer whether competence has been demonstrated, based on the available evidence 4.4 Relevant assessment system policies and procedures and organisational/legal/ethical considerations are addressed in making the assessment decision 4.5 Clear and constructive feedback is provided to the candidate regarding the assessment decision and a follow-up action plan is developed, where required
Record and report the assessment decision	5.1 Assessment outcomes are recorded promptly and accurately in accordance with assessment system policies and procedures and organisational/legal/ethical requirements 5.2 An assessment report is completed and processed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements 5.3 Recommendations for follow up action are submitted to relevant people, where required 5.4 Other relevant parties are informed of the assessment decision where required, and in accordance with confidentiality conventions
Review the assessment process	6.1 The assessment process is reviewed against criteria in consultation with relevant people to improve and modify future assessment practice 6.2 The review is documented and recorded in accordance with relevant assessment system policies and procedures and organisational/ legal/ethical requirements 6.3 Reflection skills are used to review and self-evaluate assessment practice

(TAAASS403A) Develop assessment tools

This unit specifies the competence required to develop assessment tools.

Element	Criteria
Determine the focus of the assessment tool	1.1 The target group of candidates and the purpose/s and context/s of assessment are identified/clarified 1.2 The relevant benchmarks for assessment are accessed and interpreted to establish the evidence required to demonstrate competency 1.3 Where competency standards form the assessment benchmark/s, all component parts of the competency standards are interpreted and, where relevant, these standards are contextualised to meet organisational/legal/ethical requirements, in accordance with contextualisation guidelines 1.4 Other related documentation is identified to inform assessment tool development
Determine assessment tool needs	2.1 Assessment methods are selected which will support the collection of defined evidence, taking into account the context in which the assessment will take place and meeting the principles of assessment 2.2 Nominated assessment methods enable candidates to show or support their claim for recognition of current competency 2.3 Different instruments for the selected assessment methods are considered and options for assessment activities are generated using critical thinking skills
Design and develop assessment tools	3.1 Specific instruments are developed to address the evidence to be collected based on devising assessment activities which: • meet the competency standards • 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 in a learning and assessment pathway • are user-friendly • reflect the assessment environment • are practicable

	3.2 Assessment instruments are developed using appropriate:
	- style and format - language, literacy and numeracy - sensitivity to audience diversity - visual and aural representation - media 3.3 Clear and specific procedures instructing the assessor and/or candidate on the administration and use of the instruments are defined and documented 3.4 Relevant assessment system policy and procedures requirements are considered and addressed including storage and retrieval needs, review and evaluation, version control procedures
Review and trial assessment tools	4.1 Draft assessment tools are checked against evaluation criteria and amended, where necessary 4.2 Draft assessment tools are trialled to validate content and applicability 4.3 Feedback from relevant people involved in trialling is collected and documented 4.4 Amendments to the final tools are made based on analysis of feedback, where required 4.5 Revised assessment tools are appropriately formatted and filed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements

(TAAASS404A) Participate in assessment validation

This unit specifies the competence required to participate in an assessment validation process.

Element	Criteria
Prepare for validation	1.1 The purpose, focus and context of validation is confirmed and discussed with relevant people 1.2 The approach to validation is discussed and confirmed in accordance with the defined purpose/s, context, relevant assessment system policies and procedures and organisational/ legal/ethical requirements 1.3 Relevant benchmarks for assessment are analysed and the evidence needed to demonstrate that competency is collectively agreed 1.4 Any related documentation relevant to validation proceedings is identified and collectively agreed 1.5 Material/s to be used in validation sessions are obtained, read and interpreted and validation activities collectively agreed
Contribute to validation process	2.1 Active participation in validation sessions and activities is demonstrated using appropriate communications skills 2.2 Participation in validation sessions and activities, includes the review, comparison and evaluation of: - The overall assessment process - Assessment plans - Interpretation of competency standards or other benchmarks for assessment - Selection and application of assessment methods - Selection and use of assessment tools - The collected evidence - Assessment decisions including the exercise of judgement 2.3 The review, comparison and evaluation is undertaken in accordance with the principles of assessment and rules of evidence 2.4 All documents used in the validation process are checked for accuracy and version control
Contribute to validation outcomes	3.1 Validation findings are collectively discussed, analysed and agreed to support improvements in the quality of assessment 3.2 Recommendations to improve assessment practice are discussed, agreed and recorded 3.3 Changes to own assessment practice, arising from validation and appropriate to assessment role and responsibilities, are implemented

Appendix 2: Recognition of Prior Learning / Current Competence (RPL/RCC) Guide

Introduction

Participants undertaking the ASC Assessor Training Program are able to apply to for Recognition of Prior Learning or Current Competence (RPL/RCC). You can apply for RPL/RCC if you think your prior learning and experience mean you already have the competencies of the particular training course.

How can prior learning or current competence be recognised?

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

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

Who conducts the RPL/RCC assessment for Assessor training programs?

Training Program	RPL/RCC Responsibility
ASC Assessor Training Program (generic)	State and Territory Coaching and Officiating Centres
Sport Specific Assessor Training Program	National or State Sporting Organisations

RPL/RCC procedure

Step 1 – complete application and send to course coordinator

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

Step 2 – assessment

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

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

Step 3 – notification

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

Options include :

- Complete further training
- Work with a senior coach/official
- Complete prescribed home study options

Successful applicants for RPL/RCC will receive the appropriate certification, and where appropriate, will be placed on an ASC database.

Step 4 – appeal

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

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

RPL/RCC Application Form

SECTION 1 – Personal details

Name:..

Organisation:..

Position: ....

Address:..

....Postcode...................

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

Mobile:..

Email:...

SECTION 2 – Evidence

Competencies	Summary of evidence provided Please attach copies of supporting documentation.
1. Plan and organise an assessment process	
2. Assess the competence of a candidate	
3. Develop assessment tools	
4. Review and validate an assessment process	

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

_____   _____
Signature of applicant   Date

RPL/RCC Assessor Report

Applicant's name:...

Competencies	Evidence Supplied	Validity (is it relevant ?)	Sufficiency (is there enough evidence?)	Authenticity (does it belong to the candidate)	Current (within the last four years?)	Comments
1. Plan and organise an assessment process	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	
2. Assess the competence of a candidate	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	
3. Develop assessment tools	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	
4. Review and validate an assessment process	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	

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

Date of Assessment:.. Name of

Assessor:...

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