

Active After-school Communities

**Community Coach
Assessor Training Program**

ASSESSOR MANUAL

Acknowledgments

This manual has been developed by Jenni Banks of Creating Excellence Consulting on behalf of the Australian Sports Commission's Active After-school Communities (AASC) program. It is a learning resource to assist with the delivery of the AASC Community Coach Assessor Training Program. The content has been adapted from the Australian Sports Commission's *Recreation Industry Assessor: participant manual* (1999, Australian Sports Commission, Canberra).

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Introduction

Welcome to the Active After-school Communities (AASC) Community Coach Assessor Training Program. Improving the quality of assessment is very important to ensure the high standard of trained coaches in the AASC program. This manual, in conjunction with course work, is designed to assist the improvement of skills in the area of assessment.

The Active After-school Communities program

The Australian Sports Commission, on behalf of the Australian Government, has developed the AASC program. This initiative aims to improve the physical activity levels of Australian primary school-aged children through a nationally coordinated after-school hours program. It provides opportunities for participation in quality, safe, fun and structured physical activity. Local communities have been identified as significant stakeholders in this program. The AASC program therefore aims to stimulate local community involvement in sport and to increase participation levels.

The AASC program relies on the involvement of local communities in delivering structured physical activity programs to primary school-aged children within the local primary school and/or Child Care Benefit (CCB) approved out of school hours care services (OSHCS).

The purpose of assessor training

The purpose of assessor training is to enable assessors to:

- select appropriate assessment methods
- develop assessment tools
- plan evidence-gathering opportunities
- organise assessment activities
- gather and record assessment information
- make a valid assessment decision
- provide constructive feedback to the candidate
- report on and evaluate the assessment
- review the assessment process.

Benefits of assessor training

Assessor training enables assessors to:

- teach assessment processes and techniques
- teach the interpersonal skills required for constructive assessment
- develop quality control of assessment and competencies
- gain an understanding of the development process of assessment tools
- develop the skills required to assess in the vocational education and training sector.

Successful completion of the assessment requirements for this training program will result in eligibility to be registered as an AASC community coach assessor. This qualification is equivalent to the assessment units from the Certificate IV in Assessment and Workplace Training, which are:

- Unit BSZ401A: Plan assessment
- Unit BSZ402A: Conduct assessment
- Unit BSZ403A: Review assessment.

At the completion of this training program, candidates will be able to meet the competencies and performance criteria for the three assessment units. These criteria are:

BSZ401A: Plan assessment

Element	Performance criteria
1 Establish evidence required for a specific context	<p>1.1 The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance is established for a specified context</p> <p>1.2 Relevant units of competency are read and interpreted accurately to identify the evidence required</p> <p>1.3 Specified evidence requirements:</p> <ul style="list-style-type: none"> • assure valid and reliable inferences of competency • authenticate the performance of the person being assessed • confirm that competency is current <p>1.4 Sufficient evidence is specified to show consistent achievement of the specified standards</p> <p>1.5 The cost of gathering the required evidence is established</p>
2 Establish suitable assessment methods	<p>2.1 Assessment methods are selected which are appropriate for gathering the type and amount of evidence required</p> <p>2.2 Opportunities to consolidate evidence-gathering activities are identified</p> <p>2.3 Allowable adjustments in the assessment method are proposed to cater for the characteristics of the persons being assessed</p>
3 Develop assessment tools appropriate to a specific assessment context	<p>3.1 An assessment tool is developed to gather valid, reliable and sufficient evidence for a specific assessment</p> <p>3.2 The assessment tool is designed to mirror the language used to demonstrate the competency in a specific context</p> <p>3.3 Clear instructions (verbal or written) are prepared, including any adjustments which may be made to address the characteristics of the persons being assessed</p> <p>3.4 The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment occurs</p>
4 Trial assessment procedure	<p>4.1 Assessment methods and tools are trialled with an appropriate sample of people to be assessed</p> <p>4.2 Evaluation of the methods and tools used in the trial provides evidence of clarity, reliability, validity, fairness, cost-effectiveness and ease of administration</p> <p>4.3 Appropriate adjustments are made to improve the assessment method and tools in light of the trial</p> <p>4.4 Assessment procedures, including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise and/or training organisation where applicable</p>

BSZ402A: Conduct assessment

Element	Performance criteria
1 Identify and explain the context of assessment	1.1 The context and purpose of assessment are discussed and confirmed with the persons being assessed 1.2 The relevant performance standards to be used in the assessment (for example, current endorsed competency standards for the specific industry) are clearly explained to the person being assessed 1.3 The assessment procedure is clarified and expectations of assessor and candidate are agreed 1.4 Any legal and ethical responsibilities associated with the assessment are explained to the persons being assessed 1.5 The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure 1.6 Information is conveyed using language and interactive strategies and techniques to communicate effectively with the persons being assessed
2 Plan evidence-gathering opportunities	2.1 Opportunities to gather evidence of competency, which occur as part of coaching activities, are identified covering the dimensions of competency 2.2 The need to gather additional evidence which may not occur as part of the coaching activities is identified 2.3 Evidence-gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure
3 Organise assessment	3.1 The resources in the assessment procedure are obtained and arranged in a safe and accessible assessment environment 3.2 Appropriate personnel are informed of the assessment 3.3 Spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all persons being assessed and other appropriate personnel
4 Gather evidence	4.1 Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence 4.2 The evidence specified in the assessment procedure is gathered, using the assessment methods and tools 4.3 Evidence is gathered in accordance with specified allowable adjustments where applicable 4.4 The evidence gathered is documented in accordance with the assessment procedure
5 Make the assessment decision	5.1 The evidence is evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard 5.2 The evidence is evaluated according to the dimensions of competency: task skills, task management skills, contingency management skills, job/role environment skills, transfer and application of knowledge and skills to new contexts 5.3 When in doubt, guidance is sought from more experienced assessors 5.4 The assessment decision is made in accordance with the criteria specified in the assessment procedure

Element	Performance criteria
6 Record assessment results	<p>6.1 Assessment results are recorded accurately in accordance with the specified record-keeping requirements</p> <p>6.2 Confidentiality of assessment outcomes is maintained and access to the assessment records is provided only to authorised personnel</p>
7 Provide feedback to persons being assessed	<p>7.1 Clear and constructive feedback in relation to performance is given to the persons being assessed using appropriate language and strategies and may include guidance on further goals/training opportunities</p> <p>7.2 Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the persons being assessed</p> <p>7.3 The person being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged</p>
8 Report on the conduct of the assessment	<p>8.1 Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure</p> <p>8.2 Any assessment decision disputed by the persons being assessed is recorded and reported promptly to those responsible for the assessment procedure</p> <p>8.3 Suggestions for improving any aspect of the assessment process are made to appropriate personnel</p>

BSZ403A: Review assessment

Element	Performance criteria
1 Review the assessment procedures	<p>1.1 Appropriate personnel are given the opportunity to review the assessment outcomes and procedure using agreed evaluation criteria</p> <p>1.2 The review process established by the enterprise, industry or registered training organisation is followed</p> <p>1.3 The assessment procedures are reviewed at a specified site in cooperation with persons being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under legislation</p> <p>1.4 Review activities are documented, findings are substantiated and the review approach evaluated</p>
2 Check consistency of assessment decision	<p>2.1 Evidence from a range of assessments is checked for consistency across the dimensions of competency</p> <p>2.2 Evidence is checked against the key competencies</p> <p>2.3 Consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted on</p>
3 Report review findings	<p>3.1 Recommendations are made to appropriate personnel for modifications to the assessment procedure/s in light of the review outcomes</p> <p>3.2 Records are evaluated to determine whether the needs of appropriate personnel have been met</p> <p>3.3 Effective contributions are made to system-wide reviews of the assessment process and feedback procedures</p>

How will candidates be assessed?

Candidates will need to complete the five assessment tasks found in the *Community Coach Assessor Training Program Assessment Tasks* booklet. (The assessment tasks are also outlined in this manual so that candidates can refer to them after the training program if required. For the purposes of assessment, however, each task should be completed, as required, in the *Assessment Tasks* booklet provided.) Candidates will be assessed in a simulated environment to maximise the relevance of the process.

The assessment process used in this training program is known as **integrated assessment**. This means that several elements and performance criteria are grouped together and assessed using one assessment task. Candidates will need to successfully complete all five of the assessment tasks if they are to be deemed competent and receive nationally recognised certification from the registered training organisation aligned with the AASC Community Coach Assessor Training Program in their respective state or territory. The icon » indicates the assessment tasks that must be successfully completed if candidates are to be deemed competent as assessors.

For candidates to be qualified to assess AASC community coaches, they must have the AASC community coach qualification (or be recognised as having the equivalent competencies through the recognition of current competencies process), along with the assessor competencies developed in the AASC Community Coach Assessor Training Program, as a minimum standard. If candidates meet only one of the above two requirements, they can form an assessment team with someone who has the other requirement and conduct assessments of AASC community coach candidates together. The assessment team concept will be discussed during this training program.

Recognition of current competencies

It is recognised that some candidates for this training program will bring relevant experience, such as formal training conducted by industry or educational institutions in Australia or overseas (for example, a Certificate IV in Assessment and Workplace Training).

Therefore, candidates may be able to satisfy all or some of the competencies required for the AASC Community Coach Assessor Training Program without having to attend a formal training program. Participants may apply for exemption from all or parts of the program and should contact their local AASC regional coordinator for further information.

If a candidate believes they can successfully demonstrate competency in each of the components of this training program, they may wish to apply for recognition of current competencies. The local AASC regional coordinator should be contacted for a copy of the recognition of current competencies information kit. In the recognition of current competencies process, the candidate must:

- conduct a self-assessment against the learning outcomes and performance criteria, and document this in writing
- provide evidence of current competencies (that is, recent certificates, transcripts, resumé of experience) against the competencies and performance criteria. This information should be given to the local AASC regional coordinator.

A panel will assess the recognition of current competencies application. The candidate may be required to complete some or all of the assessment tasks for this training program as part of the recognition of current competencies process.

The candidate will be notified in writing of the outcome of their recognition of current competencies assessment.

Introductory activity 2: 'intelligence' test

You have five minutes to answer the following ten questions:

- a** Some months have 30 days, some months have 31 days. How many months have 28 days?
.....
- b** If a doctor gives you three pills and tells you to take one pill every half-hour, how long would it be before all the pills had been taken?
.....
- c** I went to bed at 8 o'clock in the evening and wound up my alarm clock and set it to sound at 9 o'clock in the morning. How many hours sleep would I get before the alarm rang?
.....
- d** Divide 30 by half and add ten. What do you get?
.....
- e** A farmer had 17 sheep. All but nine died. How many live sheep were left?
.....
- f** If you had only one match and entered a cold and dark room where there was an oil heater, oil lamp and a candle, which would you light first?
.....
- g** A man builds a rectangular house with four sides, each side having a southern exposure. A big bear comes along. What colour is the bear?
.....
- h** If you take two apples from three apples, what do you have?
.....
- i** How many animals of each species did Moses take with him in the ark?
.....
- j** If you drove a bus with 43 people on board from Brisbane, stopped at Newcastle to pick up seven more and drop off five, then stopped at Sydney to drop off eight passengers and pick up four more and eventually arrived at Canberra 20 hours later, what is the name of the driver?
.....

Swap papers and check the answers.

As a group, discuss what is wrong with the above form of assessment.

Introductory activity 3: assessment in the AASC program

Answer the following questions in relation to assessments that you currently conduct in the AASC program or, if you do not currently assess in the AASC program, another program that you are involved in. List the responses on butcher's paper for group discussion.

- a Why do you assess?
- b How do you currently assess?
- c What do you currently assess?
- d Does your current assessment process achieve its purpose?
- e How could it be better?

Definition of assessment

The *National Competency Standards for Assessment* state that in a competency-based system:

Assessment is the process of collecting evidence and making judgments on the nature and extent of progress towards the performance criteria set out in a standard, or learning outcome. At the appropriate point, judgment is made as to whether competency has been achieved.

Assessment needs to be based on established criteria, which are often set out in standards, learning outcomes or other performance outcomes.

The assessment process involves two other features:

- collection of evidence
- judgment.

These features will be reviewed in greater detail in later topics.

The purposes of assessment

Assessment can be carried out for a variety of reasons:

- **Recruitment** — selecting a new person for a job is a form of assessment. However, sometimes recruitment can occur without the applicant having a clear idea of the selection criteria. Most recruitment processes will have the job or role described in some detail. Normally a specified recruitment procedure is also used.

How are most job interviews conducted? What could be a problem with this form of assessment?

- **Selections** — selection of coaches, players, officials and even selectors all involve assessment processes (or should). The processes of assessment that we will discuss throughout this program should all be applied to **all** sport selection processes.
- **Recognition of current competence** — the competence (or competencies) required for a particular standard may be developed before a formal training program is undertaken. Recognition of current competencies enables a person to gain credit for all or part of a training program, and avoids the problem of participants having to unnecessarily repeat learning. Current competencies may have been developed either formally (for example, training programs, structured coaching or assessing experiences) or informally (for example, through a range of life experiences).

- **Education or training needs** — assessment can be used to establish whether a training need exists. This information then assists the trainer to put together a program that is relevant and tailored to the individual. Assessment also occurs at the completion of a training program to check that candidates have met the requirements for accreditation (see 'Accrediting personnel'), and that the training program is adequate.
- **Accrediting personnel** — assessment most commonly occurs to determine whether a person is eligible to receive an accreditation or qualification. An accreditation or qualification is usually required to permit a person to be registered to work in a particular role.
- **Promotion** — assessment may be used to check whether a person has the competencies required to be promoted to perform a more senior role in an organisation or program.
- **Assurance of progress** — ongoing assessment can provide feedback to candidates as to their progress. It can also be used by the organisation delivering training to check whether the training program is achieving its outcomes and effectively training candidates.

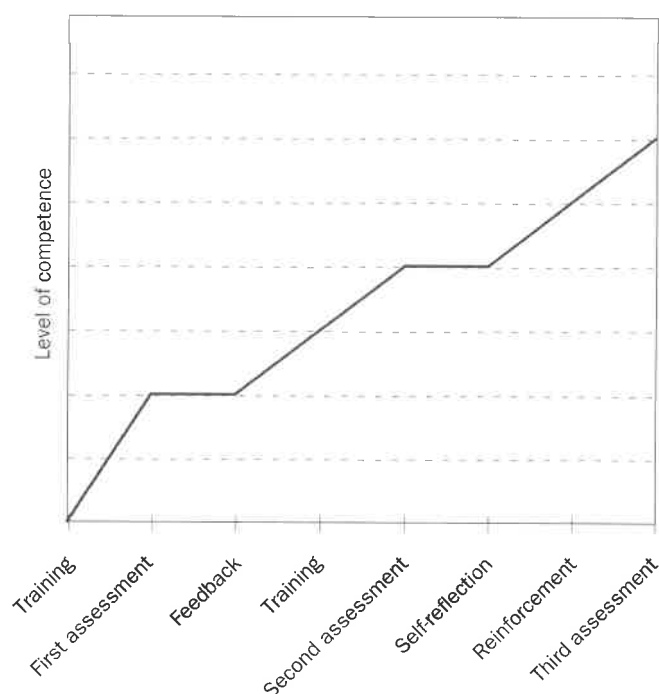
Introductory activity 4: areas of assessment

The AASC program will have three main areas of assessment — recognition of current competencies, registration of deliverers and ongoing quality-assurance appraisals of deliverers. Discuss how these three will apply in the AASC program.

Assessment as part of the learning process

The following figure shows how the process of assessment fits into the learning and development process of an individual. However, in order for assessment to be perceived as part of the training and development process by candidates, the assessor must be positive and supportive, develop mutual respect and encourage the development of the candidate.

Figure 1: Assessment as a continuation of the learning process



Topic 1: Competency and competency-based assessment

1.1 What is a competency?

A competency can be defined as 'the application of specific knowledge and skill to a required standard of performance in a given situation'.

A competency can include a number of aspects of performance, such as:

- applied skills (being able to teach specific skills)
- management skills (being able to prepare, plan and organise)
- contingency-management skills (being able to fix problems that arise)
- interpersonal skills (being able to work with others).

Usually all four of these areas of competency are considered.

1.2 What is competency-based assessment?

Competency-based assessment differs from many of the traditional forms of assessment that have commonly been used in education and training. The major differences are:

- **Criterion-based assessment** — candidates are assessed against standard criteria or benchmarks, not against each other. The criteria used may be from national competency standards, learning outcomes or other performance outcomes. This approach does not require the candidates to be ranked or graded against each other.
- **Evidence-based assessment** — decisions about whether a person is, or is not, competent are based on evidence provided by the candidate. The evidence may be demonstrated or produced by the candidate, gathered by the assessor, or a combination of both.
- **Use of participatory processes** — the candidate is involved in planning and arranging the assessment process. Assessors and candidates will usually have the scope to negotiate the form that these assessment activities take. Assessors must have effective communication skills to enable this participatory process to take place.

Activity 1.1: tasks and assessment

- a** Work in pairs or small groups. List the top five tasks you would expect an AASC community coach candidate to be able to perform (for example, organise a physical activity session, manage a group of primary school-aged children, communicate effectively).

i

ii

iii

iv

v

- b** Now outline how you could assess each task.

i

ii

iii

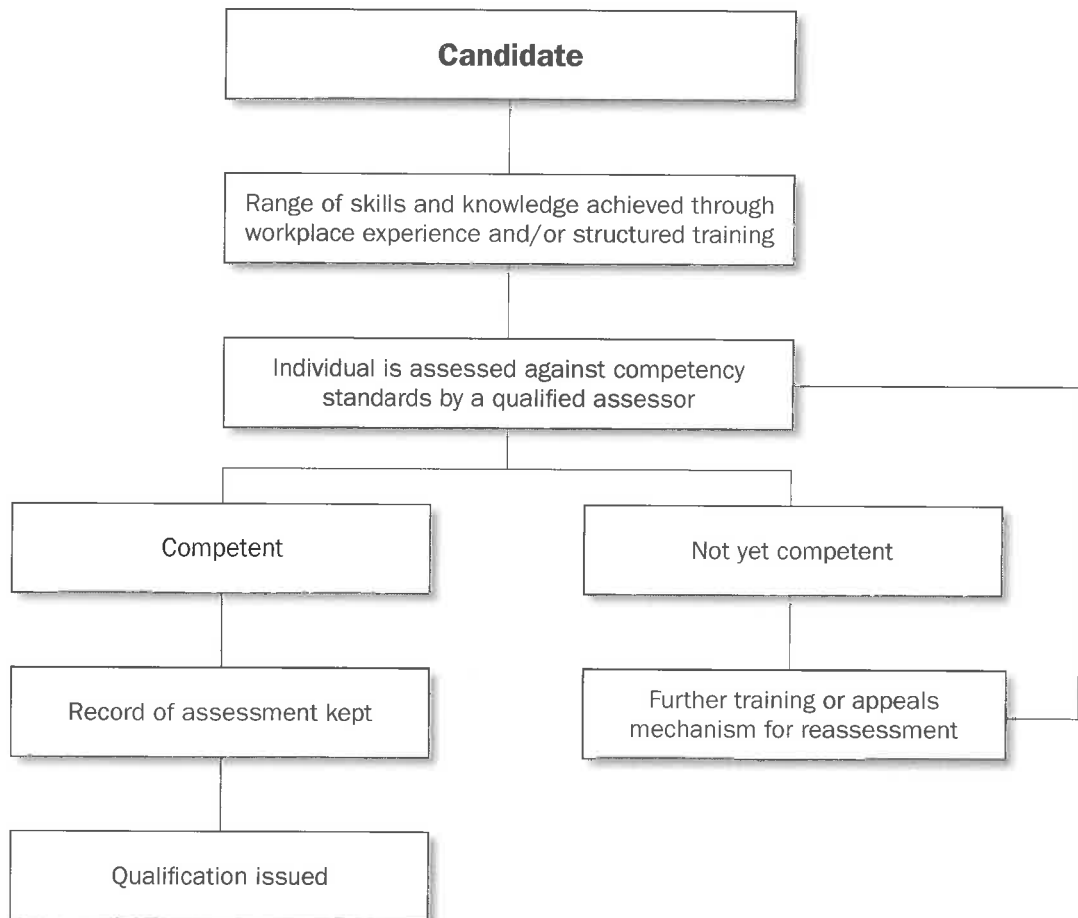
iv

v

1.3 The competency-based assessment process

The flow chart below outlines the assessment process when conducting competency-based assessment.

Figure 2: The competency-based assessment process



Adapted from: *Assessment Guidelines for the National Sport and Recreation Industry Training Packages*, 1998, Sport and Recreation Training Australia, and Australian National Training Authority.

1.4 The assessor's role

People make many assessments in their daily lives in order to make decisions (for example, checking the weather to decide on the right sort of clothes to wear).

Although this process seems simple enough, there is often a lot more involved. The amount of care we take when making an assessment often depends on how important we think the outcome of the assessment is to others or ourselves.

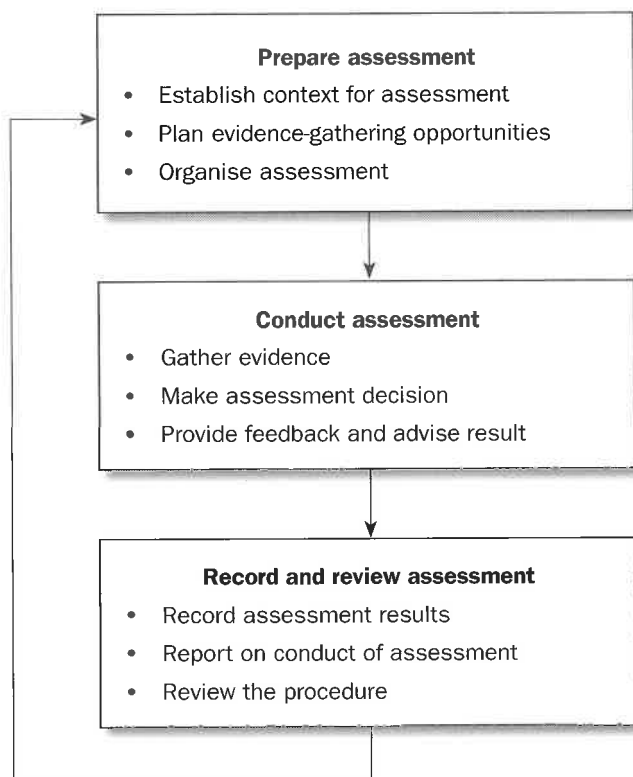
The role of the assessor in a competency-based system is to compare a candidate's evidence against the criteria for assessment and make a judgment about whether they have met the required standards.

The assessment process is divided into three main stages. They are:

- prepare assessment
- conduct assessment
- record and review assessment.

The following diagram illustrates the assessor's role throughout the assessment process.

Figure 3: The assessor's role in the assessment process



Source: *Assessment Guidelines for the National Sport and Recreation Industry Training Packages*, 1998, Sport and Recreation Training Australia, and Australian National Training Authority.

As an assessor, the judgments made about people will affect their future. Assessors should ensure that candidates' rights are observed. These rights include free choice to participate and confidentiality.

Free choice to participate means that the assessor should ensure the candidate:

- is informed if an assessment is planned (that is, no surprises)
- is provided with adequate details about the assessment
- is not pressured to undertake the assessment if they do not feel they are ready
- is involved in setting up the assessment process.

Confidentiality means that information about assessments should be:

- made available only to authorised personnel
- kept secure.

1.5 Key features of assessment

There are four key features of assessment that should be observed within a competency-based assessment system:

- validity
- reliability
- flexibility
- fairness.

1.5.1 Validity

- Assessments should cover the broad range of skills and knowledge needed to demonstrate competency.
- Assessment of competency should be a process that integrates knowledge and skills with their practical application.
- During assessment, judgments to determine a candidate's competency should, wherever practicable, be made on evidence gathered on a number of occasions and in a variety of contexts or situations.

Activity 1.2: problems with written assessment tasks

What might be the problem with a written assessment task that is designed to measure a coach's practical skills? Does this happen? Discuss.

1.5.2 Reliability

- Assessment practices should be monitored and reviewed to ensure that there is consistency in the interpretation of evidence.
- Assessors must be competent in terms of the national competency standards for assessment.

1.5.3 Flexibility

- Assessment should cover both the 'on-the-job' and 'off-the-job' components of training.
- Assessment procedures should provide for the recognition of competencies no matter how, where or when they have been acquired.
- Assessment procedures should be made accessible to candidates so that they can proceed readily from one competency standard to another.
- Assessment procedures do not necessarily have to occur face to face, however strict conditions need to be followed if this is the case (see 5.3, 'Using video for assessment').

1.5.4 Fairness

- Assessment practices and methods must be equitable across all groups of candidates.
- Assessment procedures and the criteria for judging performance must be made clear to all candidates seeking assessment.
- There should be a participatory approach to assessment. The process of assessment should be jointly developed/agreed between the assessor and the candidate.

- Opportunities must be provided to allow candidates to challenge assessments and provision must be allowed for reassessment.

Activity 1.3: involvement in assessment process as a candidate

Have you ever been involved in an assessment process as a candidate, where one, some, or all of the above have not been implemented? What did you do and how did that make you feel?

.....

.....

.....

Activity 1.4: features of assessment within your area of involvement

Think about an assessment conducted within your organisation.

How could you make this assessment more:

a Valid

.....

.....

.....

b Reliable

.....

.....

.....

c Flexible

.....

.....

.....

d Fair

.....

.....

.....

1.6 Types of assessment

Information collected in assessments can be used in different ways. There are three main types of assessment — diagnostic, formative and summative.

1.6.1 Diagnostic

This type of assessment is used to identify the education and training needs of the candidate. The aim is for the assessment tasks to allow candidates to demonstrate their level of competence. The results are then used to formulate a training program for the candidate to:

- bridge any performance gaps
- extend the required skills.

For example, a candidate is required to demonstrate how to teach a particular skill, but is unsuccessful because they do not understand a key part of the process. In this situation an assessor would normally try, by means such as questioning, to identify the candidate's particular problem or need. This can then be incorporated into the training strategy to help the candidate overcome their problem.

Diagnostic assessment is often undertaken informally during the early stages of learning to enable training needs to be established. It is often used in conjunction with formative assessment.

1.6.2 Formative

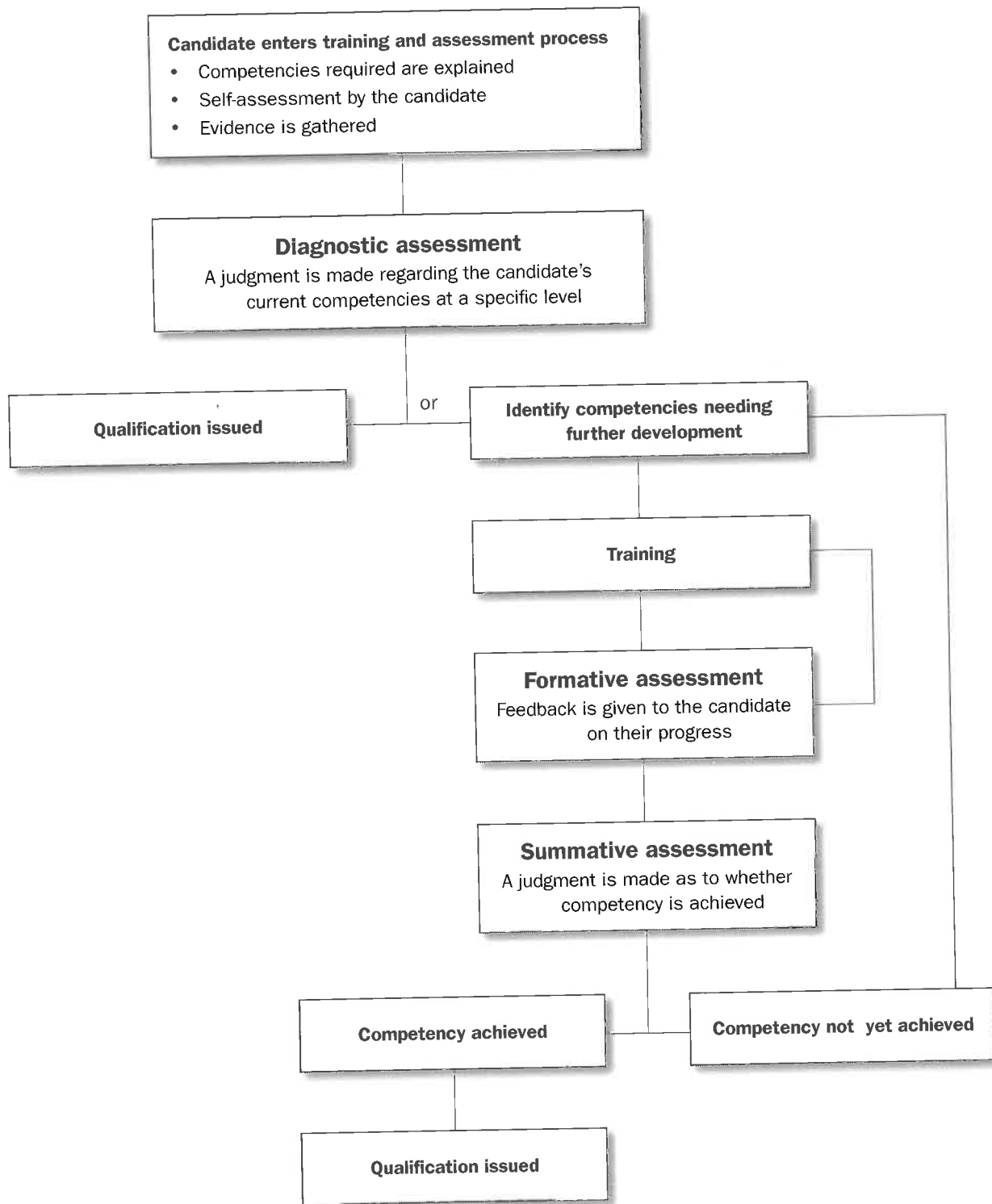
Formative assessment usually takes place over a longer period of time, as the candidate is undertaking learning or practice. Formative assessment is used to provide frequent feedback on how a candidate is progressing towards the achievement of competency. This type of assessment is not normally used to make a final judgment about competence. Rather, it is used by a trainer to continually tailor the training program to benefit the learner. For example, a trainee learning to teach a skill may be assessed on several different skill teaching activities and receive ongoing help as required from the teacher.

1.6.3 Summative

This type of assessment is usually conducted at the end of a period of training. This is the type of assessment that people are most used to, where a 'final' assessment is made about their competency for accreditation or other purposes. Normally, the results of a summative assessment are recorded and contribute either wholly or partly towards a goal. For example, in the case discussed in 1.6.2, the trainee in a summative assessment situation would be required to teach the skill according to accepted practices (using a Playing for Life approach) and the assessment would be used by the assessor in making a judgment about competence.

The diagram on page 18 helps to demonstrate how the three types of assessment work together in the training and assessment of a candidate.

Figure 4: Types of assessment and their roles



Source: *Assessment Guidelines for the National Sport and Recreation Industry Training Packages*, 1998, Sport and Recreation Training Australia, and Australian National Training Authority.

Activity 1.5: types of assessment in your area of involvement

Think about your area of involvement. What use is made of each of these three types of assessment? Give an example of a situation where each type is used.

Type	Example
------	---------

Diagnostic	
------------	--

Formative	
-----------	--

Summative	
-----------	--

Topic 2: Preparing the assessment process

This topic looks at the arrangements that have to be made to ensure an assessment activity is conducted satisfactorily. These arrangements include:

- developing assessment tools
- developing assessment or performance criteria
- developing assessment policies
- organising resources
- communicating with personnel involved
- working in assessment teams.

2.1 Developing assessment tools

An assessment tool is a means of generating evidence of a candidate's performance. Assessment tools help to ensure that:

- there is consistency in what and how different candidates are assessed
- important aspects of the assessment process are not omitted
- the assessment has been valid, reliable, flexible and fair.

The term 'assessment instrument' is used in education and training. This is essentially the same as an assessment tool. Assessment tools are aids for assessors to use. They include:

- **Observation checklists** — a way of recording judgments made regarding candidate performance, by basically deciding whether a characteristic is or is not present or whether something was or was not done.
- **Diaries** — a way of recording progress by getting candidates to record their performance over a period of time.
- **Log books** — a way of recording progress by getting trainers or assessors to record the candidate's performance over a period of time.
- **Examination papers** — a paper with a series of questions to be completed by candidates under varying examination conditions (for example, closed book, time limits, etc.).
- **Instructions for assignments, reports, projects or case studies** — question/s and instructions for candidates to undertake written or other assignments/tasks, which normally take a longer period of time to complete.
- **Self-reflection/assessment tools** — diaries, work sheets or other methods of analysing own performance and developing improvement plans.

A number of these tools may be used in combination to provide sufficient evidence to make a judgment.

Assessment tools should:

- be able to be used by other assessors (thus aiding reliability)
- save time in the long term
- help eliminate personal biases.

Some key components of a good assessment tool are:

- layout
 - easy to follow
 - logical sequence
 - divided into sections

- wording
 - clear, concise instructions
 - no ambiguity
- clear indicators
 - acceptable evidence that relates to criteria
 - explanation of how competency can be achieved
 - explanation of all planned evidence-gathering methods
 - if underpinning knowledge is an important part of the evidence, then the questions that will be asked (either written or verbally) should be listed together with acceptable responses
- recording evidence
 - check boxes for criteria
 - space for comments to be recorded
 - place for the assessment outcome
 - place for names, dates and signatures.

Activity 2.1: inspection of a finished product

Look at the sample assessment tool at Appendix 1. Check the items and give feedback on the assessment tool design. Think of it from the point of view of a new assessor who would be using this document.

	Yes	No
• Do you know what this assessment is about?	<input type="checkbox"/>	<input type="checkbox"/>
• Do you know how you will use this assessment tool?	<input type="checkbox"/>	<input type="checkbox"/>
• Do you know what assessment method/s you are using?	<input type="checkbox"/>	<input type="checkbox"/>
• Do you know what is being assessed?	<input type="checkbox"/>	<input type="checkbox"/>
• Are there clear indications of what you are looking/listening for?	<input type="checkbox"/>	<input type="checkbox"/>
• Do you know what will constitute achievement of competency?	<input type="checkbox"/>	<input type="checkbox"/>
• Do you know when and where the assessment will take place?	<input type="checkbox"/>	<input type="checkbox"/>
• Do you know what the conditions of assessment are?	<input type="checkbox"/>	<input type="checkbox"/>
• Is there a place for the assessor to sign and comment?	<input type="checkbox"/>	<input type="checkbox"/>
• Is there a place for the candidate to sign and comment?	<input type="checkbox"/>	<input type="checkbox"/>

• What positive comments can you offer about this assessment tool?

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• What constructive suggestions can you make for improvement?

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2.2 Principles for developing assessment tools

- Keep in mind that the purpose of assessment is to establish whether the candidate has achieved the required level of competence as described in the relevant competency standards.
- The assessment tool should assist the assessor to make a judgment on the candidate's competence, based on:
 - performance criteria outlined in the competency standards
 - sufficient evidence of the candidate's performance
 - the key principles of validity, reliability, flexibility and fairness.
- Where possible, assessment should be holistic. That is, it integrates knowledge, skills and understanding as it occurs in the real-life context (that is, the AASC program coaching environment).
- Assessment conditions should be realistic or be able to simulate the authentic AASC coaching situation.
- Assessment of the underpinning knowledge component should be sufficiently rigorous to ensure that candidates comprehend why they are doing something, and be able to recall and/or locate and interpret this information when it is needed at some other time.
- Assessment tools must consider:
 - assessment context
 - assessment environment
 - assessment purpose
 - level of available resources
 - characteristics of the assessment
 - rigour and length of the assessment
 - level of evidence required.

2.3 Developing assessment or performance criteria

The terms 'assessment criteria' and 'performance criteria' are used interchangeably. Either of these refers to evaluative statements that specify what is to be assessed and the required level of performance. It is here that the activities, skills, knowledge and understanding that provide the evidence of competent performance are specified.

Often the assessment/performance criteria will be already set out for the candidate in standards documents and other guidelines in their industry or organisation. (The performance criteria for AASC community coaches are outlined in Appendix 2.) However, in Activity 2.3, candidates will be required to develop some simple assessment/performance criteria to use as part of the assessment process.

2.4 Conditions of assessment

There is often a need to set some guidelines or conditions regarding the way in which the assessment will be conducted. Questions about the conditions of assessment that often arise include:

- Should a time limit be placed on an assessment task? If so, what?
- Should the candidate be allowed access to any materials during the assessment? If so, what?
- How many attempts at the assessment can the candidate have?

In answering these questions, assessors should consider what is required to perform the particular task competently in the 'real' AASC coaching environment. For example, if a time limit is required in the 'real' coaching situation, then it is reasonable to include this aspect within the assessment.

Many competency standards, learning outcomes and performance criteria do not specify time limits or other conditions, such as access to materials or repeat attempts. However, these are some of the practical considerations and questions that assessors face, which can often be answered in an assessment policy.

2.5 Assessment policies

It is important that policies regarding training and assessment are developed in an organisation. There should be written policy statements regarding assessment that cover aspects such as conditions of assessment, types of results given and the mechanisms for appealing results.

Some assessment policies may require graded assessment results (for example, A, B, C, D, E). To be able to make assessment decisions using grading, the assessor must have information about the specific criteria that apply to distinguish between the different grades.

If an organisation's assessment policies do not answer these questions about assessment, it is important that relevant people in the organisation are consulted to discuss these aspects before conducting any assessments. Assessors are in the best position to provide feedback to their organisation about aspects of the assessment policy that may need to be changed.

When the assessor briefs the candidate about the assessment, they should provide information about the conditions of assessment. This will provide candidates with an opportunity to ask questions about the conditions. Depending on the authority that the assessor has, they may be able to modify the assessment conditions if it is appropriate to do so.

Activity 2.2: conditions of assessment

Select two different assessment methods (for example, written test or work sheet, simulation or practical work).

- a Use the three 'conditions of assessment' questions (listed in Section 2.4) for each of your assessment methods to help you decide on the conditions you will set. List conditions for each of your assessment methods.

Assessment method 1:.....

Conditions:

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Assessment method 2:.....

Conditions:

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- b Think about any circumstances that might arise where the conditions may need to be changed or modified (for example, a time limit on a written test or work sheet when the candidate has literacy problems. Consider whether the time limit is required in the real coaching situation).

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- c Are there any other questions that candidates may have about the conditions? How would you address these as an assessor?

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» **Activity 2.3: developing an assessment tool**

This activity forms the second part of your assessment for the Community Coach Assessor qualification. Please use the separate *Assessment Tasks* booklet provided and hand it to the course coordinator on completion.

You will be conducting an assessment using the practical demonstration assessment method. You will be viewing a practical session conducted by a candidate on video. In order to undertake the assessment, you will need to develop an assessment tool.

Step 1

The competency that you will be assessing is 'Use appropriate communication strategies to meet the individual needs of the participants and the situation'.

Think about the sorts of performance criteria that you will use to assess this competency. You might like to use the performance criteria outlined in Appendix 2. These may help you as a guide to developing performance criteria.

What will you be looking for in your assessment (performance criteria)?

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Make sure you write your performance criteria in language that is able to be measured. For example, use words such as demonstrate, implement, provide, use, conduct, apply, develop and respond, as descriptors for your criteria.

Step 2

Take the performance criteria that you have just developed and formulate a full assessment tool (use the blank sheet of paper on page 113 of the *Assessment Tasks* booklet). The performance criteria make up the major part of the tool. However, there are other parts of the assessment tool that you will need to develop. Use the assessment tool in Appendix 3 as a guide to the other information that should be included.

Step 3

Review your assessment tool. You might like to use the checklist in Activity 2.1 as a guide to ensure that you have included all relevant information in your assessment tool.

2.6 Preparing the assessment environment

By now you will have realised that each type of assessment will require a different type of environment. For example, a written or oral test will require a very different environment from a hands-on practical assessment in a real coaching setting.

Where possible, you should assess competency under conditions that are similar to those experienced in the normal coaching environment.

However, there are some assessment situations (for example, a written or oral test) that are not experienced in the normal coaching environment. Even in these situations, it is important to ensure that candidates are made to feel comfortable.

Physical conditions that should be considered include:

- temperature
- lighting
- noise levels.

Areas that are too hot, poorly lit or noisy should be avoided. Thinking about these things beforehand may influence the timing and venue for assessments.

An assessor should also think about how the candidate may feel emotionally. It can help them to prepare and ease their nerves by discussing with them the conditions under which they will be assessed and by giving clear instructions.

If a practical demonstration is required, an assessor should consider whether it is necessary for other people to watch. Having certain people present may either add to or reduce discomfort or fears.

Distractions can be avoided if other people who may be in the facility or vicinity are made aware of the assessment, and are asked to avoid activities or behaviour that may interfere with the assessment process.

2.7 Organising resources

There can be a variety of human and physical resources that are required to ensure that an assessment is conducted appropriately. The nature of the assessment will determine what resources are required. Many assessment activities are practical in nature, and will require access to a physical activity area and equipment. The assessor needs to look at the resource requirements for any assessment and ensure that arrangements are made for the appropriate equipment, people or venue.

2.8 Informing relevant people

The most important person who needs to know all the assessment details is the person being assessed. As well as the candidate being clear about what they are expected to do, it is vital that the assessor ensures that the candidate is familiar with all the arrangements for the assessment. Depending on the situation, the candidate may be able to assist with organising resources and other requirements for the assessment.

Part of the assessor's role is to ensure that the assessment proceeds smoothly. This involves informing other people of what is required. Exactly who needs to be notified will vary according to the requirements of the situation. It is not necessary to notify absolutely everyone who has some interest in the assessment.

For example, some people need to know the outcome or result of the assessment so that they can keep their records up to date. However, they will not need to be informed of when the assessment is being carried out.

Some people the assessor may need to contact include:

- the person (for example, the mentor or instructor) who trained the candidate
- the coordinator of training in the candidate's organisation (if applicable)
- people responsible for managing the resources required to conduct the assessment
- other people who are using the assessment venue.

2.9 Recognition of current competencies

Competency can be achieved in a number of ways:

- through formal or informal training
- through work experience
- through general life experience
- through any combination of the above experiences.

All assessment processes must incorporate recognition of current competencies, which allows competencies currently held by individuals to be formally benchmarked against the relevant competency standards. In this process the assessed current competencies of individuals should be recognised regardless of how, when or where they were achieved.

A competency-based system in which competencies or other performance outcomes have been identified and documented makes it reasonably easy to match the competencies that a person has achieved in one learning environment with those required in another.

Matching of outcomes allows educational organisations to make formal 'credit transfer' or recognition of current competencies arrangements. This is made easier if details of course outcomes are kept by organisations.

Assessors are often uncertain or hesitant about recognition of current competencies assessments. However, the principles for conducting this type of assessment are no different to any other type of assessment.

2.10 Using assessment teams

When a candidate has successfully completed the AASC Community Coach Assessor Training Program, they will be a competent assessor. However, this does not mean that they will be able to assess every candidate in every situation.

A qualified assessor should be aware of the limitations of their competence. In their organisation they are no doubt competent to perform a range of tasks, but how would the assessor feel if they were asked to assess someone in an area where they did not feel competent? It is preferable that the assessor has both assessment skills, as well as the technical competencies of the task involved. However, it is not always possible to find an assessor who has skills in both aspects (for example, someone who has both the AASC community coach competencies and the required assessor competencies). In these cases, it is recommended that an assessment team is formed to conduct the assessment. The team could be made up of one person who has skills in assessment and one person who has the technical skills of the task involved (for example, coaching in the AASC environment). This will enable a quality assessment to be conducted. Assessment teams may have more than two people if required, but remember that this may be somewhat intimidating to the candidate.

Another valuable aspect of assessment teams is that the validity and reliability of the assessment increases when more than one assessor is making the assessment decision.

2.11 How do assessment teams work?

The interaction of any group of people as a team can be a complex and dynamic process. There is much literature available on group dynamics and strategies for developing group cohesion and harmony. While not purporting to cover every aspect of working as a team, the following points can be used as a simple guide:

The assessment team should meet before the assessment to discuss pertinent issues, including:

- the roles of each member of the assessment team (that is, who will lead the assessment team, what tasks will each person perform)
- how the overall assessment decision will be reached (that is, will each assessor's views be equally considered)
- how differences of opinion in regard to the assessment decision will be handled.

Think about any potential issues that may affect how the group interacts with each other.

Decide how feedback will be given to the candidate (that is, will everyone provide feedback, or will it be summarised through one person).

Agree not to undermine the assessment decision afterwards (that is, one assessor does not tell other people that they did not agree with the assessment decision).

Activity 2.4 Working in an assessment team

Work in groups of two or three to simulate the processes of an assessment team.

To help you with this activity, you might like to devise an assessment scenario, including who is the fictitious candidate, what are they being assessed for and what will the assessment involve.

Discuss the following issues and document the decisions of the group:

a What will be the roles of each member of the assessment team (that is, who will lead the assessment team and what tasks will each person perform)?

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- b** How will the overall assessment decision be reached (that is, will each assessor's views be equally considered)?

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- c** How will differences of opinion in regard to the assessment decision be handled?

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- d** How will feedback be given to the candidate (that is, will everyone provide feedback, or will it be summarised through one person)?

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- e** Are there any potential issues that may affect how the group interacts with each other?

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Topic 3: Candidate participation in the assessment process

This topic reviews the need for:

- the assessment process to be a participatory process between the assessor and the candidate
- the assessor to use effective communication and interpersonal skills to establish and maintain a participatory process
- fairness and flexibility in the assessment process through discussions and clarification with the candidate.

Activity 3.1: assessment process

Can you remember a time when you were being assessed and you were unhappy about some aspects of the process? For example, the assessment process was not explained to you, or the assessor did not provide you with any feedback or suggestions for improvement. Discuss.

Activity 3.2: assessment situations

How many assessment situations are actually conducted using the three points above? Why is this the case? Discuss.

3.1 Creating a supportive environment

Assessment can be a very stressful experience. If a candidate is being assessed in their role in the AASC environment, it is most likely that no matter how competent they feel, there will be some feelings of anxiety associated with it.

An assessment process should involve more than just assessing an individual's performance. The preparation before and the feedback following any assessment are just as important as the assessment of the performance itself.

Activity 3.3: assessment process

How can you, as an assessor, make the assessment process more enjoyable for the candidate and yourself and, in the process make you a more credible and respected assessor? Discuss.

Were the following points taken into consideration:

- respect for the candidate's rights to have views that may differ from the assessor's
- making allowances for individual circumstances, where possible
- recognising the candidate's feelings by showing consideration and regard
- being positive and supportive in order to encourage a good performance
- evaluating performance, not personality
- communicating calmly, clearly and in a friendly manner at all times
- being open with the candidate regarding the process (that is, there should be no surprises)?

In a competency-based system, candidates should be encouraged to take some responsibility for their own assessment. The assessment process should not be set up to intimidate or scare the candidate. Many people are scared of assessment because of previous negative experiences. This can affect performance and may result in a distorted picture of the candidate's real ability.

3.1.1 Sources of negative feelings

There are a number of reasons why candidates may have negative feelings about assessments:

- insufficient information was provided to the candidate about the assessment process, making them unsure of what was required, or the process involved
- the candidate was not ready to be assessed at the time
- the assessment method used was not suited to the candidate and impeded their ability to perform the required competency.

Activity 3.4: altering assessment methods to suit candidates

Can you describe a situation where you altered the assessment methods for a candidate, to better suit their needs, yet still allowed the competency to be accurately assessed? Discuss.

3.2 Empowering the candidate

The assessment process should endeavour to achieve a cooperative relationship between the assessor and the candidate. Although ultimately the assessor must make a decision on the candidate's competency, the candidate should be involved in as much of the process as possible. This approach can be challenging for both the assessor and candidate, as it breaks down old ways of thinking.

One of the benefits of candidates being more involved in their own assessment is that they gain greater understanding of the assessment process, as well as of the level of competency required for the particular assessment. This results in the candidate taking a more realistic view of their own level of competence. Self-assessment of their own performance will help the candidate to establish whether they are sufficiently ready to undertake the formal assessment.

Assessors may also experience some anxiety about the change in their role. Seeming loss of control and authority are common concerns of assessors. Whereas in the past the assessor decided how, when and where the assessment would occur, the new emphasis on communication and participation is a shift away from the assessor being in total control. The new concept of assessment is that the assessor and candidate are cooperative partners, with the assessor trying to assist the candidate through the assessment process.

Activity 3.5: perceptions of assessors

Your interaction with candidates can be affected by your attitudes to assessment. What are your feelings about your role as an assessor?

- a List three words that describe how you have perceived other assessors in the past (for example, authoritarian, fair, etc.).

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b List three words that describe how you would like to be perceived by candidates.

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3.3 Communication in the assessment process

Candidates will want to know:

- how they are going to be assessed
- the criteria they are to be assessed against
- why they are being assessed that way
- when and where the assessment will take place
- how many chances they will have to gain competency
- who will be assessing them and what qualifications/skills they have.

Do not assume that the receiver of information has the same interpretation of the message's meaning as the deliverer.

Too often, we assume the intended meaning of our message matched perfectly with the candidate's interpreted meaning of our message. This implies that all we need to do is 'inject' our message into our listener and it will be fully understood. This is not the case.

Communication is a two-way process. The assessor should ensure that they give clear explanations, using language appropriate to the candidate/s. During explanations, the assessor should also look and listen for indications that candidates are listening and comprehending what is being said. Puzzled expressions, frowns, sighs and body language can make it clear that people have not understood.

One of the most effective ways of ensuring that candidates have understood the message is to encourage them to ask questions. This will help to clarify the information that has been provided and should help overcome some problems with communication.

Ensure that time is allowed for questions in an assessment situation. Think about the best time for questions. Is it preferable to be interrupted with questions during an explanation, or when the explanation is finished?

If there are no questions, but it is unclear whether candidates have understood, a useful tactic is to prompt candidates by putting some questions to them. Questioning is a valuable tool to check the understanding of the candidate/s regarding the assessment process they are about to undertake.

For example, 'What is your understanding of what you have to do?'

Activity 3.6: 'Draw Bob'

Let us see how important it is to use clear explanations when conducting assessments. Use the space below to draw a picture of Bob. Listen carefully to the instructions given.

Compare your picture of Bob to that of the person next to you.

- a** What does this activity tell you about clarity and interpretation of instructions?

- b** How could the instructions for this activity be improved?

- c** How could questioning be used to improve this activity?

3.4 Involving the candidate

The candidate should always be considered the most important person in the assessment process. From this perspective, it is logical to ensure they have some input into the way the assessment process occurs. Obviously, the amount of input that is possible will vary according to the type of assessment, the circumstances and other administrative arrangements.

Three people are usually involved in planning the assessment strategy:

- the candidate
- the assessor
- the mentor or trainer.

These people may be involved at different stages of the assessment process, however, it is usually worth involving them all in the planning stage. This will allow them to have input and provide suggestions to enable the assessment to be carried out in the most effective way.

3.4.1 Involving the candidate prior to assessment

In order for a candidate to participate in their assessment, they must be well informed about the process. Because of previous assessment experiences, candidates may feel daunted about the assessment process. It is the assessor's role to try to put them at ease and assure them that their input and suggestions about the assessment process are welcome.

The extent of participation

While candidates should be involved in as much of the assessment process as possible, sometimes there will be aspects that are not open to negotiation. The context and circumstances of the assessment will determine this. Assessors should be clear about which parts of the assessment process are open to input and modification and which are not.

Discussions with the candidate before the assessment are important in order to involve them as much as possible and to clarify:

- the purpose of the assessment
- the method and type of assessment
- the performance criteria for the assessment
- the conditions under which the assessment will take place
- the detail, such as time and place.

Prepare information about the structure of the assessment process during the planning stage. Present this information to the candidate clearly and concisely (see Appendix 3 for an example). You should also provide the opportunity for candidates to ask questions and to seek additional information. This first meeting is perhaps the most important of all. Your task is to begin to create a safe and comfortable environment right from the start.

If it is not possible to meet the candidate in person before the assessment, find some alternative method of interacting with them (for example, a telephone conversation). Candidates will probably have many questions about the assessment requirements. It is necessary to provide answers to these questions and begin to develop a level of trust, mutual respect and honesty.

As discussed previously, questions and answers are an effective way of transferring information between the assessor and candidate. This will provide an opportunity for candidates to seek clarification and negotiate the conditions under which the assessment is to be carried out. Assessors should try to be flexible and responsive to the candidate and be prepared to negotiate where possible.

3.4.2 Encouraging the candidate

In theory, the flexibility of competency-based assessment should enable a candidate to undertake assessment only when they feel ready to do so. In practice, candidates are often keen to undertake assessment as soon as possible, including some occasions when they are not ready to do so.

The reasons for this may include:

- peer or employer pressure (for example, from the school or out of school hours care service that the candidate may be involved with)
- a pay increase that will result from achievement of competency
- under-estimation of the level of performance required.

If an assessor has involved the candidate in the early stages, the chances of any of these things happening will be reduced. Encouraging candidates to self-assess prior to the formal assessment may help with this problem.

On the other hand, a candidate sometimes needs to be encouraged to undertake assessment. In these cases, the assessor's capability to encourage candidates is important.

Reasons for reluctance to undertake assessment may include:

- previous poor experiences of assessment
- lack of confidence
- fear of failure
- over-estimation of the level of performance required.

3.4.3 Involving the candidate at the start of the assessment

The beginning of the assessment is likely to be a nerve-racking time for the candidate. It is important that the assessor is friendly and encouraging, and provides a supportive environment that reassures them.

Ways to put the candidate at ease include:

- ensuring the environment is suitable for the assessment to be conducted
- creating a positive, friendly and reassuring atmosphere through a pleasant demeanour
- welcoming the candidate and establishing rapport (remembering to make eye contact and smiling)
- allowing the candidate time to settle in and feel comfortable, and chatting to them initially about something unrelated to the assessment
- giving a brief overview of the assessment process in simple language (even if this information has already been provided to the candidate)
- checking the candidate's understanding of the assessment process through questioning (for example, asking the candidate what their understanding is regarding what they have to do)
- advising the candidate on the time allowed and any other conditions that are in place for the assessment
- inviting the candidate to ask questions
- advising the candidate when they can begin the assessment task.

During the assessment, provide appropriate encouragement and guidance where possible. This might include properly focused and phrased statements or questions where relevant.

It is important that the assessor always behaves in a way that makes the candidates believe that the assessor will be just and fair in their judgments. Ensuring that attention is focused on the candidate and that there are no other distractions to the assessment is very important. Where possible, the assessor should try to remain unobtrusive and non-threatening while the assessment is taking place.

3.4.5 Candidates with special needs

Assessors must be careful that the assessment process is fair for all candidates and adaptable to individual situations. Candidates should not be disadvantaged by physical, racial, cultural, religious, gender, language/literacy or personal bias. The key to assisting candidates with special needs is to be as flexible as possible with assessment tasks. Some situations regarding assessment of candidates with special needs that may occur include:

- requirements regarding dress, or the day of the week that an 'on-the-job' assessment can be conducted
- language barriers when completing a written assessment task
- physical limitations to carrying out a task strictly 'by the book'.

The question often arises regarding flexibility for someone with special needs? If a competency is identified as a key requirement for a particular job, are safety, quality and fairness compromised if one candidate is assessed differently to others?

While there is no easy answer to this, a guiding principle is that a candidate should not be disadvantaged because of their special needs. If an alternative form of assessment can be used that still allows the candidate to demonstrate competency, then this should be permitted. On the other hand, the assessor needs to also consider whether there are certain crucial tasks that must be performed in a particular way (for example, for safety reasons) in order to achieve competency. If the candidate is not able to perform these because of their special needs, then it may not be possible to judge the candidate as competent.

Some examples of when it is and is not appropriate to be flexible with assessment include:

- A candidate who cannot read English, but can speak it, may be permitted to undertake an oral exam if reading English is not a key competency required to perform their job.
- Where a candidate is required to perform a physical task that must follow a very strict routine for safety reasons, the assessor may decide not to permit an alternative form of assessment (that is, a non-physical assessment task).

3.5 Using questions during the assessment process

In some assessment situations, the assessor may be required to use questioning to gather information that will provide evidence of the candidate's competence. It is important that questions used during assessment are designed to elicit information from the candidate that will assist them in showing their competence. Questions should not be used to 'trick' a candidate, or put them down.

A series of standard questions can be decided on before the assessment. There will also be further questions that will arise during the interview. All questions should be clear and designed to draw out information about the topic being assessed.

It is important that the assessor tries to make questions seem friendly, rather than an interrogation. Candidates should be given the opportunity to expand on issues, and demonstrate their understanding of the topic under discussion.

3.5.1 Types of questions

Closed questions

Closed questions are not generally encouraged, as they are usually answered only with a 'yes' or 'no'. They are appropriate in some situations, but are not often used to elicit information during an assessment.

For example:

- 'Do you know how to conduct Start Up (warm-up) activities using a Playing for Life approach?'
- 'Do you understand the AASC Community Coach's Code of Ethics?'

Open questions

Open questions are valuable during assessment, as they are designed to draw out explanations, information and opinions. They allow for a variety of responses and enable the candidate to take whichever direction they choose to demonstrate their knowledge.

For example:

- 'Can you explain the types of activities used in a Start Up (warm-up) using a Playing for Life approach?'
- 'Can you outline the AASC Community Coach's Code of Ethics?'

Questions that encourage

These are very similar to open questions, but candidates should be encouraged to talk about their experiences in the field.

For example:

- 'How do you normally deal with inappropriate behaviour?'
- 'What do you think about the CHANGE IT approach to catering for varying abilities?'

Assessors should try to avoid ambiguous and unclear questions that can make candidates feel unsure of themselves or uncomfortable. They should also avoid asking too many questions in the same sentence, as this can confuse candidates. Leading questions, such as 'You wouldn't stand there, would you?', should be avoided, as they may influence the candidate's response and make the assessment invalid.

3.5.2 Helpful hints for planning questions

Assessors should:

- plan the structure of questions before the assessment
- think through how the questions will be ordered (that is, candidates need to understand and make sense of the questions)
- plan some follow-up questions that will identify the candidate's range and depth of experience
- not get side-tracked by an inappropriate response, and draw the candidate back on track with another clear question
- ensure that the questions are relevant
- try not to interrupt the flow of discussion.

3.6 Listening and responding

The skills of listening and responding are very important in the assessment situation, particularly when giving feedback.

If the candidate is talking, the assessor should actively listen and show signs of interest and comprehension, using body language, tone of voice, facial gestures and movements when responding.

The assessor should look interested and encourage the candidate by:

- maintaining eye contact (but not constantly staring)
- adopting an open, relaxed posture
- using nods, smiles and phrases like 'I see' and 'go on'
- summarising their statements without adding anything they did not mention
- allowing enough time for them to collect their thoughts before they respond to questions.

An assessor's response to a candidate during an assessment situation can influence the candidate's performance and affect their feelings about themselves and the assessment process. The assessor should try to maintain the positive atmosphere and confidence that was have initially created.

The assessment should conclude with an open-ended question. For example, 'Is there anything you would like to add, or is there any aspect that we have overlooked?'

At the conclusion, the assessor should thank the candidate and explain the rest of the assessment process (that is feedback, recording procedures, etc.).

Activity 3.7: creating a supportive environment

How would you set up a supportive environment for the candidate?

In small groups, brainstorm ways you can create a positive assessment environment.

Prior to the assessment

- a** For example, what information will you provide about the criteria they are being assessed against? How will you clarify the timing of the assessment and confirm the location of the assessment?

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During the assessment

- b** For example, how will you greet and brief them? Where will you stand to observe them?

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After the assessment

- c** For example, how will you manage the feedback process (for example, will they be encouraged to ask questions)? How will you address deficiencies in the candidate's performance?

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Activity 3.8: assessment role play

In groups of three, role play the following:

- each person to play the role of either the assessor, the candidate or the learner
- choose a simple task that the candidate will teach to the learner (for example, tying a shoelace, making a paper aeroplane). The candidate will be assessed on how they teach this skill to the learner. The criteria are:
 - provides a clear demonstration
 - gives clear concise instructions
 - gives clear concise feedback
- the focus for the person playing the role of the assessor is to:
 - implement strategies that will put the candidate at ease and create a supportive environment (use strategies developed in Activity 3.3)
 - use appropriate questioning techniques
- the assessor should interact with the candidate in the pre, during and post-assessment phases.

Discuss as a group how you felt the person in the assessor role performed.

- a Did the assessor create a supportive environment?
- b Were appropriate questioning techniques used?
- c How could the assessor improve their performance?
- d Change roles and repeat the activity.

3.7 Giving feedback after the assessment

The first, and perhaps the only, question most candidates will want answered is 'Have I passed?' Assessors need to answer this question promptly, however, their role does not end with a simple 'yes' or 'no'. The next steps are to encourage the candidates to assess their own performance, and provide effective and constructive feedback.

Checking with the candidate about how they think they performed provides useful information and alerts the assessor to how feedback should be presented. An opening question, such as: 'how do you think you performed?' is a good way to start the feedback process. It also allows the assessor to gauge the mood of the candidate, which may assist in how to structure feedback.

The assessor should talk to the candidate about their strengths and weaknesses, and give suggestions for corrective action (where appropriate). Assessors need to provide feedback in a positive manner to ensure that their comments are well received. Constructive feedback should increase self-awareness. Candidates should be offered the chance to change or modify their performance and be guided towards what their next goals might be.

Feedback about the outcomes will help the candidate understand the basis for the decision. Feedback should also identify further training, development or assessment needs. Where possible, feedback should be provided in person, rather than just a letter or written comments. The face-to-face situation allows the candidate to ask questions and discuss the assessment decision, as well as talk about possible future training or directions. Of course, the face-to-face situation is more threatening for the assessor, as they will often have to deal with the emotions of a candidate who has not achieved competency. Some strategies for dealing with this type of situation are covered below.

3.7.1 Encouraging the person who has not achieved competency

It is difficult for an assessor to be placed in the position of telling candidates that they have not performed to the standard expected. This can be especially hard when the assessor has established a good rapport with the candidate.

When giving this feedback, the assessor needs to:

- be as precise as possible about the gaps in the candidate's competence
- identify which part/s of the assessment need to be repeated
- suggest learning experiences to develop the candidate's competence
- arrange a further opportunity for the candidate to again attempt the assessment
- be as positive as the circumstances permit, without raising false expectations
- suggest strategies to the candidate for further learning or practice to fix the gaps
- arrange a further opportunity for the candidate to attempt to complete the assessment requirements.

Not surprisingly, many candidates who are not assessed as competent will feel disappointed or unfairly dealt with. Some candidates may wish to appeal against an assessment decision. This is their right, though they may feel differently after they have discussed their performance with their assessor.

Hopefully, if the assessment process has been a participatory process and a good rapport with candidates has been established, a solution can be negotiated that satisfies all parties.

Some helpful hints for assessors giving feedback are to:

- always begin on a positive note and finish with a positive comment
- begin with a question to the candidate, for example, 'How did you feel you performed in the assessment?'
- concentrate on what the candidate did, rather than how the assessor feels about them
- not overload the candidate with too much information
- choose an appropriate time and place to give the feedback
- give honest feedback and focus on behaviour that the person can do something about
- make sure the feedback is confidential and given to the candidate in private.

Some reasons for the failure of feedback are:

- candidates perceive little benefit
- candidates and assessors perceive too much time and energy expenditure with little result
- candidates are uncomfortable with face-to-face communication
- candidates are not skilled in the process of giving and receiving feedback.

3.7.2 Giving feedback

When giving feedback, assessors should:

- encourage openness
- praise good work
- make feedback timely
- state the feedback in a manner that conveys respect and support
- keep comments impersonal and task-related
- focus on specific behaviours
- ensure comments are clear and understood
- support negative feedback with data
- link negative feedback to actions for improvement.

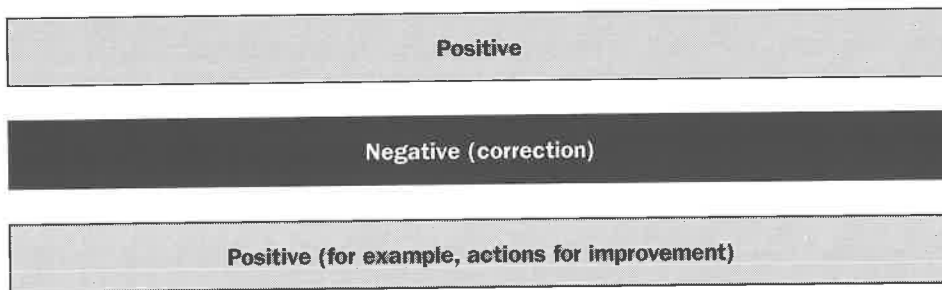
3.7.3 Receiving feedback

When receiving feedback, assessors should:

- listen objectively without interrupting
- take feedback as advice, not as a personal attack
- summarise feedback
- take a problem-solving approach
- ask for suggestions for improvement
- thank the person giving the feedback
- practice to improve.

When giving feedback, the 'sandwich' approach can be used. The following diagram illustrates some of the important aspects of feedback to consider as an assessor.

Figure 5: Feedback considerations



Adapted from *Assessment Guidelines for the National Sport and Recreation Industry Training Packages, 1998*, Sport and Recreation Training Australia, and Australian National Training Authority.

Assessors should actively seek feedback from the candidate and encourage openness.

Activity 3.9: the sandwich approach

You are assessing a candidate who just performed an activity incorrectly. You want to provide feedback to the candidate to assist the assessment process (keeping in mind all the assessment procedures). Give an example of how you could do this, using the sandwich approach for providing feedback. Remember the tips for giving feedback.

Positive

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Negative (correction)

.....

Positive

.....

Activity 3.10: 'not yet competent' role play

With a partner, work out a role play of an interview between an assessor and a candidate where the candidate has not met the level of competence required.

a What strategies can you use to break the news to the candidate?

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b How might you handle conflict with the candidate?

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c How can you help the candidate to improve?

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d What strategies can you use to encourage them to try again?

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Act out your role play with your partner, using the strategies just devised.

Evaluate your role play:

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

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3.8 Dealing with conflict in the assessment process

Activity 3.11: dealing with conflict in the assessment process

Discuss the following with the group:

- Who has a real life example of conflict in an assessment situation that they have facilitated?
- Was the conflict between participants, the assessor and participants or another scenario?
- How was the situation dealt with?
- Was the conflict effectively resolved?
- What affect did this situation have on the individual, the group and the remainder of the assessment session?

Please share your experiences with the group.

3.8.1 Strategies assessors can use to prevent or resolve conflict

- Avoid the conflict
- Smooth over the situation
- One or both parties compromise
- Confrontation
- Address the problem, not the emotions
- Try to start a dialogue with each candidate as soon as possible and make it a positive experience for them
- Know why they are there and what they want from the training/assessment
- Respect and, if possible, use their experiences as examples within the assessment program

Activity 3.12: conflict resolution

a Which is your preferred method of conflict resolution/prevention?

b Does it vary with different situations?

c Can you give examples and share them with the group?

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Topic 4: Planning the assessment strategy

This topic reviews the need for assessors to:

- analyse the context in which assessment is being made, including:
 - the reasons why an assessment is being made
 - the way in which the assessment is conducted
- decide on the appropriate forms of evidence they need to gather
- decide on the appropriate methods of assessment, including:
 - the merits of various methods for collecting evidence
 - how to select which methods to use
 - efficiency in evidence gathering
- be aware that assessment can be done for a number of purposes and often there are formal policies or guidelines that have to be followed.

In many instances, policies may restrict the type of evidence that can be supplied. However, the assessor can encourage a wider view of suitable evidence, as long as the principles of evidence are met.

4.1 Use of standards or other benchmarks

Competency-based assessment involves making decisions about a candidate's performance against a set of criteria or benchmarks.

These criteria or benchmarks are often set down by someone other than the assessor. Depending on the circumstances, the benchmarks may be:

- competency standards
- learning outcomes
- performance criteria.

Sets of competency standards are the usual form of benchmarks for workplace training. See Appendix 2 for an outline of the competencies expected of an AASC community coach, the intended learning outcomes of the AASC Community Coach Training Program and the performance criteria that community coaches are expected to meet.

4.2 Evidence in assessment

One of the most crucial roles of the assessor is to look at the evidence provided by a candidate regarding their competency, and make a decision about whether the candidate has achieved the required level of competency. Some assessors may be involved in deciding what evidence is required. In other situations, the required evidence may already be specified, and the assessor will simply make the judgment as to whether the candidate has provided the required evidence.

Assessors often need to provide feedback to candidates about the suitability of their evidence in the lead-up to the formal assessment. In order to give this feedback, it is important that they understand what evidence is, and what makes it suitable.

4.2.1 What is evidence?

Evidence is information that, when matched against the relevant criteria, provides proof of the competence of the person assessed.

4.2.2 Types of evidence

Evidence can take many forms and be gathered from many sources. The forms of evidence required will depend on the purpose of the assessment and the assessment criteria. Forms of evidence are classified according to whether they are direct, indirect or supplementary.

Direct evidence

Direct evidence is usually the best form of evidence for assessment. It is obtained when an assessor observes the candidate's actual performance in an AASC coaching setting. The assessor views the candidate directly, and makes a judgment about whether the candidate has competently performed a task or series of tasks. For example, the assessor may:

- observe the candidate performing a range of skills in a hands-on setting
- view a video of the candidate's performance
- examine something produced by the candidate (for example, a session plan or report).

Indirect evidence

Indirect evidence is used when it is not possible for candidates to be assessed in a practical setting (for example, it may be too costly or dangerous). Assessment methods used to collect indirect evidence include simulations and role plays.

For example, the assessor may observe the candidate simulating their response to a scenario about an emergency situation (for example, a child with a broken leg).

Supplementary evidence

Supplementary evidence is the least reliable of the types of evidence. Supplementary evidence involves the assessor inferring the candidate's competency from activities that do not replicate the real situation, or through a third party. Examples of supplementary evidence include:

- written or oral questioning
- tests done 'off-the-job'
- third party sources (for example, written or verbal report from the candidate's supervisor).

Caution should be used with supplementary evidence. While it is often simpler to gather, it is less reliable, and the issues of authenticity and confidentiality often arise. It is not recommended that an assessor make a judgment of competence based on supplementary evidence alone. It is best used in conjunction with direct or indirect evidence. It must also be emphasised that if the evidence is from a third party source, it is the assessor, not the third party, who makes the ultimate judgment of the candidate's competence.

4.3 Features of evidence

The features of evidence are closely linked to the key features of assessment (validity, reliability, flexibility and fairness). Evidence should be:

- valid
- authentic
- reliable
- sufficient
- current.

4.3.1 Valid: is it relevant?

Evidence must cover the broad range of knowledge and skills required to demonstrate competence. Assessors need to ensure that the evidence provided meets the specified criteria or outcomes. This requires assessors to be clear about the meaning of each criteria and to have technical expertise in the areas they are assessing (or work with someone who is).

The evidence required should be closely linked to the type of performance that is being assessed. Assessment should focus on ensuring that the candidate can apply their learning to practical situations. It will usually involve assessing the way people manage and solve problems in their coaching setting.

4.3.2 Authentic: is it the candidate's own work?

Assessors must be satisfied that the evidence provided is the candidate's own work. This will be easy to recognise with direct evidence, but less clear with indirect or supplementary evidence alone.

There may be some circumstances where evidence prepared by a group is legitimate. However, in these cases, it is best for the assessor to also have other evidence of the candidate's actual contribution (for example, if an assessment task requires a group to plan, prepare for, conduct and review a session, the assessor will need additional evidence about the candidate's actual contribution to the session).

4.3.3 Reliable: is it consistent with other evidence? Will the same result be achieved again?

Evidence that the outcomes can be achieved on more than one occasion is required for the evidence to be reliable.

It is often difficult for an assessor to determine that a candidate is competent if the evidence is only gathered from one source or on one occasion.

4.3.4 Sufficient: is it enough evidence?

There must be sufficient evidence for an assessor to make an accurate judgment about competence. It is the assessor's role to decide whether or not the evidence provided is sufficient.

Assessors will often encounter situations where the candidate has not provided enough evidence. This may be due to a number of reasons (for example, lack of knowledge of how much evidence was required or insufficient knowledge to complete a demonstration or a written test to the required standard). If this occurs, it is up to the assessor to provide guidance to the candidate on what further evidence is required. Candidates should be permitted to try to obtain that evidence.

There may be occasions where a candidate submits much more evidence than is required to demonstrate competency (for example, a portfolio). Effective communication between assessor and candidate as to how much evidence is required can reduce unnecessary evidence.

4.3.5 Current: is it up to date?

The evidence provided should be sufficiently recent to demonstrate current competency. The issue of currency often arises in situations where a candidate is seeking recognition of current competencies. A person who performed a task 15 years ago may have difficulty providing evidence to show that they are still competent in terms of today's outcomes and criteria. The currency of evidence will often depend on the type of task or job in question (that is, some skills stay the same for long periods, while in other areas, techniques can change rapidly, making skills previously learned quickly outdated).

Activity 4.1: features of evidence

Below is a list of assessment examples. For each example, identify which of the five features of evidence they are lacking.

- a** An assessor permits a candidate to take a written work sheet home.

.....

- b** A candidate teaches only one game during their practical assessment.

.....

- c** A candidate submits a session plan written six years ago.

.....

- d** A coach makes the correct decision about appropriate activities two out of four times.

.....

- e** A multi-skills focus coach is tested on their knowledge of a specific sport.

.....

- f** An assessor only allows 75 per cent of candidates to pass.

.....

4.4 Methods of collecting evidence

There are a variety of methods of collecting evidence. The method used will usually depend on the purpose of the assessment (for example, performance or knowledge). Methods of collecting evidence include:

4.4.1 Observation of the trainee performing work or a specific task

Observation usually provides the best evidence of a candidate's competence in a practical setting. This method can be used to gain an accurate picture of the candidate's performance of simple tasks or more complex integrated skills. Regional coordinators will be required to complete this type of assessment when they complete the practical assessment for community coach candidates, the full registration practical assessment for Australian Sports Commission-registered deliverers, as well as when they complete their regular reviews and feedback sessions for Australian Sports Commission-registered deliverers.

<p>Practical demonstration</p> <p>Demonstrates capabilities via steps and/or processes to produce a product or a coaching sample. (Note: video may be used to provide the demonstration in certain situations, rather than face-to-face).</p>	<p>Problem solving</p> <p>Implement problem-solving techniques to analyse a product or process for errors or problems.</p>
<p>Practical experience</p> <p>Candidate fulfils certain criteria in the coaching environment, demonstrating job-specific skills.</p>	<p>Simulation</p> <p>The candidate is required to demonstrate certain skills, but in simulated coaching conditions.</p>

4.4.2 Written tests

The type of written test used will depend on the intention of the assessment (for example, assessing a candidate's knowledge, comprehension, problem solving or specific writing skills).

<p>Extended essay An open-ended type of written assessment.</p>	<p>Matching Two lists are presented, one with statements and the other responses, which must be matched.</p>
<p>Restricted essay A written response that is more detailed than a short answer but less open-ended than an extended essay.</p>	<p>Multiple choice A question or incomplete statement, followed by four or five options from which the trainee must select the correct one.</p>
<p>Short answer A question with a predetermined answer that requires a written response of no more than a few words.</p>	<p>Multiple response A variant on multiple choice where there is more than one correct response.</p>
<p>Structured question An assessment instrument made up of a diagram, text, picture, etc., followed by a series of related questions.</p>	<p>True/false A statement that the trainee is required to indicate as true or false.</p>
<p>Alternative response A statement with two possible responses from which the trainee must select the correct one.</p>	<p>Completion An incomplete statement in which the trainee is required to supply the missing words.</p>

4.4.3 Oral tests or questioning

This method can be used to assess the candidate's ability to listen, interpret and communicate ideas about information. Sometimes written material or other information is provided as the basis for the questions. This will vary depending on whether the assessment is designed to test the candidate's skills in analysis, comprehension, description or straight recall.

<p>Oral presentation The candidate presents arguments or evidence on a particular topic to the assessor. The presentation may involve use of audiovisual aids where appropriate.</p>	<p>Interview schedule A series of questions designed to check understanding of underpinning knowledge and probe doubtful areas. May be conducted one-to-one or in a panel format.</p>
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4.4.4 Simulation, role play or case study

When it is not possible to assess competence directly in a practical setting, an artificial situation can be created that imitates the real thing.

<p>Case study Response to a specified situation. Used to ascertain the candidate's problem-solving techniques, background knowledge.</p>	<p>Simulation A structured resource-based exercise, which seeks to simulate real life situations and requires the trainee to achieve a specific task.</p>
<p>Role play A person-centred simulation used to present candidates with the opportunity to display behavioural and interpersonal skills.</p>	<p>Note: When using simulations and role plays, it is important that appropriate briefings and debriefings are given to participants (these may be other course participants or children).</p>

4.4.5 Reports

Reports can be used in both practical and simulated coaching environments. They are a useful supplementary assessment tool to support other evidence obtained (that is, in a practical setting). They can also be used in conjunction with another assessment method (for example, the candidate provides written details of their knowledge and also responds to oral questions about their reasoning).

<p>Project An assessment tool consisting of any exercise or investigation with relaxed time constraints and which usually requires a significant part of the work to be done without close supervision.</p>	<p>Project report A written overview of a project that may also require an oral presentation.</p>
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4.4.6 Portfolio

Evidence for a portfolio can be gathered over a suitable period of time and may include a range of direct, indirect and supplementary sources. The assessor may want to clarify details about the evidence via an interview after submission of the portfolio. Regional coordinators will be required to complete this type of assessment when deliverers submit portfolios for recognition of current competencies for the community coach qualification.

<p>Portfolio of evidence Documentary material that links the evidence of their performance to a set of criteria used for assessment (for example, transcripts from previous training and assessment, reports from employers/coaching directors).</p>

Activity 4.2: strengths and weaknesses of assessment methods

Think back to your previous assessment experiences or to your school days. Which of the following methods were used to assess you?

- Written tests with or without access to any books or learning materials?
- Multiple choice or short answer tests?
- Assignments that required you to research a topic and produce an essay or report?
- Examination of a portfolio of your work?
- Observation of you performing a certain task or series of related tasks?
- Oral tests or 'hot seat' questions?
- A simulation or role-play activity?
- A case study activity?
- Other?

Choose one of these methods. Discuss with a partner, and make brief notes regarding what you feel are the strengths and weaknesses of this method.

Strengths

Weaknesses

4.5 Efficient evidence gathering: integrated assessment

Trying to assess each competency, learning outcome or performance criteria individually is usually inefficient and time consuming. Often, competencies will be linked together, and it makes sense to assess more than one competency or outcome in the one assessment task. As well as being more time efficient, this type of approach is also more cost effective.

In a practical setting, most roles require the candidate to use more than one competency at a time. This principle should be remembered when preparing a strategy for carrying out assessments, so that:

- more than one outcome is assessed in the one assessment activity (integrated or holistic assessment)
- successful performance in a range of assessment activities provides evidence that can be used to infer competence in other associated areas. These may not then need to be directly assessed.

The costs involved with assessment have been an issue for many organisations. There are usually not unlimited funds available for training and assessment. Assessors should consider the costs involved in assessment, and seek ways to reduce these costs through efficient assessment practices.

When deciding how to make assessments efficient, an assessor's knowledge of what is really crucial to each assessment should help them to identify ways of keeping costs down.

For example, an assessor who is assessing an AASC community coach candidate might assess a number of competencies in one assessment activity (plan, prepare for, conduct and review a 15-minute physical activity session targeted at primary school-aged children and based on a Playing for Life approach).

In other words, an assessor should use their existing knowledge and skills to help them select a balanced range of assessment activities.

Keep in mind the four key features of assessment:

- validity
- reliability
- flexibility
- fairness.

Practical, time-efficient and cost-effective assessments can still conform to these principles.

4.6 The assessment matrix

An assessment matrix is a way of identifying the most effective assessment method, reducing duplication of assessment and providing the assessor with an overview of how evidence can be efficiently gathered.

The detail in the assessment matrix will assist the assessor to select the best assessment methods for a range of tasks. It can also be useful in showing candidates an overview of the assessments that are planned and how they link in to each of the required competencies or criteria. It is preferable to involve trainers, mentors and candidates in the development of the matrix where possible.

4.6.1 How does it work?

Look at the example on page 54, where there are a number of performance criteria related to pre-session preparation. The assessor first lists all the performance criteria required along the top of the page. The next step is to list a range of assessment methods that can be used to assess these criteria. Remember that holistic assessments are best. When the assessor has listed the range of methods available, it is then a simple matter of cross-checking the methods that are suitable for each of the criteria.

The result is a mass of ticks, as in the example below:

Methods used to gather evidence	Performance criteria				
	1	2	3	4	5
Underpinning knowledge (for example, legal)		Develop a session plan appropriate to the group being coached	Coordinate the human and physical resources (equipment) required to conduct the session	Undertake a risk analysis of the venue prior to the session start and address any risks, as required	Acknowledge children in an enthusiastic and friendly manner on arrival
Observation of candidate coaching			✓	✓	✓
Written test (work sheet/plan)	✓	✓	✓	✓	
Oral questioning	✓	✓	✓	✓	
Simulation/role play/case study			✓	✓	✓
Video footage			✓	✓	✓

Once the matrix has been completed, the assessor can decide which of the assessment methods will be used. It is valuable to assess a competency or criteria more than once. By using a range of assessment methods, this can be achieved.

4.6.2 Benefits of using the matrix

- A range of assessment methods have been used.
- There is a need for multiple sources of evidence. Certain performance criteria are assessed using more than one method to ensure there is sufficient evidence (for example, the criteria to 'Acknowledge children in an enthusiastic and friendly manner on arrival' is assessed by using three methods: observation, a simulation activity and video footage).
- Use of the matrix also shows where assessments could be grouped (for example, the written test for elements 1, 2, 3 and 4 could be conducted as one assessment activity).
- The combinations of methods used can be varied according to the circumstances (provided the features of assessment and evidence are kept in mind).

4.6.3 Choosing the best assessment method

Choosing the best assessment method can sometimes be difficult. As a general rule, assessment methods that simulate the real coaching environment and competency requirements are preferred.

The other advantage of this type of assessment is that more than one competency can usually be measured at the one time. However, in some circumstances, this will not always be practical.

The following are some points to consider when deciding on which assessment method is best:

- Will the desired competency be demonstrated?
- Are there time and cost constraints?
- Is it practical to use this method?
- Who will be assessing?
- Will it be suitable for all candidates?

- What do you know about the candidates (for example, their level of education and literacy, do they have any special needs)?
- Where will the assessment take place?
- In what kind of environment will the assessment take place?
- Will it be noisy and difficult to ask questions verbally, should the questions be written instead?
- Will there be sufficient space?
- If the assessment requires written responses or recording, is there a suitable surface for this?
- What types of resources will be available to conduct the assessment?

4.6.4 Costs and resources

The assessment process should be both innovative and flexible due to the expense of time and human resource costs. Without compromising quality, consider the availability and cost of resources needed to conduct the assessment:

- Will the assessment be naturally occurring (that is, in a real AASC coaching situation) or will a simulation need to be considered to gather evidence?
- What equipment/technology will be needed to conduct a fair and valid assessment?
- Is the equipment already available at the work site (for 'on-the-job' assessments) or in the training location (for 'off-the-job' assessments)?
- While the resources are being used for assessment, will this affect service provision or hold up other workers who need this equipment?
- Will facilities or equipment need to be borrowed or hired? What will the cost of this be? Who will bear this cost?

» Activity 4.3: assessment matrix

This activity forms part of your assessment for the Community Coach Assessor qualification. Please use the separate *Assessment Tasks* booklet and hand it to the course coordinator on completion.

- Look at the competency statements for community coaches listed in Appendix 2.
- Now, look at the learning outcomes or elements listed. Next to each element, there are a number of performance criteria that will assist you to understand the requirements of each element. For now, just focus on the elements. Think about what would be the most appropriate assessment method/s for each element (the assessment methods information provided in Section 4.4 may help you).
- Develop an assessment matrix that attempts to assess all of the elements, with as few assessment methods as possible (use the blank matrix on page 57).

When you have completed your matrix, use the following questions to review it. You may wish to change your matrix if necessary.

- a** Will these assessment methods give you **sufficient** evidence on which to base your judgment? Have you asked for too little or too much?

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b How **reliable** will the assessment evidence be? Can you cross-check with evidence from other assessment activities?

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c Will there be any problems in making sure the evidence is **authentic**? How can you make sure that the evidence is really the candidate's?

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d Is the strategy you have come up with **efficient** in terms of time and cost requirements?

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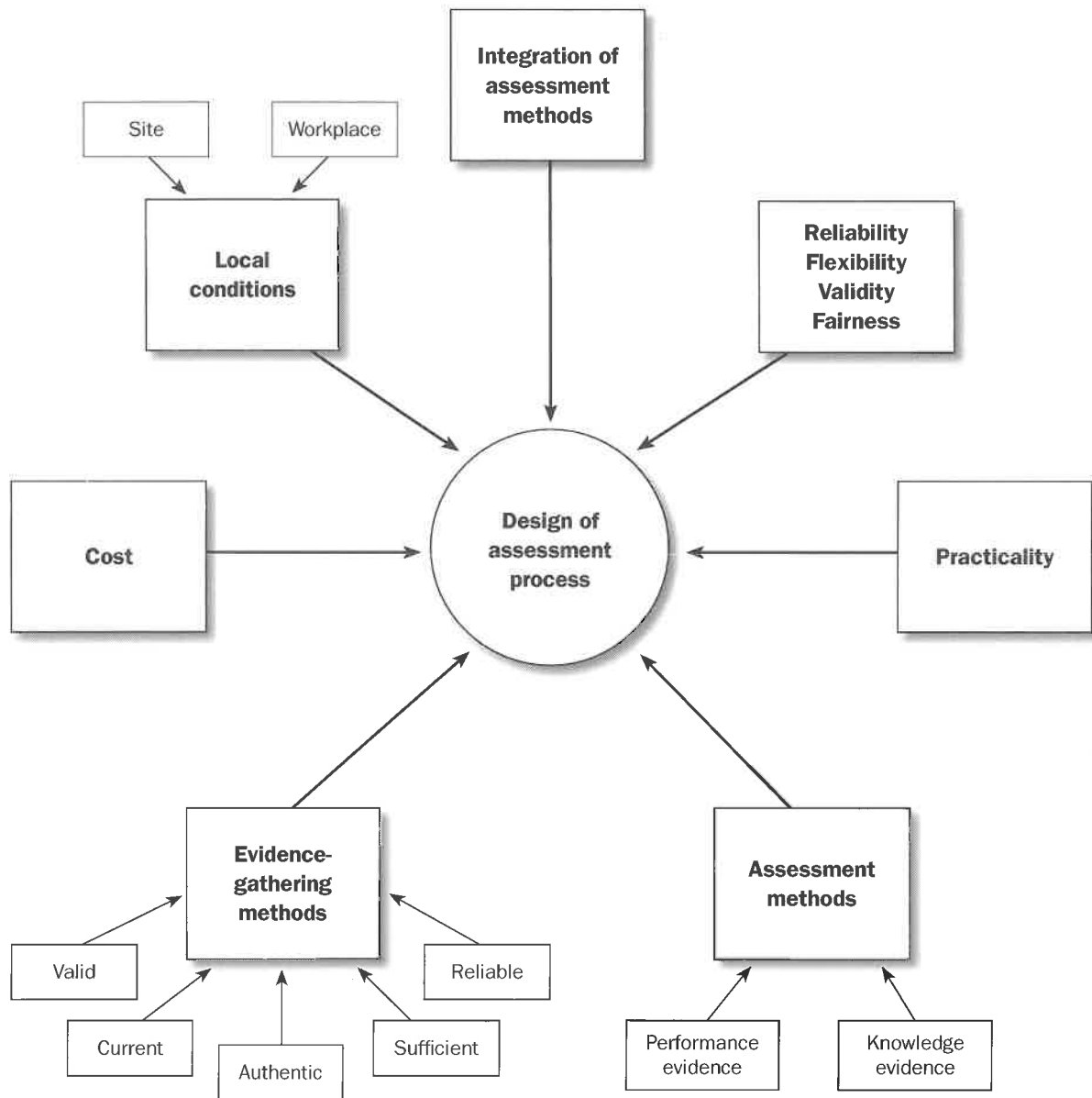
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Selecting the best assessment method/s, ensuring that evidence gathered is adequate, and trying to integrate the whole assessment process to ensure that it does not become cumbersome, can sometimes be a tricky feat. The diagram below outlines the many factors that need to be considered when putting together the assessment process.

Figure 6: Influences on the design of the assessment process



Source: *Assessment Guidelines for the National Sport and Recreation Industry Training Packages*, 1998. Sport and Recreation Training Australia, and Australian National Training Authority.

Topic 5: Making assessment decisions and keeping records

In this topic we will cover:

- making assessment decisions regarding whether the evidence provided by the candidate will support a decision of competency
- the recording of assessment details
- the need to archive (or store) assessment results.

5.1 Making assessment decisions

In making the assessment decision about the candidate's competence, it is essential that the features of evidence be applied. Assessors should look at the evidence provided by the candidate and check that it is:

- valid
- authentic
- reliable
- sufficient
- current.

5.2 Making an overall judgment

An assessor will need to make an overall judgment about whether or not the candidate is competent. The *Assessment Practical Guide* (Rumsey, D 1994, Department of Employment, Education and Training, Canberra, p. 9) defines this judgment as:

the process of comparing sufficient evidence of a candidate's achievements with the required performance criteria and making a decision as to whether the necessary competence has been demonstrated or not.

This definition identifies two stages of the assessment process:

- comparing the evidence against the criteria for assessment
- making the decision as to whether the necessary competence has been achieved.

If a good assessment process has been used in the lead-up, the business of making the final judgment becomes relatively simple. By using objective criteria, detailing the form and type of evidence required, and setting rules about decision-making, the process of making the final judgment becomes simpler.

No decision can be made in an impersonal vacuum and a degree of informed subjective judgment (or 'gut instinct') on the part of the assessor will often be involved. Nevertheless when making the final judgment, the assessor must ensure they document the reasons they have for reaching their decision. This will usually form the basis for feedback to the candidate.

If the assessor finds they unable to make a final assessment decision during an assessment, the best course of action is to ask the candidate to submit further evidence.

5.3 Using video for assessment

While the ideal assessment situation is for the assessor to be physically present while the candidate conducts an assessment task, there are occasions where this may not be possible. For example, it may be difficult or cost prohibitive for a candidate who lives in a remote area to be assessed in person. In some situations, a video tape of the candidate conducting the assessment task may be appropriate to be used (for example, a video of a community coach conducting a physical activity session).

If video footage of a candidate is to be used, the assessor must ensure that they obtain sufficient background information about the videoed assessment. This should include:

- context of the session (that is, who is the group that the candidate is working with, and what is their previous involvement with the group?)
- session plan, including aims for the session.

Other issues that may arise regarding the use of video for assessment are:

- how can the assessor provide a supportive environment from a distance
- how should feedback and the assessment decision be given to the candidate
- does the use of video give the candidate a chance to 'rehearse' and 'edit' the outcomes
- will the video provide sufficient information for the assessor to make a decision?

The assessor should try to make the videoed assessment situation as much like the real assessment situation as possible. Issues such as obtaining background information and communication with the candidate should be treated in as much the same manner as possible.

The assessor may need to be somewhat creative in dealing with situations that arise with the use of video. However, video can be a useful tool for assessment in some situations.

5.4 Providing feedback on performance

As discussed in Section 3.7, the candidate should receive feedback on the assessment process as soon as possible after the assessment. Whether the candidate has been judged as competent or not, the feedback process is an essential part of the assessment process. A competent assessor should give all candidates detailed feedback about their performance.

5.5 Documenting assessment

It is important to document the evidence gathered, for the following reasons:

- to ensure that the record-keeping requirements of the organisation are met
- to provide feedback to the candidate
- in the event of an appeal against assessment
- to use for other assessment purposes, such as assessment of competencies for other occupations or courses, if applicable.

5.6 Recording assessment results

Assessment results **must** be recorded. Normally the assessor will keep records of their own to give feedback and assist in clarifying any queries or appeals that may arise. However, organisations that arrange the assessment must also keep more permanent records. Candidates have the right to have their results correctly kept. Organisations should have procedures for recording results, which detail the assessment undertaken by each candidate and the result.

Sometimes organisations are legally required to keep detailed assessment results. Records are usually required to be kept for a certain period of time (normally seven years). There may also be restrictions on who has access to this information.

It is a good and cost-effective practice to have a consistent procedure for recording results in an organisation. Computerised database systems offer the best way to record assessment results. However, this also requires an effective back-up system to prevent loss of data.

Documentation for the AASC program is required to be filed in official Australian Sports Commission files and stored for seven years. The Australian Sports Commission Records Management unit has an archiving service and details can be found on the Australian Sports Commission intranet.

» Activity 5.1: assessment using video analysis

This activity forms part of your assessment for the Community Coach Assessor qualification. Please use the separate *Assessment Tasks* booklet and hand it to the course coordinator on completion.

Working in pairs, watch the prepared video of a practical coaching session (Australian Sports Commission 1994, *Coaching Better: becoming a more effective coach*, ASC, Canberra.).

You will be assessing the coach against a generic communication competency, using the assessment tool you developed in Topic 2, Activity 2.3.

- a After watching the video, complete your assessment checklist.
- b After considering the evidence, make a decision as to whether the coach has achieved the required competencies (make the decision based on the features of evidence: validity, authenticity, reliability, sufficiency and currency).
- c Record the results of your assessment.
- d 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).

5.7 Keeping assessment results

In addition to the assessment results themselves, there is often other assessment information that should be kept. In most situations, assessors (or the organisation they are working for) will also need to keep the supporting documentation that was used to help them make their decision. Some evidence may be returned to the candidate if appropriate, and copies kept of evidence returned.

5.8 Access to assessment records

Organisations and assessors need to consider the issue of restricting access to the assessment records kept about candidates. Policies and procedures need to be developed regarding access to assessment records, which comply with the requirements of federal and state privacy legislation.

As a general rule, access to a candidate's records should be authorised by the candidate. However, there will be some situations where a manager or supervisor wishes to obtain the results of assessments conducted 'on-the-job' or at the employer's expense. This is generally a reasonable request. However, even in these cases, the person who receives this information should not pass it on or discuss it with others.

The main considerations about access to assessment records are:

- who can access the records
- why do they need the information
- how much detail do they need?

5.9 Monitoring of assessment

Assessment practices should be monitored and reviewed to ensure that there is consistency in the interpretation of evidence.

Assessors will need to make sure that this monitoring and review of assessment practices actually occurs. Procedures for this can include:

- consultative groups
- meetings of assessors.

One way of checking that the judgments being made by assessors are consistent is 'moderation', in which groups of assessors compare examples of evidence that meet or fail to meet competency. Another way is to ask a second assessor to confirm assessment decisions from time to time.

5.10 Appeals processes

An appeals and reassessment process is an integral part of all training and assessment pathways leading to a statement of attainment or qualification under the Australian Qualifications Framework. Each organisation will develop its own policies and procedures regarding how appeals will be conducted. However, these should always be based on the principles of natural justice. In simple terms, these are:

- candidates have the right to appeal if they feel that their assessment has not been fairly conducted
- candidates have the right to be heard by an independent person regarding their appeal. This person should have technical competence in the standards being assessed, as well as assessment qualifications
- the candidate and assessor should both be given the chance to 'have their say' regarding the assessment
- the candidate has the right to undergo a reassessment if reasonable grounds are established for questioning the original outcome. An independent assessor should be used.

The appeals and reassessment process should be explained to the candidate prior to assessment taking place, as part of the explanation of the overall assessment procedure. Although it is preferable for the assessor and candidate to try to resolve problems at the time of assessment, there will be occasions when this is not possible.

5.10.1 The AASC Community Coach Training Program appeals process

Candidates with grievances about the conduct of their AASC Community Coach Training Program or seeking appeals on their assessment process must submit them in writing to their AASC state or territory manager within 30 days of the completion of the training program or on receiving notification of their assessment outcome.

All grievances and appeals will be considered by the AASC state training and assessment panel, which will inform the candidate of the process they use to consider the grievance and the outcome of the deliberations within 30 days of receiving the grievance/appeal.

Further grievances and appeals will be referred to the AASC national training and assessment panel (with all relevant information) for consideration and decision.

Activity 5.2: analysis of recording processes in the AASC program

Consider how assessments are conducted in the AASC program.

a How are assessment results recorded?

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b How is confidentiality about assessments handled?

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c How are appeals against assessment results handled?

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d Write down recommendations you have for improvements.

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Topic 6: Reviewing the assessment process

Reviewing and improving the assessment process is important to the ongoing improvement of both the assessment system and the candidates. This topic examines methods of reviewing assessment policies, strategies, methods and activities.

6.1 Continuous improvement

Creating an assessment system that suits all individuals is quite a complex task. Just when it seems to be right, a new issue or aspect arises. However, this should be looked on as valuable input that will assist in further refining and improving the assessment system. While competency-based training has many advantages over other forms of training, it is not perfect and should be subject to constant monitoring and review.

Modifications may be identified that are relatively minor, such as to the way in which an assessment activity is carried out. For example, instructions that an assessor thought were very clear may not seem clear to candidates. The solution identified may be to change the instructions to ensure that subsequent candidates will be able to understand them.

However, more substantial changes may be required to aspects such as an assessment policy or an entire assessment activity. The four key features of assessment should be re-visited to ensure that they are being met:

- validity
- reliability
- flexibility
- fairness.

The environment is constantly changing, which means that assessments that seemed valid, reliable, flexible and fair last year (or last week) may not stay this way forever. Organisations and individual assessors should strive to continually evaluate the assessments that have been undertaken. Methods of improvement should be identified and shared with other assessors and organisations where appropriate.

Organisations should regularly review their assessment policies and strategies to ensure that they are still meeting the needs of the candidates and the assessors, as well as the organisation. Any changes identified should be made as soon as practicable, ensuring that people who will be affected by the changes are notified.

6.2 Methods of reviewing assessment

6.2.1 Gathering feedback from candidates or other assessors

Feedback from candidates can be very valuable, as it provides a different perspective on the assessment process. Assessors should seek feedback from each candidate both throughout and on completion of the assessment process

Discussing assessment strategies with other assessors is also a valuable process. Trainee assessors studying together should use the opportunity to build a network. Even if the other members of the network will not be assessing in the same areas, they will probably be able to contribute ideas to help review and, where appropriate, modify assessments made by other members of the network.

6.2.2 Reflection by the assessor

Assessors should spend some time reflecting on the assessments they have conducted. Any problems that were encountered, or aspects that did not turn out quite as expected, should be noted. After this reflection period, assessors should identify practical strategies for improvement.

6.2.3 Effectiveness of past candidates in the workplace

Assessment should be based around the competencies that are required in the workplace. If candidates are judged to be competent, yet are unable to operate effectively in the AASC coaching environment, there may be something wrong with the assessment process.

6.3 Some questions to ask when reviewing assessment

- Is there a process for regular evaluation of assessment procedures?
- Are the four key features of assessment being observed?
- Is each assessment item reliable?
- Is the assessor's final judgment reliable?
- Does each assessment relate closely to the relevant competency standards and/or performance criteria?
- Is the assessment practical (that is, is it time and cost-effective)?

» Activity 6.1: reviewing assessment processes

This activity forms part of your assessment for the Community Coach Assessor qualification. Please use the separate *Assessment Tasks* booklet and hand it to the course coordinator on completion.

Review the assessment processes you used in Topic 5, Activity 5.1.

a Assessment tool: How could you improve on the assessment tool you designed?

b Making the assessment decision: Did you find it difficult to make the assessment decision? How could this be improved?

c Feedback process: How could you improve the way you gave feedback to the candidate?

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6.4 Conducting a review

It is important when reviewing assessment procedures that a broad perspective is taken. While assessors' opinions on how to improve the assessment process are important, it is also important to consult with those people who are affected by the assessment process.

The records of previous assessments conducted can provide valuable information. The views of both the assessors and candidates about the assessment can provide important feedback. There are also other stakeholders who are interested in improving the assessment system and ensuring that quality standards are maintained.

By having a review process built in to the assessment process, information can be readily obtained and contributed to the evaluation of the assessment system. In addition, a more formal review of the assessment process as a whole should be undertaken periodically.

There are two main areas that should be considered in the review process:

6.4.1 People

- Candidates (both past and potential)
- AASC program staff
- Mentors and other trainers
- School/out of school hours care services staff
- Other assessors
- Others involved in the assessment process (for example, children used in simulations)

6.4.2 Information

- Number of assessments requested
- Number of assessments completed
- Number of successful achievements
- Number of non-achievements
- Locations
- Appeals and complaints
- Feedback on the process, the tools, the difficulties and suggestions for improvement
- Time and costs involved

6.5 Achieving consistency in assessment

An issue that is often raised by assessors is the desire to achieve consistency among assessors. The concept that a candidate who is judged as competent by one assessor would also be considered competent by another assessor is central to the idea of quality control. However, trying to achieve consistency among assessors can be a difficult task.

As previously discussed, there is an element of subjectivity (or 'gut instinct') in any assessment that is conducted. Assessors are all individuals with differing experiences, biases, values and concepts of competency. Some of the common reasons for judgment bias include:

- people selectively perceive details that are consistent with their ideas, and may dismiss conflicting evidence
- there are latency and recency effects on judgment
- too much weight may be given to small details, and given priority over others
- some details are recalled more easily than others.

There is a range of strategies that can be used to increase the level of consistency. Some of these are built in to the assessment process (for example, using common assessment tools with standardised criteria will assist in achieving consistency to some degree). Other strategies that can also be used in the effort to achieve consistency in assessment include:

- independent moderation of assessments (that is, a third party reviews assessments conducted to identify where inconsistencies may be occurring)
- ongoing training and professional development for assessors
- review and modification of assessment tasks where inconsistency is identified, or where a greater degree of subjectivity is involved
- provision of additional information to assessors clarifying particular competencies or performance criteria that are identified as problematic
- appeals processes where candidates feel that there has been inconsistency among assessors regarding candidates.

» Activity 6.2: analysis of review processes

This activity forms part of your assessment for the Community Coach Assessor qualification. Please use the separate *Assessment Tasks* booklet and hand it to the course coordinator on completion.

Describe the approach the AASC program uses to review assessment procedures (see Appendix 3 as a guide).

- a** What does it currently involve?

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b Which groups of people are asked for feedback on the assessment process?

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c What type of information is collected?

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d How is the issue of consistency addressed?

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e How could the review process be improved?

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Conclusion

Congratulations on completing the AASC Community Coach Assessor Training Program. If you have met the assessment requirements of this training program, you will be issued with a certificate qualifying you as an AASC Community Coach Assessor.

If you have any questions about the training program that you have undertaken, speak to your course coordinator in the first instance. If you require additional information, or have any problems or grievances with the training you have undertaken, please contact your AASC state or territory manager or the AASC National Project Manager.

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Appendix 1

Sample assessment tool

AASC community coach appraisal

Task	Plan, prepare, conduct and review a physical activity session of 60 minutes duration based on Playing for Life principles with a group of primary school aged children
Conditions	The deliverer will need to coordinate access to appropriate equipment and facilities
Evidence required	The deliverer is required to demonstrate competency as outlined in the checklist over the page



Australian Government
Australian Sports Commission

Active After-school Communities Deliverer appraisal

1 Deliverer details

Name

School/Club/OSHCE/Other organisation
(where applicable)

Deliverer Signature

Deliverer Name

<input type="text"/>	
<input type="text"/>	
<input type="text"/>	Date / /
<input type="text"/>	

2 Appraisal details

Venue

Regional Coordinator

Appraisal date

Multi skill focus

Sport specific focus

Both

Please name sport(s)

Outcome

Deliverer is competent

Deliverer needs to provide further evidence

Detail further evidence required

Appraiser Signature

Appraiser name

Appraiser role

<input type="text"/>	Date / /
<input type="text"/>	
<input type="text"/>	

ASC_DA_2005/15

3 Organisation

The deliverer consistently demonstrates

- Effective choice and use of available equipment
- Punctuality and on time commencement
- Evidence of planning and organisational strategies (e.g. formulation of lesson plans)

Comments and examples

4 Communication

The deliverer consistently demonstrates

- Use of appropriate instructions (clear and concise)
- Effective use of non verbal (e.g. eye contact, expressions) communication with participants
- Language that is clinical, positive and engages the participants in the activity
- Questions that encourage learning and ownership of activity
- Use of demonstrations, role models and positive feedback throughout the session

Comments and examples

5 Delivery

The deliverer consistently demonstrates

- Short transition time between activities
- Sessions that reflect a 'playing for life' approach (i.e. they are fun, inclusive, safe with high levels of activity)
- Activities that replicate elements of a game: rules, objectives and opposition (only where applicable)
- Modifications of activities as the session progresses and to engage all children of all abilities (e.g. CHANGE IT)

Comments and examples

6 Safety

The deliverer consistently demonstrates

- A safe and secure environment for all participants
- Supervision of children in an ethical, positive and enthusiastic manner

Comments and examples

7 Session review

What worked well?

What needs to be developed?

How will development occur?

- Undertake further training
- Mentor support
- Complete another appraisal

Deliverer self-assessment

What worked well?

What needs to be developed?

Appendix 2

Active After-school Communities Community Coach Assessor Training Program: competency statements, elements (learning outcomes), performance criteria and assessment tasks

Competency statements and assessment

Competency statements

AASC community coaches will be able to:

Plan and prepare

- Plan and prepare structured physical activity sessions that are appropriate to the likes and needs of primary school-aged children and which are inclusive of all the children.
- Organise the human and physical resources necessary to conduct the physical activity sessions.

Conduct

- Conduct structured physical activity sessions appropriate to the likes and needs of primary school-aged children and which are inclusive of all the children.
- Communicate effectively and establish positive relationships with the children, parents and others involved in the program.
- Effectively manage time during the physical activity sessions to maximise participation time.
- Facilitate learning of the skills required to perform the physical activities.

Monitor/review

- Observe and assess the children's performance.
- Provide appropriate feedback.
- Adjust activities to suit the needs of individual children.
- Ensure the safety of self and others and manage emergency situations.

Evaluate

- Evaluate sessions and own coaching behaviours and modify as appropriate.

Assessment

The AASC Community Coach Training Program requires all candidates to successfully complete all written and practical components of this course as prescribed in the assessment summary on page 73.

The assessment tools that will be employed during the AASC Community Coach Training Program to assess the competency of community coach candidates are appended (see 'Assessment tasks and tools' section of the *Community Coach Training Program Presenter's Manual* or *Coach's Work book*).

Module name	Learning outcomes At the completion of this module the coach will be able to:	Performance criteria	Assessment method
<p>1 Active After-school Communities program overview</p>	<ul style="list-style-type: none"> • Outline the objectives and structure of the AASC program • Describe the role of the AASC community coach • Outline the AASC community coach's ethical responsibilities • Demonstrate a comprehensive understanding of the Playing for Life philosophical approach to program delivery • Identify the key elements that engage and motivate primary school-aged children to participate in physical activity and barriers to participation • Identify measures of children's satisfaction 	<ul style="list-style-type: none"> • Outline the benefits of involvement in structured physical activity for participants • Overview the AASC program objectives, structure, development and implementation strategies • Identify the key roles and responsibilities of the AASC community coach • Identify community networks that can assist AASC community coaches in carrying out their role • Define the benefits of the AASC delivery strategy (community involvement in decision making and delivery) to local community development • Demonstrate a comprehensive understanding of the ASC Community Coach's Code of Ethics, including: <ul style="list-style-type: none"> – provision of a safe environment — physical and psychological (supportive and discrimination, abuse and harassment-free) – inclusive practices (AWD, CALD) – professional, quality service – coaches as role models (positive coaching behaviours, acceptable language) • Define the Playing for Life principles and approach to engaging primary school-aged children • Identify the key elements that engage and motivate primary school-aged children to participate in physical activity and barriers to participation • Develop and implement methods to measure children's satisfaction. • Demonstrate an ability to use evaluation data for continuous improvement in coaching practices (Module 5 practical — Assessment Task 5.2) 	<p>No assessment for this module, however activities may be completed if required</p>

Module name	Learning outcomes At the completion of this module the coach will be able to:	Performance criteria	Assessment method
<p>2 Communication and behavioural management</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the key stages for development of primary school-aged children and their implications for coaches • Demonstrate effective communication strategies for working with primary school-aged children • Develop supportive relationships with primary school-aged children • Manage individual behaviours of primary school-aged children • Demonstrate effective group organisation 	<ul style="list-style-type: none"> • Identify the key stages of development of primary school-aged children and their implications for coaches • Convey instructions to the children clearly, and provide a Playing for Life demonstration • Check the children's understanding of the instructions and give them the opportunity to ask questions • Provide encouragement and/or feedback to each child to encourage learning • Use non-verbal communication techniques effectively (for example, maintain eye contact, provide non-verbal cues) • Utilise questioning techniques to assist children to understand game-based concepts • Utilise active listening techniques • Use a range of fun communication techniques to suit diverse groups • Provide group with feedback • Outline common causes of misbehaviour • List strategies to correct and teach appropriate behaviour for individuals and groups of children • Develop strategies for dealing with behaviour problems • Implement appropriate referral procedures for extreme discipline problems • Define playing area boundaries and clearly communicate these to the children • Allocate sufficient space and resources for the activity and/or game for all children • Brief children on safety practices, procedures and appropriate behaviour • Utilise a range of play formations/group organisation strategies to maximise communication with the group • Be able to include a range of ability levels, using strategies such as grouping by ability or mixing ability levels where appropriate 	<p>Participation in role plays involving communicating with and managing the behaviour of (organising) small groups (Assessment Task 2.1)</p>

Module name	Learning outcomes At the completion of this module the coach will be able to:	Performance criteria	Assessment method
	<ul style="list-style-type: none"> Outline strategies to provide effective communication to other stakeholders (for example, parents, supervisors, teachers) 	<ul style="list-style-type: none"> Maximise participation and interaction, while adjusting or refining skills on an individualised basis Maintain group control to ensure the safety and enjoyment of the individual and group Follow the session plan, ensuring safety elements such as start up and finish up activities are completed Promote cooperation and good relationships Adjust interpersonal styles and methods to suit the social and cultural environment Identify the key stakeholders involved with the children in the program Develop communication processes for establishing and maintaining positive working relationships 	
3 Safe environments	<ul style="list-style-type: none"> Outline the legal responsibilities of an AASC community coach Identify and implement procedures for minimising risks associated with delivery of the program 	<ul style="list-style-type: none"> Define the duty of care requirements of the primary school/OSHCS and the community coach Identify the different legal responsibilities of a paid versus a volunteer community coach Identify potential risks within the environment Outline strategies to minimise risks associated with the program Identify appropriate safety, injury management (including basic injury and emergency procedures) Describe appropriate reporting procedures 	<ul style="list-style-type: none"> Completion of the Assessment Task 3.1 worksheet (see Appendix 3.2 of this manual or Assessment Task 3.1 in the <i>Community Coach Training Program Presenter's Manual</i> or <i>Coach's Work book</i>) Practical — demonstration of risk assessment and management strategies incorporated in the Module 5 practical assessment (Assessment Task 5.2)

Module name	Learning outcomes At the completion of this module the coach will be able to:	Performance criteria	Assessment method
4 Nutrition and wellbeing	<ul style="list-style-type: none"> Identify the components of a well-balanced diet for primary school-aged children involved in structured physical activity Identify the benefits of regular physical activity in the development of primary school-aged children 	<ul style="list-style-type: none"> Outline basic nutritional and fluid intake guidelines for children involved in structured physical activity List the foods you would encourage children to eat Explain religious and cultural food requirements that may affect the energy levels of some children Outline the benefits of regular physical activity to primary school-aged children. Discuss opportunities that exist for children to engage in structured physical activity/sport within the local community and identify links to appropriate groups 	<p>Practical — discuss the information and practical ways of delivering them to primary school-aged children and their families (Assessment Task 4.1)</p>
5 Planning, preparing, delivering and reviewing Playing for Life activity sessions	<ul style="list-style-type: none"> Discuss the benefits and barriers related to the Playing for Life approach and consider strategies for overcoming the barriers Identify the importance of planning 	<ul style="list-style-type: none"> Outline the benefits of the Playing for Life approach <ul style="list-style-type: none"> walk and talk environment ownership adaptation — catering for all levels of ability game/activity is the teacher Outline the barriers to the Playing for Life approach <ul style="list-style-type: none"> organised versus chaos drills versus games motivation versus repetition exposure versus self-esteem parent perception/expectation Discuss strategies that could be put in place to address the barriers Outline why the AASC community coach needs to plan 	<p>5.1 Participate in a group discussion about the benefits and barriers of Playing for Life, and strategies for overcoming the barriers, then complete the Assessment Task 5.1 worksheet</p>

Module name	Learning outcomes At the completion of this module the coach will be able to:	Performance criteria	Assessment method
	<ul style="list-style-type: none"> • Construct a Playing for Life session plan that engages, and is inclusive of, all children • Develop contingency plans that accommodate potential unplanned influences • Prepare for and conduct a Playing for Life session • Organise/deliver Playing for Life activities that optimise the involvement of all children • Review and adapt the organisation of activities and coaching methods to meet the requirements of all children 	<ul style="list-style-type: none"> • Outline the key elements of a session • Plan session goals/objectives • Identify your target audience and plan appropriate activities that will facilitate and enhance the learning process of all children • Determine a suitable progression of activities, taking into account individual needs • Prepare instructions and questions • Ensure that the session plan is inclusive of all children • Develop contingency plans that accommodate potential unplanned influences • Identify equipment required for the session • Ensure a safe environment • Outline how to maximise time spent in active participation • Review the fundamental principles and philosophy of the Playing for Life approach to physical activities • Identify fundamental games/activities that will engage all children • Apply Playing for Life teaching methods appropriate to the level of the children • Implement a variety of games/activities to motivate children and develop long-term learning • Provide adequate time for sessions and observe children's performance • Use questioning techniques to improve skills • Progress activities to the next step or level in a sequential manner • Ensure that the session is fun, safe and provides variety • Review some of the activities and consider: <ul style="list-style-type: none"> – How can you make them easier? – How can you make them harder? – Do they include everyone? – If not, how can you modify the activity to include everyone? – Does the activity maximise participation? – If not, how can you modify the activity to ensure maximum participation? 	<p>5.2</p> <p>Practical: plan, prepare for, deliver and review a Playing for Life activity session, adapting as necessary to optimise involvement and meet the requirements of all participants, and implementing or outlining contingency plans that may be used to accommodate unplanned influences. The session plan template and performance checklist provided on pages X-X are to be used for this assessment task. You may like to base your session plan on one or more of the Playing for Life activity cards provided at Appendix 5.2</p>

Module name	Learning outcomes At the completion of this module the coach will be able to:	Performance criteria	Assessment method
	<ul style="list-style-type: none"> • Review the session • Adapt sessions to meet children's needs over a term 	<ul style="list-style-type: none"> • Outline the general guidelines that should be considered when adapting and modifying an activity, that is: <ul style="list-style-type: none"> – the essential elements of any activity (for example, CHANGE IT) may be modified – change only the part of the activity that needs to be changed and only when it needs to be changed – modifications need not be permanent — some can be phased out over time – if introducing difference into an activity, do so slowly, one at a time and take time to reflect on the modifications used – keep the integrity of the activity intact – try to include all the children as much as possible in the activity, question individuals when appropriate and challenge them to come up with solutions • Describe the CHANGE IT approach to modifying activities to meet the requirements (ability levels, other) of all children • Reinforce the TREE and CHANGE IT approaches using some case studies/scenarios/practical group activities • Use self-reflection techniques to review own delivery • Make modifications to the next session based on a review of previous sessions • Identify strategies to maintain children's engagement and motivation over time • Incorporate knowledge of the key stages of development of primary school-aged children and their implications for coaches within session planning 	<p>5.3</p> <p>Discuss as a group and then individually outline strategies that coaches can employ to ensure that their sessions remain motivating and engaging to children over a term using the Assessment Task 5.3 work sheet</p>

Appendix 3

Active After-school Communities Community Coach Assessor Training Program: assessment tools

Appendix 3.1: Assessment task summary sheet

Participation in discussions/contribution to group activities/demonstrated understanding of main concepts/satisfactory completion of all activities

(Modules 2, 4 and 5)

Active After-school Communities Community Coach Training Program in-training program assessment summary: modules 1-5									
Name	Phone no	Venue Training program no	Date						
Assessment mode	Participates in group discussions	Contributes to group activities	Completes activities satisfactorily	Can articulate main concepts	Completes written work book task	Demonstrates by practical session delivery	Can review/adapt practical activities as required		
Module 1									
Module 2									
Module 3					Tasks 3.1-3.8				
Module 4									
Module 5									
Comments									
Assessor signature				Candidate signature					

Appendix 3.2: Module 3 assessment task and tool

Work sheet: legal responsibilities of the Active After-school Communities community coach

Module 3 — Assessment Task 3.1

Name:

Tel. (bh):

Tel. (ah):

Community Coach Training Program course coordinator:

Important:

The accurate completion of this work sheet forms part of your assessment for your AASC community coach accreditation. Please complete all activities on the following pages and submit this sheet to your course coordinator by the required deadline.

1 What is 'duty of care' as it relates to coaching? Explain below.

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2 What is 'negligence' as it relates to coaching? Explain below.

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3a What are your legal responsibilities (duty of care requirements) as an AASC community coach?
Write them down below.

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3b What actions will you take to ensure that you meet these responsibilities?

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4 Are there any differences between the legal responsibilities (duty of care) requirements or insurance requirements of a contractor (paid) versus a volunteer AASC community coach?
Please explain below.

5 What are the legal responsibilities (duty of care) requirements of the schools/OSHCSs involved in the AASC program?

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6a What is child abuse?

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6b When should you report it?

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6c To whom should you report it?

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7 What are three key messages that you should convey to children if you are teaching them how to be a 'good sport'?

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8 Complete the following risk management plan by listing:

- the potential hazards in your coaching environment
- what might go wrong in relation to these hazards
- strategies you can implement to minimise the risk of injury occurring
- who is responsible for implementing the strategies (this might be people other than you and might be more than one person).

When do the strategies need to be implemented?

Do not forget to consider the particular circumstances of your coaching environment.

Risk-management planner

Potential hazards	What might go wrong?	Strategies to minimise risk	Whose responsibility	Timeline
Pre-activity <ul style="list-style-type: none"> • Equipment 				
<ul style="list-style-type: none"> • Facilities 				
<ul style="list-style-type: none"> • Change rooms 				

Potential hazards	What might go wrong?	Strategies to minimise risk	Whose responsibility	Timeline
<p>During activity</p> <ul style="list-style-type: none"> Environment (playing area, relevant non-playing areas such as change rooms) 				
<ul style="list-style-type: none"> Physical condition of children 				

Potential hazards	What might go wrong?	Strategies to minimise risk	Whose responsibility	Timeline
Post-activity <ul style="list-style-type: none"> • Waiting for transport home 				
Other <ul style="list-style-type: none"> • Weather 				

9 If a child has an accident during your session and badly injures themselves, what should you do?

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10 How do you find out the emergency procedures and reporting procedures for the AASC program you are working with?

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Appendix 3.3: Module 5

Assessment tasks

- 5.1 Participate in a group discussion about the benefits and barriers of Playing for Life, and strategies for overcoming the barriers, then complete the Assessment Task 5.1 work sheet
- 5.2 Practical: plan, prepare for, deliver and review a Playing for Life activity session, adapting as necessary to optimise involvement and meet the requirements of all participants, and implementing or outlining contingency plans that may be used to accommodate unplanned influences. The session plan template and performance checklist provided on pages X-X are to be used for this assessment task. You may like to base your session plan on one or more of the Playing for Life activity cards provided at Appendix 5.2 of the *Community Coach Training Program Presenter's Manual* or *Coach's Work book*.
- 5.3 Discuss as a group and then individually outline strategies that coaches can employ to ensure that their sessions remain motivating and engaging to children over a term using the Assessment Task 5.3 work sheet.

Assessment Task 5.1 (work sheet)

Benefits and barriers of the Playing for Life approach and strategies for overcoming the barriers

As a group, discuss the benefits and barriers related to the Playing for Life approach.

a What are the benefits of the Playing for Life approach?

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b What are the barriers of the Playing for Life approach?

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c What strategies would you put in place to address the barriers?

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Assessment Task 5.2

Practical: plan, prepare for, deliver and review a Playing for Life activity session, adapting as necessary to optimise involvement and meet the requirements of all participants, and implementing or outlining contingency plans that may be used to accommodate unplanned influences. The session plan template and deliverer appraisal provided on pages 99–102 are to be used for this assessment task. You may like to base your session plan on one or more of the Playing for Life activity cards provided at Appendix 5.2 of the *Community Coach Training Program Presenter's Manual* or *Coach's Work book*.

SESSION PLANNER

DATE	ATTENDANCE	WEATHER    	EQUIPMENT Markers	GAME SENSE CATEGORIES (circle) INV SF NC TG		
VENUE	DURATION		Balls	Bibs	Other	

CHANGE IT: COACHING · HOW TO SCORE · PLAYING AREA · NUMBER OF PLAYERS · GAME RULES · EQUIPMENT · INCLUSION · TIME

<p>List: activities, CHANGE IT, Ask the players</p>	<p>START OUT</p>	<p>GET INTO IT</p>	<p>FINISH UP</p>
<p>Coaching tips · Questions · Challenges</p>	<p>Don't forgets · Notes</p> <p>Incidents · Injuries Use the <i>Playing for Life</i> template</p>	<p>CLASS MANAGEMENT/ENERGISERS</p>	<p>Session evaluation (what worked/didn't, what did they like/didn't like. Modifications for next time)</p>



Australian Government
Australian Sports Commission

Active After-school Communities Deliverer appraisal

1 Deliverer details

Name

School/Club/OSHCS/Other organisation
(where applicable)

Deliverer Signature

Deliverer Name

<input type="text"/>	
<input type="text"/>	
<input type="text"/>	Date / /
<input type="text"/>	

2 Appraisal details

Venue

Regional Coordinator

Appraisal date

Multl skill focus

Sport specific focus

Both

Please name sport(s)

Outcome

Deliverer is competent

Deliverer needs to provide further evidence

Detail further evidence required

Appraiser Signature

Appraiser name

Appraiser role

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	Date / /
<input type="text"/>	
<input type="text"/>	

ASC_DA_2005/15

3 Organisation

The deliverer consistently demonstrates

- Effective choice and use of available equipment
- Punctuality and on time commencement
- Evidence of planning and organisational strategies (e.g. formulation of lesson plans)

Comments and examples

4 Communication

The deliverer consistently demonstrates

- Use of appropriate instructions (clear and concise)
- Effective use of non verbal (e.g. eye contact, expressions) communication with participants
- Language that is ethical, positive and engages the participants in the activity
- Questions that encourage learning and ownership of activity
- Use of demonstrations, role models and positive feedback throughout the session

Comments and examples

5 Delivery

The deliverer consistently demonstrates

- Short transition time between activities
- Sessions that reflect a 'playing for life' approach (i.e. they are fun, inclusive, safe with high levels of activity)
- Activities that replicate elements of a game: rules, objectives and opposition (only where applicable)
- Modifications of activities as the session progresses and to engage all children of all abilities (e.g. CHANGE IT)

Comments and examples

6 Safety

The deliverer consistently demonstrates

- A safe and secure environment for all participants
- Supervision of children in an ethical, positive and enthusiastic manner

Comments and examples

7 Session review

What worked well?

What needs to be developed?

How will development occur?

- Undertake further training
- Mentor support
- Complete another appraisal

Deliverer self-assessment

What worked well?

What needs to be developed?

Assessment Task 5.3: Adapting sessions to meet children's requirements

Discuss as a group and then individually outline strategies that coaches can employ to ensure that their sessions remain motivating and engaging to children over a term.

Candidate name:

Contact telephone number:

Date: Venue:

Outline below in point form the strategies that you would use to adapt sessions to meet children's needs. (If you have any problems writing, you can complete this task verbally. Please make arrangements with your training program coordinator to do so.)

It is important to emphasise that the development of sessions over the long term should be dictated by the children, not the coach. You should be aware that progression over an eight or ten-week term may require almost the same activities in each session with just subtle changes to meet children's requirements, rather than an expected and documented progression. (In other words, as the coach, you should develop sessions based on activities that the children enjoy and progressions in activities should be based on where the different children in that group are at in terms of development, not where they 'should' be at.) In view of this, you will need to show some flexibility in your planning, outlining how you may modify the activities and plans based on the children's progression and what you find the children enjoy most. There is nothing wrong with sometimes repeating activities that children find enjoyable, as long as they continue to find them motivating and engaging.

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Appendix 3.4

Assessment tool

'On-the-job' (post-course) appraisal

Plan, prepare, conduct and review a physical activity session of 60-minutes duration and based on Playing for Life principles with a group of primary school-aged children.

Note: This assessment tool is to be used for the full registration practical assessment for Australian Sports Commission-registered deliverers as well as the regular reviews for Australian Sports Commission-registered deliverers.

Post-course appraisal form

This appraisal form is provided for information only so that candidates are clear about what they need to do in order to be deemed competent during the post-course appraisal. This task must be successfully completed before you can receive full registration as an AASC program deliverer. It must also be successfully completed each term in order to maintain your full registration. Your training program coordinator will complete it during your appraisal.

Appendix 4

Sample letter to candidate

Dear <<First name of candidate>>

Thank you for taking the time to discuss your involvement in community coaching activities at <<school/ OSHCS name>>. I confirm, as you suggested, that <<day, date> at <<time>> is a convenient time for the 'on-the-job' practical assessment to take place. This will allow me, as an assessor, to gather evidence and make a judgment on your progress towards satisfying the performance criteria for the AASC community coach practical assessment. For your information a copy of the form that I will use during your appraisal is attached. The form outlines the things you need to demonstrate in order to pass the appraisal.

You stated that you have already completed a session plan that details venue, address, time of session, duration, equipment to be used, floor plan, topic, session goals, Start Up, Get Into It and Finish Up activities. Can you please discuss this session plan with your mentor coach, have it signed off by both of you once you are happy with the contents, and forward a copy to me?

To reiterate some points of our earlier telephone conversation, the assessment process will involve an observation of the session as it relates to your plan. At the end of the session, we will sit down away from the activity area where I will ask you the following questions:

- What safety aspects did you consider prior to/during your session?
- What was the principal focus of the session?
- How did you assess the capability of the children?
- How did you identify the role models?
- How did you change the activities to cater for the varying abilities of the children?
- Were instructions and transitions made within your anticipated time lines?
- What did you do to try and maximise child participation in your session?
- Were you pleased with level of participation of all children in your session?
- Did the activities in your session display all the elements of a game (rules, objective, area, opposition)?
- Were the games replicated on a smaller scale to provide greater involvement?
- Did the session plan you delivered achieve its expected goals?
- Having conducted the session, would you alter your approach in the future? If so, how?

At the end of the session, I will discuss the results of the assessment with you.

<<First name of candidate>>, should you have any concerns relating to the assessment process described above or have any queries, please do not hesitate to contact me on << contact phone number>>.

I look forward to working with you on<<day, date>>.

Yours sincerely

<<Assessor name>>

<<date>>

Enc. On-the-job (post course) appraisal form

Post-course appraisal form

This appraisal form is provided for information only so that candidates are clear about what they need to do in order to be deemed competent during the post-course appraisal. This task must be successfully completed before you can receive full registration as an AASC program deliverer. It must also be successfully completed each term in order to maintain your full registration. Your training program coordinator will complete it during your appraisal.



Australian Government
Australian Sports Commission

Active After-school Communities Appraisal for full registration

Task: Plan, prepare, conduct and review a physical activity session of at least 35 — 45 minutes duration based on Playing for Life principles with a group of primary school-aged children.

Conditions: The deliverer will need to coordinate access to appropriate equipment and facilities.

Evidence Required: The deliverer is required to demonstrate competency as outlined in the checklist over the page.

1 Deliverer details

Name	<input type="text"/>
School/Club/OSHCS/Other organisation (where applicable)	<input type="text"/>
<p>The terms and conditions relevant to this application are set out in Appendix A. By signing this application form in the space provided below and submitting it to the Australian Sports Commission, I acknowledge that I have read and accepted the terms and conditions.</p>	
Deliverer Signature	<input type="text"/> <div style="float: right; text-align: right;">Date <input type="text"/></div>
Deliverer Name	<input type="text"/>

2 Appraisal details

Venue	<input type="text"/>
Regional Coordinator	<input type="text"/>
Appraisal date	<input type="text"/>
Multi skill focus	<input type="checkbox"/>
Sport specific focus	<input type="checkbox"/> Please name sport(s)
Both	<input type="checkbox"/>
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
Outcome	Deliverer is competent and awarded full registration <input type="checkbox"/> Deliverer needs to provide further evidence <input type="checkbox"/> Detail further evidence required <input type="text"/> <input type="text"/> <input type="text"/>
Appraiser Signature	<input type="text"/> <div style="float: right; text-align: right;">Date <input type="text"/></div>
Appraiser name	<input type="text"/>
Appraiser role	<input type="text"/>

ASC_AFR_2005/14 (page 2 of 4)

3 Organisation**The deliverer consistently demonstrates**

- Effective choice and use of available equipment
- Punctuality and on time commencement
- Evidence of planning and organisational strategies (e.g. formulation of lesson plans)

comments and examples

4 Communication**The deliverer consistently demonstrates**

- Use of appropriate instructions (clear and concise)
- Effective use of non verbal (e.g. eye contact, expressions) communication with participants
- Language that is ethical, positive and engages the participants in the activity
- Questions that encourage learning and ownership of activity
- Use of demonstrations, role models and positive feedback throughout the session

comments and examples

5 Delivery**The deliverer consistently demonstrates**

- Short transition time between activities
- Sessions that reflect a 'playing for life' approach (i.e. they are fun, inclusive, safe with high levels of activity)
- Activities that replicate elements of a game; rules, objectives and opposition (only where applicable)
- Modifications of activities as the session progresses and to engage all children of all abilities (e.g. CHANGE IT)

comments and examples

6 Safety**The deliverer consistently demonstrates**

- A safe and secure environment for all participants
- Supervision of children in an ethical, positive and enthusiastic manner

comments and examples

7 Session review

What worked well?

What needs to be developed?

How will development occur?

- Undertake further training
- Mentor support
- Complete another appraisal

Deliverer self-assessment

What worked well?

What needs to be developed?

Appendix A Terms and conditions

1. The Australian Sports Commission (ASC) may accept or reject an Application for Registration in its absolute discretion.
2. Applicants will be required to participate in ongoing assessments of their delivery to ensure quality is maintained. Applicants will be required to achieve a satisfactory result at each assessment to maintain the full registration status.
 - a. Where an unsatisfactory result is obtained, feedback will be provided directly to the applicant.
 - b. Applicants will be re-assessed, at an agreed time, by a Senior Assessor against the feedback provided. Should a satisfactory outcome be obtained on this occasion, no action will be taken.
 - c. Should an unsatisfactory outcome be achieved again the Senior Assessor will identify with the applicant what action(s) will be undertaken. These will be documented. They may include:
 - i. undertaking further training,
 - ii. participating in mentor support,
 - iii. completing another assessment within a set time frame
 - iv. suspension of registration.
3. Full registration is provided solely for the activities nominated on this application form and is not transferable to other activities.
4. Full registration will be valid for 24 months from the date of approval of the application.
5. Upon receiving full registration applicants are eligible to only deliver the activities nominated on page 1 of this form within the Active After-school Communities (AASC) program.
6. Should an applicant have their registration suspended, it will be for a period of 6 months. The Senior Assessor is to document what actions are required to be taken to obtain re-instatement. The applicant will have 6 months to complete the agreed strategies to the satisfaction of the Senior Assessor. Upon the 6 months lapsing, the applicant's registration will be cancelled.
7. Applicants agree to abide by the AASC Community Coach Code of Ethics. The AASC Community Coach Code of Ethics is available on the ASC web site.
8. Applicants will be required to submit to the ASC for approval all publicity materials, sponsorship messages and/or participant handouts intended for distribution to children, parents and/or schools/OSHCS whilst representing the AASC program.
9. Where applicants breach any of the terms and conditions detailed above the ASC may, at its absolute discretion, suspend or terminate registration. In such a case, applicants will not be able to deliver activities within the AASC program.
10. The ASC collects personal information in the course of administering the AASC and this application process. In order to administer the AASC, the ASC may disclose your name, telephone number, address and details of the activities that you are registered to deliver to schools/OSHCS who are seeking to engage a person to deliver activities.
11. Applicants agree to participate in the AASC research and evaluation program upon request. This may include the ASC passing the information you provide to the ASC to independent researchers. These independent researchers may contact you in the future to invite you to participate in the research. Participants will generally be selected at random to participate in this evaluation.

Appendix 5

Active After-school Communities Community Coach Training Program: quality control measures

(From the AASC Community Coach Training Program Curriculum Document)

Section 5: Quality control

5.1 Registration requirements and probationary period

Prior to being able to deliver programs in schools/OSHCSs, coaches must register with the Australian Sports Commission. In order to register as a coach with the AASC program, coaches must demonstrate that they have:

- completed a satisfactory national police check and signed a prohibited employment declaration form
- current professional indemnity and public liability insurance (if not, they may only register as a volunteer deliverer and may only receive an honorarium for their services)
- successfully completed, or demonstrated the required competencies for, the AASC community coach qualification.
- a minimum of 12 months experience working with children or youth.

During the registration process, coaches will also nominate to be registered as having a:

- multi-skill focus, and/or a
- sport-specific focus delivered using Playing for Life principles (sport-specific focus coaches must demonstrate a minimum of 12-months experience with each of the nominated sports).

Note: Coaches registered as having a multi-skill focus will focus on the provision of multi-skill development games and movement activities based on the four key types of sports identified within Playing for Life — net/court, invasion, target, striking and fielding.

Once registered with the Australian Sports Commission and working in a school/OSHCS program, coaches will have a three-month probationary period. During this time they will be required to complete a practical assessment. Where deliverers have nominated specific sports for delivery, they will be required to complete a practical assessment for each sport nominated.

On successfully completing this assessment task/s, deliverers will be provided with full registration. Maintenance of the full registration status will be subject to satisfactory completion of ongoing evaluation processes, completed by the regional coordinator.

5.2 Monitoring quality of courses

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

- ongoing presenter and assessor training as outlined in Sections 1.6 and 1.8
- evaluation of presenters by course participants using course evaluation forms
- random visits by AASC national office staff to state-based courses, and state-based staff to regional-based courses, to evaluate delivery of courses and presenters.

5.3 Training program evaluation and review processes

In addition to the course evaluation questionnaire contained in Appendix 5 of the *Community Coach Training Program Curriculum Document*, the following methods will be used to assess and review the AASC Community Coach Training Program:

- AASC state and senior regional coordinators will have brief informal discussions with Community Coach Training Program presenters following each course. These discussions will focus on the organisation of the course and the need for changes to the delivery methods.
- Data on numbers of participants completing the Community Coach Training Program will be analysed on a regular basis.
- The course will undergo a thorough review at the end of the first 12 months and then every four years, with input sought from AASC state and regional coordinators. Appropriate amendments will be made.

5.4 Design and review committee

The following position holders will form the AASC Community Coach Training Program Design and Review Committee:

- AASC National Project Manager (Chairperson)
- an AASC state coordinator (who provides courses)
- an education expert (with experience in competency-based curriculum design and the AASC Community Coach Training Program).