



Softball Australia

Scoring

NOAS Training

Program

Approved by the Australian Sports Commission



Australian Government
Australian Sports Commission



OFFICIALS
ACCREDITATION

APPROVED DECEMBER 23, 2010

LEVEL 2

Section 1: Accreditation Program General Information and Administration

1.1 Details of the National Sporting Organisation:

Name: Softball Australia Limited National Scoring Committee (SALNSC)
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ABN:

Authorisation of the Organisation:

Softball Australia Limited (SAL)


National Executive Director/President:

Name: Sue Noble

Signature: original signed

Chief Statistician:

Name: Michael Hannelly

Signature: 

1.2 Name of the Accreditation Program and Accreditation Framework structure

Softball Australia Limited (SAL) Scoring Level 2 Officiating training program

1.3 Integrated or separate/Officiating General Principles component

The Officiating General Principles training program has been addressed as a pre-requisite of NOAS Level 1. As NOAS Level 1 is a pre-requisite for this training program these issues have already been addressed.

1.4 Accreditation program fees

All participants must pay the training program fee before commencing their training. Fees may vary from provider to provider depending on local costs for training program venues and presenters. However, all fees will include the compulsory texts, NOAS accreditation fee, and other training program costs such as facility hire and equipment. The fee range for this training program is \$25 - \$100 depending on reference material requirements.

1.4.1 Refund of fees

Fees paid by candidates may be refunded in the following circumstances and timeframes:

Notification of withdrawal in writing up to 30 days prior to commencing training program	Full refund
Notification of withdrawal in writing up to 14 days prior to commencing training program	50% refund
Notification of withdrawal less than 14 days prior to commencing training program	No refund

1.5 Enrolment Pre-requisites - Age of entry into the program

Candidates must be 16 years of age on completion of all the Level 2 requirements to be eligible for accreditation. NOAS Level 1 including the ASC Officiating General Principles online course

<http://www.ausport.gov.au/participating/officials/education/onlineofficial> is a pre-requisite for NOAS Level 1.

1.6 Venue

The following are the minimum requirements for venues where training takes place:

Activity area

- An activity area with sufficient space to conduct the practical components of the training program
- Equipment, including worksheets, video player and any other equipment that may be deemed necessary.

Classroom

- A classroom space is required as close as possible to the activity area to ensure maximum learning time
- VCR and monitor
- White board marker and pens
- Overhead or data projector and screen

1.7 Insurance

Softball Australia holds a comprehensive insurance policy with *Hollard Insurance Company Pty Ltd*. This policy covers public liability (\$10 million) and professional indemnity (\$1 million) for all members and sport educators.

State or other bodies are required to hold a current comprehensive insurance policy. This policy covers public liability (\$10 million) and professional indemnity (\$1 million) for all members and sport educators.

1.8 Code of Behaviour / Official's Code of Ethics

SALNSC has adopted the ASC's Official's Code of Ethics Agreement Policy that it requires officials to sign-on to and to put into practice. This Code outlines disciplinary action, which will be applied if officials are found to have breached the Code. For more information see SALNSC Official's Code of Ethics Agreement.

Refer Appendix 1

1.9 Updating Policy

To retain their SAL Scoring Level 2 status officials must:

- * complete another SAL Scoring Level 2 training program within four years or
 - * achieve SAL Scoring Level 3 within four years or
 - * Comply with the SALNSC Updating Policy (Appendix 6)

Section 2: Quality Assurance

2.1 Assessment Appeal (complaints) handling procedures

Candidates with concerns about the conduct of their training program or seeking appeals on their assessment process must submit them in writing to the course coordinator 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 state technical panel that 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 national technical panel (with all relevant information) for consideration and decision.

2.2 Code of Practice for Training Program deliverers

SALNSC endorses the ASC's Code of Practice for Training Program Deliverers Refer Appendix 8. In addition to this code, the following applies:

2.2.1 Presenter qualifications:

Course presenters must have a minimum Softball Australia Scoring Level 3. Presenters must also have attended a course presenter, train the trainer or presentation skills course and be accredited as a presenter by the SALNSC.

Course assistants must have SAL Scoring Level 2 Accreditation.

2.2.2 Presenter training:

All presenters will be required to improve their professional and teaching qualifications. Each presenter should undertake a Softball Australia Scoring Committee Course Presenters course. SALNSC and its state affiliates conduct these courses annually.

Presenters should also be working towards SAL Scoring Level 4 accreditation and be undertaking regular updating activities as part of keeping their accreditation current. SALNSC will assist the presenters to undertake training to upgrade their qualifications.

2.2.3 Assessor qualifications

Assessors of Level 2 candidates must have Softball Australia Limited Scoring Level 3 accreditation. Assessors must also have attended an assessor training program and be accredited as an assessor by the SALNSC.

2.2.4 Assessor training

SALNSC has developed an assessor training program to provide assessors with the skills necessary to conduct competency based assessments. It is recommended that all assessors should undergo this training program or a similar program (eg. a workplace assessors course). All assessors will be provided with a copy of the "Softball Australia National Scoring Sub Committee Notes on Assessment" to assist them in their role.

2.3 Design and Review Responsibility

Quality Control

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

1. Ongoing presenter and assessor training as outlined in section 2.2.

2. Evaluation of presenters by course participants using course evaluation forms (see Appendix 7)
3. Random visits by Softball Australia Scoring Committee staff to state based courses to evaluate delivery of courses and presenters.
4. Lecturers will be reviewed on an annual basis through the NSC Committee and Quality Assurance program, to ensure competency and currency in those delivering courses.

2.4 Accreditation program evaluation and review processes

In addition to the 'Evaluation Pro-forma' contained in Appendix 7 the following methods will be used to assess and review the course:

- Brief informal discussions with the course presenters will follow the 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 this course, and progressing to Level 3 will be analysed on a regular basis.
- The course will undergo a thorough review every four years, and input sought from state officiating directors and national development committee members. Appropriate amendments will be made and the course will be submitted to the ASC for renewed registration.

2.5 Design and review committee

The following position holders will form Softball Australia Scoring Committee's Training Program Design Committee:

The following position holders will form Softball Australia Scoring Committee's Training Program Design Committee:

- Chief Statistician (Chairperson)
- A Softball Australia Limited National Scoring Sub Committee Member
- National Level Scoring Official Official
- A State Officiating Director (who provides courses)
- Education/Training expert (experience in competency based curriculum design)

Section 3: Accreditation Program Delivery

3.1. Recognition of Prior Learning (RPL)

There will be no honorary accreditation. All officials must satisfy the competencies of each particular level of accreditation. However, some practising officials may be able to satisfy all or most of the competencies required for accreditation without having to attend a formal course. Candidates may apply for exemption from all or sections of the course. Such people will be required to document their prior learning and submit it in writing to the course coordinator. These will then be passed on to the State Softball Scoring Technical Committee for consideration. RPL assessment will be conducted using the RPL Assessment form provided at Appendix 3.1. The candidate may be required to demonstrate their expertise in a particular area by written or practical demonstration.

Recognition of /officiating principles courses

In each case, applicants must supply the course coordinator with such letters, transcripts, certificates and descriptions of courses as is necessary to satisfy the various requirements of each level of accreditation.

Candidates with evidence of having achieved the following may gain credit:

- State Department/Sport Education Centre/ Principles Agency Level 1 Principles course
- Equivalent overseas qualifications

See Appendix 3 and 3.1 for further details on the process that Softball Australia Scoring Committee uses for RPL.

3.2: Flexible Delivery

Delivery of the integrated Softball Australia Limited Scoring Level 1 training program will be through face-to-face seminars and via a Distance Education (DE) program for participants in remote locations. A range of resources have been developed to assist with flexible delivery (including resources posted on the Softball Australia Website -www.softball.org.au). Resources can be made available on request for a small fee for postage and handling. Some training programs will be offered as a one night/day lecture, while others will be offered during evening classes over a six week period. A network of regional facilitators has also been established to support the DE program.

3.3: Implementation Strategy

Representatives from SALNSC will travel to each state and territory, where training programs are presented, to train presenters, assessors and mentors involved with the SALNSC training program. This will occur once in each state and territory in the first year of the four year registration cycle of the training program. Quality monitoring procedures will identify further training needs during the following three years and state/territory or national training sessions will be conducted accordingly.

SALNSC has developed a standardised Presenter's Kit with presenter notes, worksheets, overhead transparencies and electronic files to assist with the rollout of current training programs.

SALNSC will provide assistance to states/territories with the process of RPL. States/territories should contact the National Education Manager for advice on requests for RPL.

SALNSC has implemented a flexible delivery approach with the provision of manuals by electronic means by CD or on the SAL website (<http://www.softball.org.au>).

SALNSC will provide assistance to every state/territory to ensure that at least one Level 2 course is delivered in each state/territory. SALNSC will discuss individually with certain states/territories higher targets for the delivery of SAL Scoring Level 3 courses.

Section 4: Accreditation Program Description

4.1 Competency Statements

SAL Scoring Level 2 Softball Scorers will be able to:

1. Demonstrate broader knowledge of all of the extension columns of the scoresheet.
2. Use appropriate colours to record plays and assist in the reading of the scorebook and the preparation of Statistical summaries
3. Apply their knowledge of the rules when officiating.
4. Record special plays such as Fielder's Choice, Sacrifices Tie Break Runners correctly.
5. Record All Changes consistently.
6. Demonstrate consistent and impartial judgement in recording of all actions of the game.
7. Correctly record the time and situation of the game when a protest arises.

4.2 Assessment

The following information regarding assessment for the training program is required.

Overview of assessment tasks including how and when assessment will occur and conditions of assessment:

1. Exam - Written and Practical: The exam is aimed at assessing underpinning knowledge. The exam will consist of Scoring a regulation live game with a marker present. All aspects of the game must be recorded. This may be undertaken within a period of 2 years of completing the Level 2 scoring Lecture.

NB: Game to be a senior standard of game at the Association usually scored at.

A 75% pass mark is required. Candidates are permitted to access course materials during the exam and prior to submission for marking. Candidates for the exam are required to submit their examination within 7 days of the examination date to their relevant State Director of Scoring. Level 2 accreditation will be granted after passing the practical test.

Candidates who do not meet the pass mark in the practical exam may provide another exam of Scoring a regulation live game with a marker present. All aspects of the game must be recorded.

The evidence required to be assessed as competent is indicated on each of these assessment tools.

2. Outline which assessment tasks correlate with each of the competency statements.

Competency	Exam
1. Broader knowledge of all of the extension columns of the scoresheet.	✓
2. Use appropriate colours to record plays and assist in the reading of the scorebook and the preparation.	✓
3. Apply their knowledge of the rules when officiating.	✓
4. Record special plays such as Fielder's Choice, Sacrifices Tie Break Runners correctly.	✓
5. Record All Changes consistently.	✓
6. Demonstrate consistent and impartial judgement in recording of all actions of the game.	✓

7. Correctly record the time and situation of the game when a protest arises.	✓
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3. Details of flexible assessment practices that will be provided for officials with special needs, disabilities or who are from rural/remote areas etc.

Softball Australia is committed to provide flexibility in the assessment methods used. This includes:

- using oral for delivery instead of written exams and worksheets where appropriate
- using video of the practical /officiating event for assessment purposes where necessary (eg. for a coach/official in a remote area)
- considering any request from candidates for flexibility, within the framework of ensuring fairness for others, and integrity of the assessment process overall.
- Exams and resource materials on the Softball Australia Scoring Website <http://www.softball.org.au> to assist the rural and remote scorers.

4.3 Officiating Practice

Officiating practice has been covered as a part of the *ASC Officiating General Principles online course*

<http://www.ausport.gov.au/participating/officials/education/onlineofficial>. Which is a pre-requisite for NOAS Level 1. Please note that the Officiating practice component is different to updating. See Appendix 6 for information on updating.

Supervision or Mentoring of the Officiating Practice

Whilst officiating practice is not a mandatory element of the SAL Scoring Level 2 accreditation, an experience accredited official can be assigned to oversee practical officiating experience upon request of your Course Presenter or State Director. Supervisors or Mentors must hold SALNSC Level 3 Accreditation as a minimum requirement.

Supervision can involve contact with the trainee official and either observing them, or co- officiating with them.

Upon assignment as a supervisor, the respective SAL Scoring Level 2 official and supervisor should determine a satisfactory arrangement to enable them to meet their officiating requirements.

Supervisor/Mentor Credit

Approved Supervisors will receive updating credit for the number of hours spent on supervising a SAL Scoring Level 2 coach/official up to a maximum of 3 hours. Supervisor/mentor hours must be signed off in the logbook by an authorised official within the sport (authorised SALNSC official, State or Regional Director).

4.4 Accreditation Program Overview

Pre-requisite for Level 2 is current Level 1 accreditation, including:

- Play by the Rules Managing Risks
<http://www.playbytherules.net.au/managing-risks/officials>
- ASC Officiating General Principles online course
<http://www.ausport.gov.au/participating/officials/education/onlineofficial>

Unit	Approx Duration	Unit Delivery
Introduction, Duties and Equipment	20 mins	In training program
Explanation of Scorebook	20 mins	In training program
Use of colours	1 hour	In training program
Scoring the Game	30 minutes	In training program
Rules	30 minutes	In training program
Advancing Runners	30 minutes	In training program
Special Plays	1 hour	In training program
All Changes	40 minutes	In training program
Judgement	30 minutes	In training program
Protests	30 minutes	In training program
Communication	30 minutes	In training program
Legislation that may impact on the official (eg. state child protection legislation, play-by-the-rules)	30 minutes	In training program

4.5 Unit Outlines

UNIT 1 - INTRODUCTION, DUTIES AND EQUIPMENT

1. Duration

After the initial introduction the explanation of additional Duties, compared to the duties of a level 1 scorer, competency requirements and necessary equipment are discussed and reviewed. This should be of a general nature and take approx 20 mins.

2. Learning outcomes

On successful completion of this unit the official will be able to:
Know the expanded roles of a team scorer in comparison to Level 1 and the additional equipment necessary.

3. Content

Page 1 of the Softball Australia Scoring Manual, November 2008 revision or subsequent editions.

Address http://admin.softball.org.au/_uploads/res/1_59589.pdf

4. Delivery strategies

The presenter will be using the manual or other materials to re-enforce the general discussion.

5. Resource requirements

Softball Australia “Scoring Softball” manual revised and reprinted November 2008 or subsequent editions.

6. Assessment

The competency for this section will be assessed as a part of practical simulation during this section.

UNIT 2 EXPLANATION OF THE SCOREBOOK

1. Duration

20 mins

There is an expectation of prior knowledge and experience in relation to the abbreviations, writing up line ups, understanding fielding position numbers, etc as learnt in Level 1. The abbreviations in relation to Batting columns, fielding columns and pitching columns.

2. Learning outcomes

On successful completion of this unit the official will be able to:

- Understand the abbreviations used on the Score sheet extension columns

3. Content

Page 4 of the Softball Australia Scoring Manual, November 2008 revision or subsequent editions.

Address http://admin.softball.org.au/_uploads/res/1_59589.pdf

4. Delivery strategies

- Lecture
- For re-enforcement of learnings of Level 1, fill out bench lists with teams as provided AUST v New Zealand and transfer to score sheets in preparation for video game
- Worksheets filling out the supplied blank Scoresheet
- Review fielding position numbers suggest copying and placing in their scorebook
- Substitutes practiced on worksheet previously completed by participant
- Physical practice on other side of provided worksheet for completion of innings/long innings and score

5. Resource requirements

- Softball Australia “Scoring Softball” manual revised and reprinted November 2008 or subsequent editions
- Scoring worksheets as provided in resource kit
- Pencil/pen for filling out worksheet exercises

Note: The competency for this section will be assessed as a part of practical simulation during this section in workbooks as well as the final assessment.

UNIT 3 - USE OF COLOURS

1. Duration

1 hour

When the scorer is familiar with, and proficient in recording all normal plays, the use of colours can assist in reading of the scorebook and the preparation of statistical summaries.

2. Learning outcomes

On successful completion of this unit the official will be able to:

- Understand the Scoring colours used.
- Understand and show proficiency in the use of colour Red which is used for errors, unearned runs, runs scored by tie break runner and Blood Bin Rule Notations
- Understand and show proficiency in the use of colour Green which is used for Safe Hits, earned runs, defensive extensions Associated with the Designated Player
- Understand and show proficiency in the use of colour Blue which is used for all plays concerning the Battery. (Pitcher and Catcher)
- Understand and show proficiency in the use of colour Black which is used for all other plays and other notations
- Understand the rules in relation to the Blood Bin and Designated Player

3. Content

Pages 3 to 15 of the Softball Australia Scoring Manual, November 2008 revision or subsequent editions.

Address http://admin.softball.org.au/_uploads/res/1_59589.pdf

4. Delivery strategies

- Lecture
- On worksheets used earlier
- Give examples to practice the colours as lecturer calls the play
- Score 1 Innings AUST v New Zealand using colours
- Discuss Blood Bin Rule and its intentions
- Give examples to practice the introduction of the Blood Rule Person
- Discuss the Designated Player Rule
- General discussion and examples as to how the Designated Player Rule works

5. Resource requirements

- Softball Australia “Scoring Softball” manual revised and reprinted October 2004 or subsequent editions.
- AUST v New Zealand Gold Medal Game DVD
- Scoring worksheets as provided in resource kit
- Pencil/pen for filling out worksheet exercises

- Extract from Softball Australia Rule Book Rule 4 Sc 9 (a)
- Worked examples of the Designated Player rule from the Softball Australia Umpires Website.

6. Assessment

The competency for this section will be assessed as a part of practical simulation during this section.

UNIT 4 - SCORING THE GAME

1. Duration

30 mins

There is an expectation of prior knowledge and experience in relation to the symbols used in the Level 1 lecture. There will be a revision of the symbols used for Level 1 and an introduction of more advanced symbols

2. Learning outcomes

On successful completion of this unit the official will be able to:

- Review and re-enforce the learning outcomes achieved in Level 1.
- Correctly record the batter's advance to a base on a catcher's Obstruction
- Correctly recording more advanced symbols not covered in Level 1
- Correctly record outs involving rulings by umpires not covered in Level 1

3. Content

Pages 3 to 15 of the Softball Australia Scoring Manual, November 2008 revision or subsequent editions.

Address http://admin.softball.org.au/uploads/res/1_59589.pdf

4. Delivery Strategies

- Lecture
- On worksheets used earlier
- Give examples to practice the symbols While viewing DVD Australia V New Zealand Gold medal Game 2009
- Give examples to practice the count while viewing DVD
- Give examples to practice the advance to a base or bases on a hit while viewing DVD
- Give examples to practice the out while viewing DVD
- Give examples to practice the advance to a base or bases on an error while viewing DVD.

5. Resource Requirements

- Softball Australia "Scoring Softball" manual revised and reprinted October 2004 or subsequent editions.
- AUST v New Zealand Gold Medal Game DVD Scoring worksheets as provided in resource kit

- Pencil/pen for filling out worksheet exercises
- Extract from Softball Australia Rule Book Rule 4 Sc 9 (a)
- Worked examples of the Designated Player rule from the Softball Australia Umpires Website
- Designated Player Power Point presentation as provided by the Softball Australia Umpires.

6. Assessment

- The competency for this section will be assessed as a part of practical simulation during this section.

UNIT 5 - RULES

1. Duration

30 minutes

There is a rules component of this module in relation to substitutions and penalties for incorrect/illegal substitutions as well as batting out of order, actions and penalties. Other rule components for discussion with be interference, eight (8) foot circle rule and missed base

2. Learning outcomes

On successful completion of this unit the official will be able to:

- Understand the substitution rule and know the appropriate penalties
- Re-enforce the Designated Player Rule in Module 3 and the correct recording
- Correctly record outs involving rulings by umpires not covered in Level 1

3. Content

Pages 21 to 27 of the Softball Australia Scoring Manual, November 2008 revision or subsequent editions.

Address http://admin.softball.org.au/_uploads/res/1_59589.pdf

4. Delivery Strategies

- Lecture
- On worksheets used earlier
- Give examples to make a substitution of a player legal or illegal
- Give examples to make a re-entry
- Give examples in relation to the Designated Player Rule
- Give examples in relation to eight foot circle rule and other circumstances

5. Resource Requirements

- Softball Australia “Scoring Softball” manual revised and reprinted November 2008 or subsequent editions
- Scoring worksheets as provided in resource kit
- Pencil/pen for filling out worksheet exercises

6. Assessment

- The competency for this section will be assessed as a part of practical simulation during this section.

UNIT 6 - ADVANCING RUNNERS

1. Nominal Duration

30 minutes

This is an extension of Level 1 where Candidates are record how the runners advance bases.

2. Learning outcomes

On successful completion of this unit the official will be able to:

- correctly record a stolen base on the score sheet.
- correctly record an advance by a passed ball, wild or illegal pitch on the score sheet
- correctly record an advance by a wild throw or error on the score sheet
- correctly record batter's advance of a runner as a result of their turn at bat on the score sheet
- correctly record runs batted in (RBI) on the score sheet

3. Content

Pages 13 to 18 of the Softball Australia Scoring Manual, November 2008 revision or subsequent editions.

Address http://admin.softball.org.au/_uploads/res/1_59589.pdf

4. Delivery Strategies

- Lecture
- On worksheets used earlier
- Give examples to record an advance of runner on a stolen base
- Give examples to record an advance of runner on a passed ball/wild pitch
- Explain and discuss the concept of ordinary effort in relation to passed ball/wild pitch
- Give examples to record an advance of runner on a wild throw/error
- Give examples to record an advance of runner on due to the batter's at bat
- Give examples to record a run batted in (RBI) by the batter.

5. Resource Requirements

- Softball Australia "Scoring Softball" manual revised and reprinted November 2008 or subsequent editions
- Scoring worksheets as provided in resource kit
- Pencil/pen for filling out worksheet exercises

6. Assessment

- The competency for this section will be assessed as a part of practical simulation during this section.

UNIT 7 - SPECIAL PLAYS

1. Nominal Duration

60 minutes

2. Learning outcomes

On successful completion of this unit the official will be able to:

- correctly record Sacrifice Bunts and Sacrifice Fly's in the score sheet.
- correctly record Fielder's Choice's in the score sheet
- correctly record Double and Triple Plays in the score sheet
- correctly record Additional or 4th out in the score sheet
- correctly record the Tie Breaker Runner in the score sheet.

3. Content

Pages 18 to 20 of the Softball Australia Scoring Manual, November 2008 revision or subsequent editions.

Address http://admin.softball.org.au/_uploads/res/1_59589.pdf

4. Delivery Strategies

- Lecture
- On worksheets used earlier

5. Resource Requirements

- Softball Australia "Scoring Softball" manual revised and reprinted November 2008 or subsequent editions
- Extract from Softball Australia Rule Book Rule 8 Sec 9 g-j4
- Scoring worksheets as provided in resource kit
- Pencil/pen for filling out worksheet exercises.

6. Assessment

- The competency for this section will be assessed as a part of practical simulation during this section.
-

UNIT 8 - ALL CHANGES

1. Nominal Duration

40 minutes

2. Learning outcomes

On successful completion of this unit the official will be able to:

- correctly record the batting substitution in the score sheet.
- correctly record the fielding substitution in the score sheet.

- correctly record the substitution of a base runner in the score sheet
- correctly record a re-entry in the score sheet
- correctly record the pitching substitution in the score sheet.

3. Content

Pages 23 to 25 of the Softball Australia Scoring Manual, November 2008 revision or subsequent editions.

Address http://admin.softball.org.au/_uploads/res/1_59589.pdf

4. Delivery Strategies

- Lecture
- On worksheets used earlier.

5. Resource Requirements

- Softball Australia “Scoring Softball” manual revised and reprinted November 2008 or subsequent editions
- Scoring worksheets as provided in resource kit
- Pencil/pen for filling out worksheet exercises.

6. Assessment

- The competency for this section will be assessed as a part of practical simulation during this section.

UNIT 9 - JUDGEMENT

1. Nominal Duration

30 minutes

2. Learning outcomes

On successful completion of this unit the official will be able to:

- Demonstrate consistent and impartial judgement in recording of all actions of the game.

3. Content

Pages 2 and 3 of the Softball Australia Scoring Manual, November 2008 revision or subsequent editions.

Address http://admin.softball.org.au/uploads/res/1_59589.pdf

4. Delivery Strategies

- Lecture stressing difference between “ordinary effort” and ‘extraordinary effort’
- View video and or other resources.

5. Resource Requirements

- Softball Australia “Scoring Softball” manual revised and reprinted November 2008 or subsequent editions
- Scoring worksheets as provided in resource kit
- Video and or other visual aids.

6. Assessment

- The competency for this section will be assessed as a part of practical simulation during this section.

UNIT 10 - PROTESTS

1. Nominal Duration

30 minutes

2. Learning outcomes

On successful completion of this unit the official will be able to:

- Correctly record the time and situation of the game when a protest arises.

3. Content

Pages 25 and 26 of the Softball Australia Scoring Manual, November 2008 revision or subsequent editions.

Address http://admin.softball.org.au/uploads/res/1_59589.pdf

4. Delivery Strategies

- Lecture
- On worksheets used earlier.

5. Resource Requirements

- Softball Australia “Scoring Softball” manual revised and reprinted November 2008 or subsequent editions
- Scoring worksheets as provided in resource kit
- Pencil/pen for filling out worksheet exercises.

6. Assessment

- The competency for this section will be assessed as a part of practical simulation during this section.

1. Nominal Duration

30 minutes

2. Learning outcomes

On successful completion of this unit the official will be able to:

- Provide useful information to the end users.
- Work as part of a team.

3. Content

- Review of the extra information you as an official can provide to a coach
- The need to work as part of a team
- The roles of other officials in a competition situation.

4. Delivery Strategies

- Lecture
- Discussion.

5. Resource Requirements

- “People Management for Sports Officials” video
- Introductory Level Official manual and presenters kit.

6. Assessment

- The competency for this section will be assessed as a part of practical simulation during this section.

1. Nominal Duration

30 minutes

2. Learning outcomes

On successful completion of this unit the official will be able to:

- Know their legal obligations in relation to the relevant State Child Protection Legislation/ Sport Child Protection Policies.

3. Content

- Relevant Child Protection literature/ Sport Policies.

4. Delivery Strategies

- Lecture/ External Child Protection Officer
- Discussion
- Sign the relevant State Documentation and /or
- Review play-by-the-rules e-learning training modules for officials www.playbytherules.net.au (pre-requisite to level 2)

5. Resource Requirements

- Child Protection pamphlets
- Child Protection Policy documents
- Play by the Rules www.playbytherules.net.au.

6. Assessment

- The competency for this section will be assessed as a part of practical simulation during this section.

NATIONAL SCORING ACCREDITATION LEVEL 2 APPENDICES

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Softball Australia Scoring Official's Code of Behaviour

Rationale

- The National Officiating Accreditation Scheme policy is that the responsibility for the ethical conduct of sport in Australia rests EQUALLY with:
 - officials, players, administrators, coaches, spectators, media, educators, parents, governments, sponsors, team owners.
- The duty of the sports official is to act as an impartial judge of sporting competition.
- The National Officiating Accreditation Scheme policy is that this duty carries with it an obligation for the official to perform with accuracy, consistency, objectivity and the highest sense of integrity.
- The National Officiating Accreditation Scheme recognises that to preserve and encourage confidence in the professionalism and integrity of officiating, ethical behaviour must first be fostered by officials.
- The National Officiating Accreditation Scheme will promote this in the wider community.

Sports officials have the right to expect that:

- their health and safety are paramount;
- they are treated with respect and openness;
- they are appointed to a level of competition appropriate to their level of competence; and
- they have access to self improvement opportunities.

The Sports Official's Code of Behaviour

- Operate within the rules and spirit of your sport, promoting fair play over winning at any cost.
- Encourage and support opportunities for people to learn appropriate behaviours and skills.
- Support opportunities for participation in all aspects of the sport.
- Treat each person as an individual.
- Display control and courtesy to all involved with the sport.
- Respect the rights and worth of every person regardless of their gender, ability, cultural background or religion.
- Respect the decisions of officials, coaches and administrators in the conduct of the sport.
- Wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under the age of 18 years.
- Adopt appropriate and responsible behaviour in all interactions.

- Adopt responsible behaviour in relation to alcohol and other drugs.
- Act with integrity and objectivity, and accept responsibility for your decisions and actions.
- Ensure your decisions and actions contribute to a safe environment.
- Ensure your decisions and actions contribute to a harassment free environment.
- Do not tolerate harmful or abusive behaviours.
- Place the safety and welfare of the athletes above all else.
- Be consistent and impartial when making decisions.
- Address unsporting behaviour and promote respect for all people.

Email addresses ensure contact and distribution of scoring material in a timely manner

ACCREDITATION SOUGHT	<input type="checkbox"/> LEVEL 1 <input type="checkbox"/> LEVEL 2 <input type="checkbox"/> LEVEL 3 <input type="checkbox"/> LEVEL 4	
Last Name	[BLOCK PRINT NAME]	
First Name		
Address		
Town / Suburb		Post Code
State	ASC Scoring No. (if known)	
Home Phone	[] One contact number	
Mobile Phone	[] must be provided	
Email Address		
Date of Birth	___ / ___ / _____	Gender Male / Female
Request new ID card	YES / NO (Circle one)	
Aboriginal Torres Strait Islander	YES / NO (Circle one)	
Local Association		
State Association	ACT NSW NT QLD SA TAS VIC WA	

- I have read the Softball Australia Statisticians Code of Ethics and agree to abide by this Code.
- I have read the Essence of Australian Sport and agree to embrace these principles and instil these values.
- I acknowledge that Softball Australia may take disciplinary action against me if I breach the Statisticians Code of Ethics.
- I understand that Softball Australia is required to implement a complaints handling procedure in accordance with the principles of natural justice, in the event of an allegation against me.
- I understand that this information is subject to the privacy policies of Softball Australia and the Australian Sports Commission.

Signature _____ Date signed ___ / ___ / ___

ACCREDITED LECTURER & MARKER USE

Registration Type:	New NOAS / Re-accreditation / Upgrading	ID NO #
Level of Competency attained:	<input type="checkbox"/> NOAS LEVEL 1 <input type="checkbox"/> NOAS LEVEL 2 <input type="checkbox"/> NOAS LEVEL 3 <input type="checkbox"/> NOAS LEVEL 4	Assessment result % score COMPETENT - NOT COMPETENT
Date accreditation achieved	Marker:	Lecturer:
___ / ___ / ___	Sign:	Sign:

NATIONAL OFFICIATING ACCREDITATION SCHEME USE

Received _____ Certificate issued _____ Database updated _____



SOFTBALL AUSTRALIA STATISTICIAN NATIONAL OFFICIATING ACCREDITATION SCHEME



The Essence of Australian Sport - What We Stand For -

In Australia, sport is a positive influence that enriches the lives of everyone involved. It plays a major role in shaping the Australian identity and culture and therefore we must ensure that sport is based on ethical principles.

The Essence of Australian Sport defines the core principles of sport in Australia. By applying these principles to all roles and decisions, the values and benefits sport has to offer can be realised.

Sport at all levels in Australia upholds the principles of:

FAIRNESS

Operating within the spirit of the rules, never taking an unfair advantage, and making informed and honourable decisions all of the time.

RESPECT

Recognising the contribution all people in sport make, treating people with dignity and consideration, and taking care of sport property and equipment.

RESPONSIBILITY

Taking responsibility for one's actions and being a positive role model.

SAFETY

Encouraging healthy and safe choices, preventing and reporting dangerous behaviour and demonstrating concern for others.

By applying the principles, sport helps develop the virtues and personal characteristics of: Compassion, Determination, Integrity, Loyalty, Trust

By applying the principles, sport helps achieve the outcomes of: Achievement, Enjoyment, Friendship, Inclusiveness, Opportunity, Teamwork, Well Being

All Australians involved or interested in sport should embrace these principles and instil these values. This is the essence of Australian sport - this is what we stand for.

Softball Australia Statisticians Code of Ethics

- Operate within the rules and spirit of your sport, promoting fair play over winning at any cost.
- Encourage and support opportunities for people to learn appropriate behaviours and skills.
- Support opportunities for participation in all aspects of the sport.
- Treat each person as an individual.
- Display control and courtesy to all involved with the sport.
- Respect the rights and worth of every person regardless of their gender, ability, cultural background or religion.
- Respect the decisions of officials, coaches and administrators in the conduct of the sport.
- Wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under 18 years.
- Adopt appropriate and responsible behaviour in all interactions.
- Adopt responsible behaviour in relation to alcohol and other drugs.
- Act with integrity and objectivity, and accept responsibility for your decisions and actions.
- Ensure your decisions and actions contribute to a safe environment.
- Ensure your decisions and actions contribute to a harassment free environment.
- Do not tolerate harmful or abusive behaviours.
- Place the safety and welfare of the athletes above all else.
- Be consistent and impartial when making decisions.
- Address unsporting behaviour and promote respect for all people.

Concentration ~ Anticipation ~ Accuracy ~ Consistency

Policy and Procedure for Recognition of Prior Learning and Recognition of Current Competence

Introduction

Participants undertaking NOAS training programs are able to apply for Recognition of Prior Learning (RPL). RPL will be granted when all the stated learning outcomes and performance criteria of the specific training program have been met.

What is RPL?

RPL is based on the awareness that people learn in many different ways throughout their lifetime - through work experience and life experience as well as through education and training. RPL takes into account a person's skills and experiences, no matter where these were learnt, to enable people to gain credit in a course of study.

RPL principles

The process of RPL must be quality controlled and delivered by personnel with experience in the sport and in coach/official education. These personnel are responsible for ensuring that:

- **procedures** are fair and equitable
- **measures** are valid and reliable.

How can prior learning be recognised?

Each training program contains a set of learning outcomes and associated performance criteria that must be achieved before a participant will be deemed competent. In broad terms, the process of RPL involves matching what participants already know and can do with the learning outcomes of the module.

In this way, RPL enables participants to focus on developing skills and knowledge in new areas, rather than re-learning what they already know and can do.

Who can apply

A person can apply for RPL if they think their prior learning and experience mean they can provide evidence to show that they are already competent in the learning outcomes of the NOAS training course.

Benefits of RPL:

- Speeds up the process of becoming a qualified recreation industry assessor
- Conforms to the requirements for equity in adult education programs
- Avoids the problem of participants having to unnecessarily repeat learning experiences
- Encourages the development of various assessment procedures
- Assesses the candidates' current competence in comparison to the stated standards of competence required
- The RPL process can clarify what relevant skills the participant does and does not possess - so that the learning program can be tailored accordingly

How do you show evidence of competencies gained via prior learning?

There are many ways that a person can show evidence of the competencies they hold. RPL can only be granted on current evidence, that is, work that has been completed within the last three years. Following are a few examples of the ways evidence can be provided. The person will need to include a variety of these in their application form.

Officiating related experience

- Resumé of /officiating experience and positions held, which may include reports from people within the sport
- Copies of any statements, references or articles about the coach's/official's employment or community involvement
- Relevant /officiating samples, eg. copies of training programs, videos of or officiating or assessment tools, which the coach/official has developed and implemented
- Reports on opportunities undertaken, which could include evaluations from courses conducted

Please remember, the above are only examples. The person should provide all the documentation that they can which clearly shows evidence of the competencies they hold.

Recognition of prior learning procedure

If a person considers that they have already acquired the learning outcomes of the specific NOAS training course, they may formally apply to have these skills recognised.

An **RPL assessment panel** will assess the application. The panel should comprise people who are authorised by the National Scoring Committee/State Scoring Committee and be experienced in the areas of:

- adult education
- negotiation skills
- standards enforcement
- assessment methods.

It is also desirable that they are accredited at a higher level than the RPL applicant. The RPL Assessment can only be carried out when the applicant provides evidence of the relevant competencies that they believe they hold. This is achieved through completing the RPL application form and forwarding this with the required fees.

The following sequential process has been established as the procedure to be followed when a person wishes to obtain credit of prior learning or current competencies through RPL.

Step 1 - request

1. Applicants who consider applying for RPL will contact the Course Coordinator, or State or National or Officiating Coordinator, who will provide a brief explanation of the RPL process and advice to the applicant.
2. An RPL application form will then be forwarded to the applicant.

Step 2 - complete application and send to course coordinator

1. Applicants will utilise the information contained within the RPL application form to conduct a self-assessment against the training program learning outcomes.
2. Applicants will need to consider if and how they have achieved each learning outcome and if they can satisfy the performance criteria by submitting valid, sufficient, authentic and current evidence.
3. Applicants will need to gather all relevant supporting documentation and complete the RPL application form with honest, clear, complete and concise information.
4. The completed application form with supporting documentation, and the administration fee applying, will then be forwarded to the relevant person within the sport who will arrange for the application to be assessed by an RPL assessment panel.

Step 3 - assessment

1. On receipt of an application, the application will be reviewed to determine the completeness and relevance of the documentation. The RPL assessment panel will:
 - confirm acceptance of the application to the applicant
 - advise the applicant of the date for assessment by the RPL panel
 - advise the applicant of deficiencies that must be rectified or addressed before the application can proceed.
2. The relevant person will send the application to other members of the RPL panel. The panel should compare the evidence provided by the applicant with the performance criteria. A judgment must be made about whether the applicant wholly or partially meets the requirements. The panel should check that the evidence submitted conforms to the following RPL principles:
 - validity (is the evidence relevant?)
 - sufficiency (is there enough evidence?)
 - authenticity (is the evidence a true reflection of the candidate?)
 - currency (is the evidence recent - obtained within four years?).
3. In the event of partial completion of the learning outcomes, the panel should outline which performance criteria still need to be achieved, and preferably what evidence is still required.

Options include:

 - supply further supporting documentation
 - complete certain assessment activities
 - complete parts of a training program
 - work with a mentor to obtain the required competencies.
4. The RPL panel will complete and return the assessors' reports with recommendations for the applicant.
5. The relevant person will collate the recommendations from the RPL panel and submit a report and decision to the applicant.
6. The RPL panel may need to meet to discuss issues with the applicant during the assessment process. The meeting could take the form of a teleconference.
7. The course coordinator, or State or National or Officiating Coordinator will keep records of all RPL applications for seven years.

Step 4 - notification

The relevant person will notify the applicant of the decision within two months of receiving the application.

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

Step 5 - appeal

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

In the case of an appeal, a new assessment panel will be established that will consist of the following personnel:

- one of the original RPL panel
- an independent qualified assessor.

The new assessment panel will review all material available and make a decision to either:

- grant recognition
- or
- deny recognition.

The RPL review assessment panel will notify the applicant of the decision within two months of receiving the appeal.

The decision of the RPL review assessment panel will be final.

RPL Application Form



SECTION 1 - Personal details

Name: _____

Organisation: _____

Position: _____

Address: _____

_____ Postcode _____

Phone: _____ Fax: _____ Mobile: _____

Email: _____

SECTION 2 - Evidence (COMPULSORY)

Learning outcomes

Summary of evidence provided

Please supply evidence relating to each performance criteria in the form of education and training, work related experiences and life experiences. Please attach copies of documents and /or references to the application form.

1. Broader knowledge of all of the extension columns of the scoresheet.	
2. Use colours to record plays and assist in the reading of the scorebook and the preparation of Statistical summaries.	
3. Provide additional information to coaches through the use of extensions on the scoresheet.	
4. Apply their knowledge of the rules when officiating.	
5. Record special plays such as Fielder's Choice, Sacrifices Tie Break Runners correctly.	
6. Record all changes consistently.	
7. Demonstrate consistent and impartial judgement in recording of all actions of the game.	

I declare that the evidence I have provided is a true and accurate record of my work and life experiences in relation to this application:

Signature of applicant

Date

Payment

Applicants must pay an RPL administration fee. Amount payable: \$.....

Cheque/money order enclosed payable to:

Softball Australia Limited

National Scoring Committee - RPL Assessor Report



Appendix 4

Applicant's name: _____

Date of Assessment: / /

Learning outcomes / Assessment criteria	Evidence Supplied	Validity (is the evidence relevant to the performance criteria?)	Sufficiency (is there enough evidence to support Section 2)	Authenticity (is the evidence a true reflection of the candidate?)	Current (is the evidence recent? obtained within the last 3 yrs?)	Comments
1. Broader knowledge of all of the extension columns of the scoresheet.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Use colours to record plays and assist in the reading of the scorebook and the preparation of Statistical summaries	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Provide additional information to coaches through the use of extensions on the scoresheet.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Apply their knowledge of the rules when officiating.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Record special plays such as Fielder's Choice, Sacrifices Tie Break Runners correctly.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

6. Record all changes consistently.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. Demonstrate consistent and impartial judgement in recording of all actions of the game.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

All performance criteria met: (please tick)

YES NO (please provide advice to the applicant of what evidence they are still required to supply)

Name of Assessor

Signature:

Position:

Contact Number:

Assessor's comments	Recommendations

Softball Australia Scoring Committee



Assessment tool Officiating

Assessment task: Officiate a game safely in accordance with the rules and regulations.

Purpose of assessment: This assessment task will enable the official to demonstrate competency in the areas of risk management, applying the rules and regulations of the game and communication skills (as set out in the performance criteria in the checklist below).

Assessment conditions: The candidate will:

- have access to an appropriate sporting venue to undertake the assessment task (provided by the regional association)
- provide their own sporting and officiating equipment
- be permitted to re-present for assessment as many times as is necessary in order to achieve competency.

Evidence required: The candidate is required to demonstrate all of the performance criteria as set out in the checklist below.

The candidate must demonstrate the performance criteria consistently throughout the game (i.e. more than once during the session).

Assessment arrangements: The assessment activity will take place on _____ [date] at _____ [location].

Name of candidate:	
Organisation/club:	
Phone No.:	
Assessor(s) name:	

Performance criteria	Comments	Demonstrates competency	Not yet competent
• Broader knowledge of all of the extension columns of the scoresheet			
• Use colours to record plays and assist in the reading of the scorebook and the preparation of Statistical summaries			
• Provide additional information to coaches through the use of extensions on the scoresheet.			

• Apply their knowledge of the rules when officiating.			
• Record special plays such as Fielder's Choice, Sacrifices Tie Break Runners correctly.			
• Record All Changes consistently.			
• Demonstrate consistent and impartial judgement in recording of all actions of the game.			

Result:

- Candidate has achieved competency
- Candidate is not yet competent

Reasons for decision:

Assessor signature(s):

Candidate signature

Date:

Date:

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

Appendix 6

Softball Australia Scoring Committee Updating Policy



In order to update, coaches/officials must, in a four year period:

- complete the next level of qualification

or

- re-do the current level of qualification

or

- complete the following recommended number of hours of updating activities:

Level 2 - 30 hours

UPDATING ACTIVITIES

Practical /Officiating

- The majority of required updating hours for each level should be completed through practical scoring.
- Half of these officiating hours can be self-monitored through the use of an officiating logbook. The other half of the officiating hours must be signed off in the logbook by an authorised official within the sport (authorised NSC official, State or Regional Director).
- Practical scoring can be undertaken with any level of athlete or team or official and may occur on a regular basis (weekly, fortnightly) or in specific situations such as tournaments.

Up to 8 hours can be completed by any combination of the following activities:

Official Education

- Attendance at a softball scoring course of no lower than the current level held
- Attendance at a recognised Umpiring course

Note: Hours claimed must be equivalent to activities related to this association eg. attending a meeting.

Self Education

- Undertaking Softball Australia Rules examinations
- Undertaking Softball Australia Scoring specific Rules examination

Note: Hours claimed must be equivalent to activities related to this association eg. attending a meeting.

- Other negotiated activities may be included in this category.

Conditions

1. Activities must be verified in the /officiating logbook by an authorised person eg. convenor of the course/workshop, state or regional /officiating director.
2. The number of hours claimed must be equal to the number of hours spent on that activity.
3. Updating activities cannot all be completed in the space of one year. They should ideally be spread over the four year period. However, they must be undertaken in at least a two year period (this can be negotiated in special circumstances).

Re-entry

If a scorer does not update their accreditation within the specified four year period, the sport may:

- require the scorer to re-do the entire scoring training program

or

- require the scorer to undertake a specified number of activities from the above lists, in consultation with the NSC.

Active / Inactive

An official who has not undertaken and lodged updating accreditation within the specified four year period will be classified as Inactive.



Softball Australia Limited Scoring Evaluation Questionnaire

Please answer questions by circling a response, and by offering comments if you wish.
(Note some sections will not apply depending on what Level you are undertaking).

Course Lecturer(s): _____

1. To what extent did this course meet your expectations?

Not Applicable *Not at All* 1 2 3 4 5 *Completely*

2. Was the balance between practical and theoretical material adequate?

Not at All 1 2 3 4 5 *Completely*

3. Were the sessions well organised?

Not at All 1 2 3 4 5 *Completely*

What improvements are needed? _____

4. Comment on program format. (eg. sections to eliminate, time allocation, timetabling)

5. Was the course too long? Yes / No (please circle)

6. Was the venue suitable for the needs of the course?

Not at All 1 2 3 4 5 *Completely*

7. Were the accommodation and meals adequate?

Not Applicable *Not at All* 1 2 3 4 5 *Completely*

8. Rate the general abilities of the lecturers/presenters by circling the appropriate number:

	Poor	Fair	Average	Good	Excellent
<i>Knowledge of subject</i>	1	2	3	4	5
<i>Teaching skills</i>	1	2	3	4	5
<i>Planning/preparation</i>	1	2	3	4	5
<i>Enthusiasm</i>	1	2	3	4	5
<i>Time for questions</i>	1	2	3	4	5

9. Are there any further topics that you would like to gain competencies in?

10. Was the pre-course correspondence sufficient?
Not at All 1 2 3 4 5 *Completely*
If no, why? _____

11. In preparation for the course, were the reading/tasks helpful?
Not at All 1 2 3 4 5 *Completely*

12. Was the supervision of and feedback on officiating practice adequate?
Not at All 1 2 3 4 5 *Completely*

13. As a club or school official was the training program useful and relevant?
Not at All 1 2 3 4 5 *Completely*

14. Do you understand all the procedures involved to gain your qualification?
Not at All 1 2 3 4 5 *Completely*

15. What aspect of the course was most helpful and why?

16. General Comments

Thank you for your input. We use evaluation questionnaires to ensure the courses are meeting your needs. Your comments are important to the quality of our training.



Softball Australia Limited National Scoring Committee Standards required of NOAS Lecturers / Assistants / Mentors Training Program Delivery Policy

Educational Standards

Training program deliverers (*NOAS Lecturers; Assistants and Mentors*) will maintain high professional standards in the marketing and delivery of education and training services, which protect the interests and welfare of the participant.

Training program deliverers will maintain a learning environment that is conducive to the success of participants. They will have the capacity to deliver the nominated training program(s), provide adequate facilities and use appropriate methods and standards.

Marketing

Training program deliverers will market their training programs with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons will be drawn with any other delivery organisation or training program.

Trainee Information

Accurate, relevant and up-to-date information should be provided to participants prior to commencing the training program. This should include:

- course procedures and criteria, including pre-requisite requirements
- copy of the refund policy
- total fees/costs to participants
- details of the certification to be issued on full or partial completion of the training program
- competencies to be achieved on completion of the course
- assessment procedures
- grievance/appeal procedures
- RPL arrangements.

Recruitment

Recruitment of training program participants will be conducted at all times in an ethical and responsible manner, and be consistent with the requirements of the curriculum.

Training program deliverers should ensure that selection decisions for entry into training programs comply with equal opportunity legislation. These decisions should be made by appropriately qualified staff and be based on the applicants' qualifications and likelihood of achieving the stated competency standards.

Refunds

Training program deliverers must safeguard fees paid by trainees. Proponents must have a refund policy, which is fair and equitable. (Refer 2.1)

Sanctions

The ASC may withdraw NOAS training program registration from proponents who breach this code of practice.

Equal Employment Opportunities (EEO) Principles and Practices

Training program deliverers must be aware of EEO principles and practices as they apply to education and training. They should observe the following points:

Characters (and their names) used in case studies, exercises and examples must be free from stereotypes and unlikely to cause offence.

Material and presenters must discourage and prevent polarisation of participants.

The training program content, process and/or activities must include all trainees and avoid giving an advantage to any one individual or group over another.

Verbal and non-verbal language must be non-discriminatory.

Humour must be non-discriminatory.

Training program materials such as session plans, videos, handouts, graphics and cartoons must be non-discriminatory and unlikely to offend

Assessment Appeal handling procedures

Candidates with concerns about the conduct of their training program or seeking appeals on their assessment process must submit them in writing to the course coordinator/State Director 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 State scoring panel in the first instance, that 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 National Chief Statistician (with all relevant information) for consideration and decision.

Enrolment Pre-requisites

Age of entry into the program

Candidates must be 16 years of age on completion of all the SAL Scoring Level 2 requirements to be eligible for accreditation.

On-line modules must be undertaken for

- Play by the Rules Managing Risks <http://www.playbytherules.net.au/managing-risks/officials>
- ASC Officiating General Principles online course <http://www.ausport.gov.au/participating/officials/education/onlineofficial>

Recognition of Prior Learning (RPL)

There will be no honorary accreditation. All officials must satisfy the competencies of each particular level of accreditation. However, some individuals may be able to satisfy

all or most of the competencies required for accreditation without having to attend a formal course. Candidates may apply for exemption from all or sections of the course. Such people will be required to document their prior learning and submit it in writing to the course coordinator. These will then be passed on to the State Softball Scoring Technical Committee for consideration. RPL assessment will be conducted using the RPL Assessment form provided at Appendix 3.1. The candidate may be required to demonstrate their expertise in a particular area by written or practical demonstration.

Recognition of /officiating principles courses

In each case, applicants must supply the course coordinator with such letters, transcripts, certificates and descriptions of courses as is necessary to satisfy the various requirements of each level of accreditation.

Candidates with evidence of having achieved the following may gain credit:

State Department/Sport Education Centre/ Principles Agency Level 1 Principles course

Equivalent overseas qualifications

See Appendix 3 and 3.1 for further details on the process that SALNSC uses for RPL.

Updating

To retain their SAL Scoring Level 2 status officials must:

- complete another SAL Scoring Level 2 training program within four years or
- achieve SAL Scoring Level 3 within four years or
- Comply with the SALNSC Updating Policy (Appendix 6)
- Pass in the “Play-by-the-Rules” e-learning training module (and provision of certification) for players/participants/volunteers or administration modules. (http://www.playbytherules.net.au/site/online_training.jsp?)



1. Exam - Written and Practical: The exam is aimed at assessing underpinning knowledge. The exam will consist of Scoring a regulation live game with a marker present. All aspects of the game must be recorded. This may be undertaken within a period of 2 years of completing the Level 2 scoring Lecture.

NB: Game to be a senior standard of game at the Association usually scored at.

A 75% pass mark is required. Candidates are permitted to access course materials during the exam and prior to submission for marking. Candidates for the exam are required to submit their examination within 7 days of the examination date to their relevant State Director of Scoring. Level 2 accreditation will be granted after passing the practical test.

Candidates who do not meet the pass mark in the practical exam may provide another exam of Scoring a regulation live game with a marker present. All aspects of the game must be recorded.

The evidence required to be assessed as competent is indicated on each of these assessment tools.

2. Outline which assessment tasks correlate with each of the competency statements.

Competency	Exam
8. Broader knowledge of all of the extension columns of the scoresheet.	✓
9. Use colours to record plays and assist in the reading of the scorebook and the preparation.	✓
10. Apply their knowledge of the rules when officiating.	✓
11. Record special plays such as Fielder's Choice, Sacrifices Tie Break Runners correctly.	✓
12. Record All Changes consistently.	✓
13. Demonstrate consistent and impartial judgement in recording of all actions of the game.	✓
14. Correctly record the time and situation of the game when a protest arises.	✓
15. Comply by relevant State Child Protection Legislation and / or relevant Sport Child Protection Policies and undertake checks as determined by individual State Association	e-learning module

Top Bottom _____ Won the toss and elected to _____ vs _____ AT _____ DATE _____ Start _____ Finish _____ Time _____



SCORER		BATTING															
FIELDING	POS	UNI	BAT	INNING													
				1	2	3	4	5	6	7	8	9	10				
PO	A	E		PA	AB	H	2	3	4	R	SAC BUNT	HPB	RBI	SB	SO	OB	
			1														
			2														
			3														
			4														
			5														
			6														
			7														
			8														
			9														
			FLEX														
			TOTALS														
			TOTALS														
			PITCHER														
			BENCHLIST														

PITCHER		Total		W/L/S	
IP	ER	SO	BB	W	L

Score: _____
 Won By: _____
 Coach: _____
 Umpires: _____
 Scorer: _____