



# Softball Australia

## Scoring

### NOAS Training

### Program

*Approved by the Australian Sports Commission*



APPROVED OCTOBER 4, 2011

**LEVEL 3**

# Section 1: Accreditation Program General Information and Administration

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## 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 3 Officiating training program.

## 1.3 Separate/Officiating General Principles component

The Officiating General Principles training program has been addressed as a pre-requisite of SAL Scoring Level 1. As SAL Scoring Level 2 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 3 requirements to be eligible for accreditation. SAL Scoring Level 2 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; and
- 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; and
- 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 3 status officials must:

- \* complete another SAL Scoring Level 3 training program within four years; or
- \* achieve SAL Scoring Level 4 within four years; or
- \* Comply with the SALNSC Updating Policy (Appendix 6).

## Section 2: Quality Assurance

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### 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 state technical panel 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 SAL Scoring Level 4. 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 NAOS Level 3 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 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 3 candidates must have SAL Scoring Level 4 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 NOAS Level 4 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
- A State Officiating Director (who provides courses)
- Education/Training expert (experience in competency based curriculum design)

## Section 3: Accreditation Program Delivery

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### 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 NOAS Level 3 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](http://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 3 course is delivered in each state/territory. SALNSC will discuss individually with certain states/territories higher targets for the delivery of NOAS Level 3 courses.

# Section 4: Accreditation Program Description

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## 4.1 Competency Statements

SAL Scoring Level 3 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. Demonstrate broader knowledge of scoring of runs.
4. Provide additional information to coaches through the recording of earned and unearned runs.
5. Demonstrate broader knowledge of Fielder's Choice plays.
6. Demonstrate broader knowledge of Sacrifice plays.
7. Demonstrate a broader knowledge of rules in relation to Designated Player rules and Illegal Substitutions
8. Demonstrate a broader knowledge of scoring a regulation game.
9. Correctly calculate averages using the batting, fielding and pitching extensions on the worksheet.
10. Correctly record the offensive, defensive and pitching extensions
11. Correctly transfer the offensive, defensive and pitching extensions to the Statistical calculation sheets.
12. Correctly calculate the offensive, defensive and pitching Statistics.

## 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: The exam is aimed at assessing underpinning knowledge. The exam will consist of completing all extensions for a pre-scored seven innings game. All extensions must be recorded. This can be undertaken at the completion of the training program.

A 75% pass mark is required. Candidates are encouraged to undertake the exam without access to course materials. Candidates for the exam are required to submit their examination at the completion of the exam session.

2. Exam - Practical: The exam is aimed at assessing underpinning knowledge in a real time environment. The exam will consist of scoring a live regulation game, completing all extensions, transferring the extensions to the Stats Calculation sheets and calculation the required statistics. This game will be marked against an Examiner's game. This must be undertaken within a period of 2 years of completing the Level 3 scoring Lecture.

An 80% pass mark is required. Candidates are encouraged to undertake the exam without access to course materials. Candidates for the exam are required to submit their examination at the completion of the exam session.

NOAS Level 3 accreditation will be granted after passing the practical examination and completing one (1) complete season of practical scoring, and appropriate assessment if deemed necessary.

Candidates who do not meet the pass mark in the written and practical exam may provide another exam of Scoring a regulation live game with a marker present.

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

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

Competency	Exam
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.	✓
3. Demonstrate broader knowledge of scoring of runs.	✓
4. Provide additional information to coaches through the recording of earned and unearned runs.	✓
5. Demonstrate broader knowledge of Fielder's Choice plays.	✓
6. Demonstrate broader knowledge of Sacrifice plays.	✓
7. Demonstrate a broader knowledge of rules in relation to Designated Player rules and Illegal Substitutions.	✓
8. Demonstrate a broader knowledge of scoring a regulation game.	
9. Correctly calculate averages using the batting, fielding and pitching extensions on the worksheet..	✓
10. Correctly record the offensive, defensive and pitching extensions.	✓
11. Correctly transfer the offensive, defensive and pitching extensions to the Statistical calculation sheets	✓
12. Correctly calculate the offensive, defensive and pitching Statistics.	✓

- 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; and
- 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 will be gained after the theory session and examined as part of the practical exam. The practical experience after the theory lecture and practical exam can be gained by scoring/officiating at:

- Senior Club
- Junior and Youth Championships
- Venues and events approved by the State Director of Scoring

#### Supervision or Mentoring of the Officiating Practice

An experienced accredited official can be assigned as a part of a practical session of the training program. Supervisors or Mentors must hold NOAS Level 4 Accreditation as a minimum requirement.

As well as being a part of the Training Program supervision can involve contact with the trainee official and either observing them, or co-officiating with them.

Upon assignment as a supervisor, the respective NOAS Level 4 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 NOAS Level 3 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 3 is current Level 2 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
<b>DAY 1</b> <i>Suggest Commence at 9.30 am</i>		
Introduction, Duties and Equipment	30 mins	In training program
Use of extension columns	1 hour	In training program
Scoring of Runs	30 mins	In training program
Earned and Unearned Runs	1 hour	In training program
<i>Lunch Break suggest 45 mins</i>		
Additional Fielder's Choice Plays	15 minutes	In training program
Sacrifice Plays	1 hour	In training program
Rules Designated Player and 4 <sup>th</sup> out	1 hour 30 minutes	In training program
<b>DAY 2</b>		
Officiating Practice	30 minutes	In training program
Revision of Changes	30 minutes	In training program
Scoring the Game	2 hours	In training program
<i>Lunch Break suggest 45 mins</i>		
Correctly calculate averages using the batting, fielding and pitching extensions on games scored from the previous session.	1 hour 30 minutes	In training program

Written exam	2 hours	Using pre-scored game supplies as a part of the lecture materials
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## 4.5 Unit Outlines

### UNIT 1 - INTRODUCTION, DUTIES AND EQUIPMENT

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#### 1. Duration

After the initial introduction the explanation of additional Duties, compared to the duties of a level 2 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 2 and the additional equipment necessary.

#### 3. Content

Page 1 of the Softball Australia Scoring Manual, July 2011 revision or subsequent editions.

Address [http://admin.softball.org.au/\\_uploads/res/1\\_59590.pdf](http://admin.softball.org.au/_uploads/res/1_59590.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 July 2011 or subsequent editions.

#### 6. Assessment

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

### 1. Duration

1 Hour

There is no expectation of prior knowledge and experience in relation to the extension columns. The correct use of the extension columns will assist in the correct calculation of Statistics.

### 2. Learning outcomes

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

- Correctly determine the number of Plate Appearances and At Bats;
- Correctly complete the batting extensions;
- Correctly allocate put outs, assists and errors;
- Correctly complete the fielding extensions, including the summary in the top column of the opposition batting;
- Understand that Pitcher's innings can be divided by the outs, i.e. 1 out - .333 innings, 2 out - .667 innings; and
- Correctly complete the pitching extensions.

### 3. Content

Page-5 of the Softball Australia Scoring Manual, July 2011 revision or subsequent editions.

Address [http://admin.softball.org.au/\\_uploads/res/1\\_59590.pdf](http://admin.softball.org.au/_uploads/res/1_59590.pdf)

### 4. Delivery strategies

- Lecture On worksheets.
- Working examples on using extension columns

### 5. Resource requirements

*Softball Australia "Scoring Softball" manual revised and reprinted July 2011 revision or subsequent editions.*

## UNIT 3 SCORING OF RUNS

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### 1. Duration

30 mins

There is an expectation of prior knowledge and experience in relation to the scoring of runs from the Level 2 lecture. This is a revision of Level 2, with additional discussion about how runs score after the third out of an inning.

### 2. Learning outcomes

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

- When Runs are scored;
- When a run can or cannot be scored after the third out of an inning; and
- Understand that a run can be prevented from being scored after the third out by making additional out appeal.

### 3. Content

Page 4 of the Softball Australia Scoring Manual, July 2011 revision or subsequent editions.

Address [http://admin.softball.org.au/\\_uploads/res/1\\_59590.pdf](http://admin.softball.org.au/_uploads/res/1_59590.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 July 2011 revision or subsequent editions.*

Power point presentation available from SAL website prepared by Alan McAuliffe address

<http://softball.org.au/extra.asp?id=19607&OrgID=1&menu=15932>

## UNIT 4 EARNED AND UNEARNED RUNS

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### 1. Duration

1 hour

There is no expectation of prior knowledge and experience in relation to scoring of earned or unearned runs from the Level 2 lecture. This is an addition to the skill sets derived from Level 2.

### 2. Learning outcomes

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

- Understand that an earned run is a run for which the pitcher is held accountable;
- Determine earned runs with errorless play;
- Determine earned runs by reconstructing the inning without errors; and
- Determine unearned runs.

### 3. Content

Pages 6 to 8 of the Softball Australia Scoring Manual, July 2011 revision or subsequent editions.

Address [http://admin.softball.org.au/uploads/res/1\\_59590.pdf](http://admin.softball.org.au/uploads/res/1_59590.pdf)

### 4. Delivery Strategies

- Lecture.
- On worksheets used earlier.
- Worked examples.

### 5. Resource Requirements

*Softball Australia "Scoring Softball" manual revised and reprinted July 2011 revision or subsequent editions.*

- 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 5 - ADDITIONAL FIELDER'S CHOICE PLAYS

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### 1. Duration

1 hour

This is an additional learning from Level 2 and will involve an explanation of additional ways of recording a fielder's choice.

### 2. Learning outcomes

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

- Correctly determine when an outfield fielder's choice occurs;
- Understand that an outfield fielder's choice must result in an out;
- Correctly understand that outfield fielder's choice will extend as both a plate appearance and an At Bat; and
- Correctly understand that an on base for the batter, unless the outfield fielder's choice results in the third out of an inning.

### 3. Content

Page 6 of the Softball Australia Scoring Manual, July 2011 revision or subsequent editions.

### 4. Delivery Strategies

- Lecture.
- On worksheets used earlier.
- Give examples to practice the recording of outfield fielder's choice.

### 5. Resource Requirements

*Softball Australia "Scoring Softball" manual revised and reprinted July 2011 revision or subsequent editions.*

- 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 - SACRIFICE PLAYS

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### **1. Duration**

1 hour

There is no expectation of prior knowledge and experience in relation to scoring of Sacrifices from the Level 2 lecture. This is an addition to the skill sets derived from Level 2.

### **2. Learning outcomes**

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

- Understand that a sacrifice is not counted in the extensions as an At Bat (This also reinforces learning in Section 2);
- Correctly determine when a Sacrifice Bunt occurs;
- Correctly determine that a Bunt can also be recorded as a safe hit;
- Correctly determine when a Sacrifice Fly occurs; and
- Correctly determine when a Sacrifice Bunt occurs.

### **3. Content**

Page 7 and 8 of the Softball Australia Scoring Manual, July 2011 revision or subsequent editions.

### **4. Delivery Strategies**

- Lecture.
- On worksheets provided earlier calculate the averages.

### **5. Resource Requirements**

- Scoring worksheets as provided in resource kit.
- Pencil/pen for filling out worksheet exercises.

## **UNIT 7 - RULES DESIGNATED PLAYER AND ILLEGAL SUBSTITUTES.**

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### **1. Duration**

1 hour30 minutes

This is an additional learning from Level 2 and will reinforce rules learned from Level 2 as well as extending the skills set derived from Level 2.

### **2. Learning outcomes**

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

- Understand the application of the designated player rule;
- Correctly be able to assist in the player substitutions with a starting player becoming a fielder, starting flex player becoming a batter, and starting designated player becomes a fielder; and
- Correctly understand the application of the rules relating to Illegal Substitution.

### **3. Content**

Page 10 of the Softball Australia Scoring Manual, July 2011 revision or subsequent editions.

### **4. Delivery Strategies**

- Lecture.
- On worksheets provided earlier.

### **5. Resource Requirements**

- Softball Australia “Scoring Softball” manual revised and reprinted July 2011 revision or subsequent editions.
- Scoring worksheets as provided in resource kit.
- Pencil/pen for filling out worksheet exercises.

## **UNIT 8 - OFFICIATING PRACTICE**

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### **1. Duration**

30 minutes

This is an extension of the Officiating General Principles required as a pre-requisite for Level 1.

### **2. Learning outcomes**

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

- correctly identify physical risks to athletes and officials; and
- correctly understand the proper way in dealing with athletes, officials and other interested people.

### **3. Content**

A mentor will run a practical session in relation to identifying risks and dealing with individuals.

### **4. Delivery Strategies**

- Lecture.

### **5. Resource Requirements**

- Check and see if there are any resources from the ASC.

## UNIT 9 - REVISION OF CHANGES

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### **1. Duration**

30 minutes

This is a revision of skills learned as a part of the Level 2 skill sets.

### **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 baserunner in the score sheet;
- correctly record a re-entry in the score sheet; and
- correctly record the pitching substitution in the score sheet.

### **3. Content**

Page 11 13 of the Softball Australia Scoring Manual, July 2011 revision or subsequent editions.

### **4. Delivery Strategies**

- Lecture.
- On worksheets provided earlier calculate the averages.

### **5. Resource Requirements**

- Softball Australia “Scoring Softball” manual revised and reprinted July 2011 revision or subsequent editions.
- Scoring worksheets as provided in resource kit.
- Pencil/pen for filling out worksheet exercises.

## UNIT 10 - SCORING A GAME

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### **1. Duration**

2 hours

This is an exercise using a pre-recorded game to put into practice the skill sets learned to date.

### **2. Learning outcomes**

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

- correctly score a regulation game; and
- correctly extend the game information (reinforcing the skill sets learned in Section 2).

### **3. Content**

The Softball Australia Scoring Manual, July 2011 revision or subsequent editions.

### **4. Delivery Strategies**

- Score 7 Innings Australia v New Zealand using colours on scoresheets provided.
- calculate the extensions.

### **5. Resource Requirements**

- Softball Australia “Scoring Softball” manual revised and reprinted July 2011 revision or subsequent editions.
- Scoring worksheets as provided in resource kit.
- Pencil/pen for filling out scoresheet.

## UNIT 11 - CALCULATING AVERAGES

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### **1. Duration**

1 hour30 minutes

This is an extension of the previous unit where the information generated will be used to calculate various averages.

### **2. Learning outcomes**

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

- correctly calculate individual and team batting average; and
- correctly calculate individual and team fielding average.

### **3. Content**

Page 17 -18 of the Softball Australia Scoring Manual, July 2011 revision or subsequent editions.

### **4. Delivery Strategies**

- Lecture.
- On worksheets provided earlier calculate the averages.

### **5. Resource Requirements**

- Softball Australia “Scoring Softball” manual revised and reprinted July 2011 revision or subsequent editions.
- Scoring worksheets as provided in resource kit.
- Pencil/pen for filling out worksheet exercises.

### 1. Nominal Duration

2 Hours

### 2. Learning outcomes

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

- correctly determine the number of Plate Appearances and At Bats;
- correctly complete the batting extensions;
- correctly allocate put outs, assists and errors;
- correctly complete the fielding extensions, including the summary in the top column of the opposition batting;
- understand that Pitcher's innings can be divided by the outs, i.e. 1 out - .333 innings, 2 out - .667 innings;
- correctly complete the pitching extensions;
- correctly calculate individual and team batting average; and
- correctly calculate individual and team fielding average

### 3. Content

- The Softball Australia Scoring Manual, July 2011 revision or subsequent editions.

Address [http://admin.softball.org.au/\\_uploads/res/1\\_59590.pdf](http://admin.softball.org.au/_uploads/res/1_59590.pdf)

### 4. Delivery Strategies

- as a part of the manual there is a scored game, together with worksheets.

### 5. Resource Requirements

- Softball Australia "Scoring Softball" manual revised and reprinted July 2011 or subsequent editions.
- Level 3 Examiner Pack 2011.
- 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.

# NATIONAL SCORING ACCREDITATION LEVEL 3 APPENDICES

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# Softball Australia Scoring Official's Code of Behaviour

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## 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

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## 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; and
- **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; and
- 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**

- Résumé 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 officiating or assessment tools, which the coach/official has developed and implemented; or
- 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; and
- 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; and
  - 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?); and
  - 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; and
  - 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; and
- 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)

<i>Learning outcomes</i>	<i>Summary of evidence provided</i>
	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. 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.	
3. Demonstrate broader knowledge of scoring of runs	
4. Provide additional information to coaches through the recording of earned and unearned runs.	
5. Demonstrate broader knowledge of Fielder's Choice plays	
6. Demonstrate broader knowledge of Sacrifice plays	
7. Demonstrate a broader knowledge of rules in relation to Designated Player rules and Illegal Substitutions	
8. Demonstrate a broader knowledge of scoring a regulation game.	
9. Correctly calculate averages using the batting, fielding and pitching extensions on the worksheet.	
10. Correctly record the offensive, defensive and pitching extensions	
11. Correctly transfer the offensive, defensive and pitching extensions to the Statistical calculation sheets	
12. Correctly calculate the offensive, defensive and pitching Statistics	

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: \$.....

# 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?)	Currency (is the evidence recent? obtained within the last 3 yrs?)	Comments
1. Demonstrate 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 appropriate colours to record plays and assist in the reading of the scorebook and the preparation.	<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. Demonstrate broader knowledge of scoring of runs.	<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. Provide additional information to coaches through the recording of earned and unearned runs.	<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. Demonstrate broader knowledge of Fielder's Choice plays	<input type="checkbox"/> Yes <input type="checkbox"/> No					
6. Demonstrate broader knowledge of Sacrifice plays	<input type="checkbox"/> Yes <input type="checkbox"/> No					
7. Demonstrate a broader knowledge of rules in relation to Designated Player rules and Illegal Substitutions	<input type="checkbox"/> Yes <input type="checkbox"/> No					
8. Demonstrate a broader knowledge of scoring a regulation game.	<input type="checkbox"/> Yes <input type="checkbox"/> No					
9. Correctly calculate averages using the batting, fielding and pitching extensions on the worksheet.	<input type="checkbox"/> Yes <input type="checkbox"/> No					
10. Correctly record the offensive, defensive and pitching extensions	<input type="checkbox"/> Yes <input type="checkbox"/> No					
11. Correctly transfer the offensive, defensive and pitching extensions to the Statistical calculation sheets	<input type="checkbox"/> Yes <input type="checkbox"/> No					
12. Correctly calculate the offensive, defensive and pitching Statistics	<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; and
- 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].

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

Performance criteria	Comments	Demonstrates competency	Not yet competent
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.			
3. Demonstrate broader knowledge of scoring of runs			
4. Provide additional information to coaches through the recording of earned and unearned runs.			
5. Demonstrate broader knowledge of Fielder's Choice plays			
6. Demonstrate broader knowledge of Sacrifice plays			
7. Demonstrate a broader knowledge of rules in relation to Designated Player rules and Illegal Substitutions			
8. Demonstrate a broader knowledge of scoring a regulation game.			
9. Correctly calculate averages using the batting, fielding and pitching extensions on the worksheet.			
10. Correctly record the offensive, defensive and pitching extensions			
11. Correctly transfer the offensive, defensive and pitching extensions to the Statistical calculation sheets			
12. Correctly calculate the offensive, defensive and pitching Statistics			

**Result:**

- Candidate has achieved competency
- Candidate is not yet competent

**Reasons for decision:**

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**Assessor signature(s):**

**Candidate signature**

**Date:**

**Date:**

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

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# Softball Australia Scoring Committee

## Updating Policy

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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 3 - 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; and
- 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; and
- Undertaking non Softball specific Training courses, including but not restricted to ASC Presenter and Assessor courses. First Aid courses, team building workshops and any form of self-education may be included in this area.

**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; and
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;

*or*

- Go through the recognition of prior knowledge process as set out in Appendix 4.

### **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?

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10. Was the pre-course correspondence sufficient?

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

If no, why? \_\_\_\_\_

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11. In preparation for the course, were the reading/tasks helpful?

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

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---

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*

---

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

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16. General Comments

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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 3 status officials must:

- complete another SAL Scoring Level 2 training program within four years or
- achieve SAL Scoring Level 4 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?](http://www.playbytherules.net.au/site/online_training.jsp?)).



## Softball Australia Limited National Scoring Committee

Exam

1. Exam – There are 2 parts to the examination Process for Level 3
  - In Class: This is aimed at assessing underpinning knowledge. A game pre-scored will be provided (Level 3 Exam 2011 or updated) for completion of Day 2;
  - The exam will be handed in to the lecturer for marking;
  - A 75% pass mark is required;
  - Candidates are permitted to access course materials during the exam;
  - Practical: This is aimed at assessing the candidate's knowledge in a live game situation, with a live game assessor;
  - The exam will be conducted on a game that will test the underlying skills of the candidate;
  - The exam will be handed in to the State Director within 7 of the game's completion for marking;
  - A 75% pass mark is required; and
  - Candidates are permitted to access course materials during the exam.
2. Candidates who do not meet the competency requirements in both exams will be permitted to submit live games to indicate they have met the criteria that were not met in the exam.
3. Outline which assessment tasks correlate with each of the competency statements.

Competency	Exam
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.	✓
3. Demonstrate broader knowledge of scoring of runs	✓
4. Provide additional information to coaches through the recording of earned and unearned runs.	✓
5. Demonstrate broader knowledge of Fielder's Choice plays	✓
6. Demonstrate broader knowledge of Sacrifice plays	✓
7. Demonstrate a broader knowledge of rules in relation to Designated Player rules and Illegal Substitutions	✓

8. Demonstrate a broader knowledge of scoring a regulation game. ✓
9. Correctly calculate averages using the batting, fielding and pitching extensions on the worksheet.. ✓
10. Correctly record the offensive, defensive and pitching extensions ✓
11. Correctly transfer the offensive, defensive and pitching extensions to the Statistical calculation sheets ✓
12. Correctly calculate the offensive, defensive and pitching Statistics. ✓