

Australian Shooting Association

Level 1 Officiating Course



Version	Author	Purpose	Approved by	Date
1.00	BM	Draft regulations for discussion After meeting in Melbourne		25 Nov 2002
1.01	ST & BM	Tidy up Document		12 Dec 2002
1.02	BM	Tidy up Document		16 Dec 2002
1.03A	BM	Tidy up Document		20 Mar 2003
2.00	BM	Entry to NOAS		2 Apr 2003
2.01				

Terminology used in this document

Acronyms

The following acronyms are used throughout this document:

ACTA	Australian Clay Target Association
ASA	Australian Shooting Association
ASC	Australian Sports Commission
F&GF	Field & Game Federation of Australia
NCAS	National Coaching Accreditation Scheme
NOAS	National Officiating Accreditation Scheme
NSO	National Sporting Organisation
PA	Pistol Australia
RPL	Recognition of Prior learning
SSAA	Sporting Shooting Association Of Australia
TRA	Target Rifle Australia
NRAA	National Rifle Association Of Australia

Provider ASA via its Members deliver this course as detailed below

Accreditation Refers to the accreditation of courses or training programs

Assessment Refers to the assessment of candidates, will only be undertaken by persons who are approved by the ASA Technical Committee or hold ASA accepted assessor qualifications

Section 1: General Information

1.1 Course Provider

Australian Shooting Association Inc.

National Executive Director
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:

Authorisation of the Australian Shooting Association Inc.

.....
ASA President

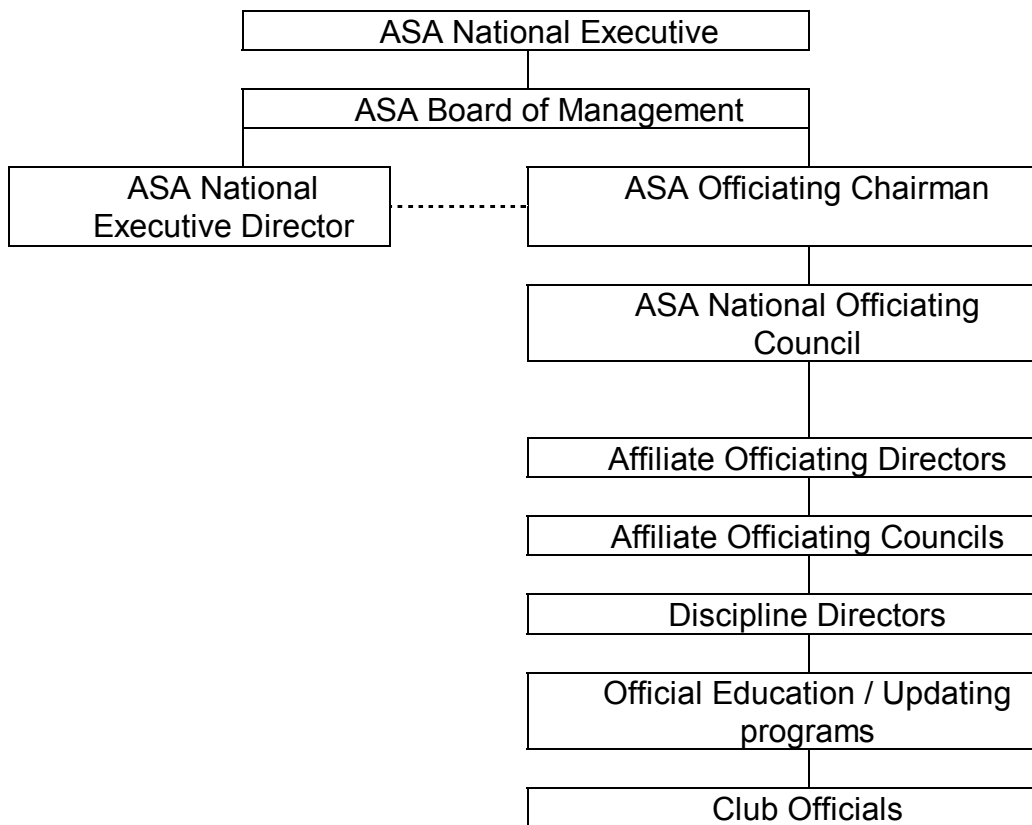
NED

1.2 Functions and structure of the organisation

The objects of the ASA inc include:

- The co-ordination, development and promotion of pistol, rifle and shotgun shooting within Australia and its Territories.
- To promote and conduct International, National, Interstate and other target shooting competitions in Australia.
- To encourage proficiency in target shooting.
- To educate all people, particularly the young, in safe handling and responsible use of firearms.
- To provide advice, information, recommendations and representations to the Ministers of State, any Government or Statutory Bodies, Authorities or Boards bearing on or affecting target shooting activities generally throughout Australia or its Territories.

The structure of the ASA;



1.3 Aims and objectives of the official and/or official development program

- to provide officials for target shooting capable of conducting shooting sessions at club level.
- providing encouragement and making it easier for Club Members to become officials
- promoting firearms safety.

Officials should be encouraged to aspire to the highest possible level, both national and international

1.4 Type of submission

This is a new submission 2003-2007

1.5 Copyright information

Copyright exists, and is held by ASA, on this course and supporting workbooks

1.6 Provider arrangements / Licensing/Franchise Arrangements

Only Member affiliates of the ASA who meet the stipulated “provider criteria” are endorsed to deliver this course on behalf of, and in consultation with the Officiating Committee of ASA. No fees apply to this arrangement.

Other groups wishing to supply this course must have the permission of and be registered with the ASA.

A fee of \$500 will be charged to allow providers (other than ASA endorsed Members) to register with ASA to deliver this course.

Section 2: Training Program Administration

2.1 Name of the training program

ASA – Level 1 Officiating Course.

2.2 Integrated or separate Officiating / Officiating Principles component

The appropriate units of the ACC Level 1 Officiating Principles component are integrated into this course

2.3 Nominal duration of this training program

5 hours 45 minutes for the Generic Section of this course. Variations will occur in the Sports Specific Sections.

2.4 Target market for this training program

Beginner/entry level club officials who are registered & financial members of Members of ASA that have been endorsed by the Member.

2.5 Payment of training program fees

Course fees shall include the ASC registration fee, compulsory text, and such facility hire & lecturer fees as appropriate to the venue.

No GST is payable on this course material. Any outside material used would incur GST

Training program providers must safeguard fees paid by trainees.

Providers must have a refund policy, which is fair and equitable.

2.6 Enrolment pre-requisites

2.6.1 Entry pre-requisites

Participants are not required to have completed any other courses as a pre-requisite for the Level 1 training program. They are to have a minimum of 2 years practical experience in the handling of appropriate firearms for the sport specific modules undertaken.

Minimum age of 18 years applies to accreditation.

Dispensation for Officials accreditation of juniors is available with written authorisation from the Member executive.

2.6.2 Physical screening check

Participants should have hearing and eyesight levels that will enable them to complete the practical requirements of the course. Course coordinators and presenters reserve the right to request proof of fitness from a medical practitioner. Participants who are unable to meet this requirement will undertake alternative activities during the practical components of the course.

2.6.3 Pre-course study/preparation

Pre-course reading/study may apply. If required the information will be sent to all participants, including notice of unit assessment topics and other recommended reading.

2.7 Presenter, Assessor and Mentor requirements and qualifications

While it is acknowledged that presenters, assessors, & mentors at the courses may be from varying backgrounds, the skills and knowledge of accredited officials and other experienced people in the sport should be utilised, and integrated with other outside professionals, to maintain the standards required of this level.

It is desirable that Course presenters, assessors, & mentors would be as a minimum - highly experienced Level 1 officials or accredited Level 2 NOAS officials

Course presenters, assessors and mentors must have prior approval for their role/s from the ASA National Officiating Council.

2.8 Reference Materials

READING LIST - Due to uncertainty of availability over time, the following lists are recommended lists only. Course Co-ordinators will be able to direct participants to available REFERENCES

Information		
Australian Sports Commission	PO Box 176, Belconnen 2616	
ABC Bookstore	Any capital city	
ISSF	ISSF Bavariaring 21, 80336 München, Germany	

Generic component		
Australian Sports Commission	DRUG ABUSE AND SPORT	ASC
International Shooting Sports Federation (ISSF)	ISSF RULES / SHOOTERS JOURNAL	

2.9 Recognition of Prior Learning (RPL)

No honorary or retrospective accreditation will be granted automatically, however applications in writing may be considered in certain circumstances. Applications and supporting documentation should be directed to the Member's Executive for assessment.

2.10 Updating

Active Level 1 officials will be re-accredited every 4 years after payment of registration fees & evidence of active officiating is submitted.

2.11 Responsible and Ethical Relations

2.11.1 Educational Standards:

Training program providers 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 providers 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.

2.11.2 Marketing

Training program providers 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 provider or training program.

2.11.3 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 providers 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.

2.11.4 Trainee Grievances/Appeals

The ASA has a Member Protection Policy. In that policy details in relation to harassment, discrimination and safe environment are documented.

2.11.4 Insurance

Affiliates normal insurance will apply. Affiliates are expected to have public liability insurance to 5 million dollars and professional indemnity for all presenters.

2.11.5 Sanctions:

The ASC may withdraw NCAS course accreditation from proponents or presenters who breach the ASA code of practice.

2.12 Quality Control

A full report of the running of all courses is to be supplied to the ASA Officiating Chairman via the ASA NED, within one month of the completion of the course, and all participants are to be notified in writing of the results of such a course. The report is to be completed by the Course Co-ordinator.

The ASA NED will pass information to ASC for inclusion in the NCAS database as well as ASA's Officiating Council.

Any individual's personal details will only be disclosed by necessity and in accordance with the primary purpose for which the information was collected.

A general course evaluation form is to be completed by participants at the completion of the course. Data on numbers of participants completing the course, and the comments on the course content and delivery will be monitored and analysed on a regular basis with a view to improving the course.

2.13 Access and Equity

This course has no entry restrictions other than those covered in Sections 2.6.1

2.14 Competency based training

2.14.1 Course aims

- To achieve the prescribed competency standards
- To meet the individual learner's needs
- To use material and techniques relevant to current coaching practice

2.14.2 Assessment

Assessment will consist of completion of the workbook tasks, a practical assessment and continuing individual skills assessment throughout the course.

Section 3: Competency Statements

Competency	Underpinning knowledge
Make effective decisions (accurate and consistent)	<ul style="list-style-type: none">• understanding the decision making process• communication• conflict resolution• assertiveness• anxiety and arousal levels• interpersonal skills
Plan and organise effectively	<ul style="list-style-type: none">• role of the official• pre-shooting preparation
Self manage effectively	<ul style="list-style-type: none">• time and stress management• personal presentation• duties and responsibilities• values and ethical behaviour (codes of ethics)• personal effectiveness
Apply personal health and safety principles	<ul style="list-style-type: none">• legal responsibilities and risk management• personal hygiene• basic first aid
Apply technical knowledge	<ul style="list-style-type: none">• laws and rules of the game (spirit of the game)• positioning• signals• reporting procedures• understanding the officiating environment• practical officiating

Section 4: Training Program Syllabus

4.1 Training Program Overview

MODULE	Unit	Assessment	Duration
MODULE 1	Course Introduction (incl course resources, COE)	Nil	30min
MODULE 2	Legal Responsibilities & Risk Management (environment & OHS)	Analysis of case studies, role play, completion of sport specific risk planner worksheet.	60 min
MODULE 3	Range Conditions - Running Range Safely (inc. Safety Templates)	Observations, role play, case studies, group discussion	60 min
MODULE 4	Managing People – Communication Skills & Conflict Resolution	Observations, role play, case studies, group discussion	60 min
MODULE 5	Dealing with Conflict	Observations, role play, case studies, group discussion	60 min
MODULE 6	Role of the Official	Observations, case studies and role-play	60 min
MODULE 7	Summary/ Conclusions (COE signing, completion requirements, etc.)	Nil	45 min
			5 hrs 45 mins

Discipline specific Modules	All Disciplines
Know rules (incl. range guides)	RI - 45 min
Range Standing Orders – Range Operating Plans	R2 - 60 min
Use of standard commands	R3 - 30 min
	2 hrs 15 min

MAXIMUM 1 Day

Module 1

Course Introduction

Nominal Duration	30 mins
Module Purpose	Course administration that covers facets relating to the ASA & NOAS requirements of a Level 1 Official.
Pre-requisites	Nil
Summary of Learning Outcomes	<p>The Level 1 official will:</p> <ul style="list-style-type: none">• be aware of the aims of the NOAS scheme, and how they relate to the overall plan of officiating within ASA• be aware of the objectives, aims and the requirements of the Level 1 course.
Assessment Method	Not applicable
Conditions of Assessment	<p>Receive understanding of:</p> <ul style="list-style-type: none">• Format of the course• ASA's Officiating scheme, its aims and objectives.• NOAS involvement in officiating.• Level 1, course objectives.• Course administration.• Registration of candidates.• Course personnel.• Housekeeping.
Recognition of Prior Learning	<p>Acknowledges the skills and knowledge obtained through:</p> <ul style="list-style-type: none">• Formal training conducted by industry or educational institutions in Australia or overseas• Work experience (informal training)• Life experience <p>The main focus is on the learning outcome not on how, where and when learning occurred. Some people applying to do this module may already be competent in one or more of the learning outcomes and should be given RPL upon application.</p>

Module 2

Legal Responsibilities and Risk Management

Nominal Duration	60 mins
Module Purpose	To assist sports officials apply principles of health and safety in the sporting environment.
Pre-requisites	Nil
Summary of Learning Outcomes	<ul style="list-style-type: none">• Make informed decisions on legal responsibilities and related safety issues.• Develop and apply risk management procedures in areas of safety and legal responsibility.
Assessment Method	Analysis of case studies, role play, completion of sport specific risk planner worksheet.
Conditions of Assessment	Assessment will take place in a suitable equipped theory room.
Recognition of Prior Learning	<p>Acknowledges the skills and knowledge obtained through:</p> <ul style="list-style-type: none">• formal training conducted by industry or educational institutions in Australia or overseas• work experience (informal training)• Life experience <p>The main focus is on the learning outcome not on how, where and when learning occurred. Some people applying to do this module may already be competent in one or more of the learning outcomes and should be given RPL upon application.</p>

Learning Outcome 1	Make informed decisions on legal responsibilities and related safety issues.
Assessment Criteria	<p>Identify differences between assault and negligence. Illustrate the four tier test for negligence. Outline the duty of care principles. Explain "reasonable person test". Identify and apply legal responsibilities of officials. Detail and apply the principles of natural justice for domestic tribunals.</p>
Assessment Task	It is recommended this be done off the job. Analysis of case studies and discussion.
Conditions	<p>Candidate to have access to:</p> <ul style="list-style-type: none"> • suitably equipped theory space • relevant officials case studies • handouts
Content	<p>This learning outcome may include but is not restricted to:</p> <ul style="list-style-type: none"> • Law of Torts <ul style="list-style-type: none"> Battery trespass (assault) Negligence (four-tier test) Duty of care "Reasonable person" test Defence to negligence • Sports officials responsibilities <ul style="list-style-type: none"> Enforce the rules Protect participants Duty to warn Anticipate reasonable/foreseeable dangers Manage the game Give fair and consistent rulings • Sports tribunal and the official <ul style="list-style-type: none"> Tribunals Law of natural justice Onus of proof Giving evidence Legal representation

Learning Outcome 2	Develop and apply risk management procedures in the areas of safety and legal responsibilities.
Assessment Criteria	Identify potential liability issues. Assess risks. Design a simple risk management plan. Explain how the plan will be implemented.
Assessment Task	It is recommended this be done on-the-job. Completion of risk management worksheet. Sport specific.
Conditions	Trainee to have access to: <ul style="list-style-type: none"> • equipped theory space • handouts
Content	This learning outcome may include but is not restricted to: <ul style="list-style-type: none"> • Risk management principles Risk identification and assessment Risk reduction/elimination plan Implementation of plan Evaluation and modification of the plan • Insurance Professional indemnity Public liability Directors and officers Legal expense cover Occupational and health cover Workers compensation Voluntary workers insurance Participants insurance • Code of ethics ASA and National Officiating Program Code of ethics Processes for dealing with breaches
Delivery of Module	
Delivery Strategy	Presentation Discussion of case studies
Resources	National Officiating Program Resource Manual Legal Responsibilities and Risk Management for Sports Officials

Module 3

Range Conditions - Running Range Safely (inc. Safety Templates)

Nominal Duration	60 mins
Module Purpose	To assist sports officials to apply principles of safe shooting sessions
Pre-requisites	Nil
Summary of Learning Outcomes	<p>The Level 1 official will:</p> <ul style="list-style-type: none">• Understand principles of shooting range design relating to containment of projectiles in authorised areas• Understand and be able to apply principles of the firearms 'safety triangle'• Use 'Range Officer Guides'
Assessment Method	Observations, role play, case studies, group discussion.
Conditions of Assessment	Analysis of case studies, role play, completion of sport specific Range Officer Guides.
Recognition of Prior Learning	<p>Acknowledges the skills and knowledge obtained through:</p> <ul style="list-style-type: none">• Formal training conducted by industry or educational institutions in Australia or overseas• Work experience (informal training)• Life experience <p>The main focus is on the learning outcome not on how, where and when learning occurred. Some people applying to do this module may already be competent in one or more of the learning outcomes and should be given RPL upon application.</p>

Learning Outcome 1	Understand principles of shooting range design relating to containment of projectiles in authorised areas.
Assessment Criteria	<p>Identify functional differences between safe and unsafe range layout and construction.</p> <p>Identify the differences between safe and unsafe projectile containment materials, size and locations.</p> <p>Outline the importance of projectile size and speed to potential trajectory to range safety.</p>
Assessment Task	It is recommended this be done on the job. Analysis of case studies and discussion.
Conditions	<p>Candidate to have access to:</p> <ul style="list-style-type: none"> • suitably equipped theory space • relevant officials case studies • handouts
Content	<p>This learning outcome may include but is not restricted to:</p> <p>Range Design</p> <ul style="list-style-type: none"> • Full, partial and no safety template ranges. • Different templates for different firearms. • Height and size and purpose of bullet decelerators. • Safety aspects of down-range installations. <p>Projectile Trajectory</p> <ul style="list-style-type: none"> • Basic differences of centrefire, rimfire, shotgun and black powder projectiles. • Impact of barrel size and length on range safety template areas and range construction. <p>Authorised Range Safety Areas</p> <ul style="list-style-type: none"> • The placement of fences, warning signs, flags etc • The need for sentries and communications. • Impact of overlapping safety template areas of adjoining ranges on range operations and movement of people down range. <p>Range Inspections</p> <ul style="list-style-type: none"> • Know requirements of Range Operations • Use of checklists before, during and at conclusion of all live firing.
Delivery of Module	
Delivery Strategy	<p>Presentation</p> <p>Discussion of case studies</p>
Resources	

Learning Outcome 2	Understand and be able to apply principles of the firearms 'safety triangle'
Assessment Criteria	Identify and demonstrate the inter dependence the three principle components of firearms safety triangle. Identify differences between safe and unsafe firearms handling using the "safety triangle". Demonstrate the importance of the "safety triangle" on typical range operations
Assessment Task	It is recommended this be done off the job. Analysis of case studies and discussion.
Conditions	Candidate to have access to: <ul style="list-style-type: none"> • suitably equipped theory space • relevant officials case studies • handouts
Content	This learning outcome may include but is not restricted to: <p>"Safety Triangle" Components</p> <ul style="list-style-type: none"> • People • Firearms • Ammunition <p>Relationships between Safety Triangle Components</p> <ul style="list-style-type: none"> • How removing at least one of the three components until everyone is ready to shoot is good for safety. • Strategies for ensuring one of the three are not present until an appropriate command is given. <p>Relationship between Range Officials and Safety Triangle.</p> <ul style="list-style-type: none"> • Inspection of firearms before and after firing. • Use of clear commands
Delivery of Module	
Delivery Strategy	Presentation Discussion of case studies
Resources	

Learning Outcome 3	Use 'Range Guides'
Assessment Criteria	Understand the contents and use of Range Officer Guides
Assessment Task	It is recommended this be done off the job. Analysis of case studies and discussion.
Conditions	<p>Candidate to have access to:</p> <ul style="list-style-type: none"> • suitably equipped theory space • relevant officials case studies • handouts
Content	<p>This learning outcome may include but is not restricted to:</p> <p>Range Guides</p> <ul style="list-style-type: none"> • Typical format and content • Importance to provide a consistent strategy for range safety on all ranges • Use to identify local variations to be enforced as per requirements of Range Safety Certification etc
Delivery of Module	
Delivery Strategy	<p>Presentation</p> <p>Discussion of case studies</p>
Resources	

Module 4

Managing People - Communication Skills & Conflict Resolution

Nominal Duration	1 hour in total – 30 mins (communication skills) & 30mins (conflict resolution)
Module Purpose	To provide target shooting officials with strategies to improve their communication skills both on and off the field.
Pre-requisites	Nil
Summary of Learning Outcomes	<ul style="list-style-type: none">• Identify effective communication processes• Identify barriers to effective communication• Propose techniques and strategies to improve communication
Assessment Method	Observations, role play, case studies, group discussion on situational analysis learning outcomes can be grouped together for assessment.
Conditions of Assessment	Assessment will take place in a suitable equipped theory room and appropriate on range environment. To be credited with this module the trainee must demonstrate competency in all learning outcomes.
Recognition of Prior Learning	Acknowledges the skills and knowledge obtained through: <ul style="list-style-type: none">• Formal training conducted by industry or educational institutions in Australia or overseas• Work experience (informal training).• Life experience <p>The main focus is on the learning outcome not on how, when and when learning occurred. Some people applying to do this module may already be competent in one or more of the learning outcomes and should be given RPL upon application.</p>

Learning Outcome 1	Identify effective communication processes.
Assessment Criteria	Explain why we teach communication to officials. Explain the “Injection Myth” and how we communicate. Explain and illustrate the 2 way feedback model for communication both on and off the range.
Assessment task	It is recommended this be done off the job. Analyse and apply above processes to the officiating context. Use an official’s example to show how these processes operate.
Conditions	Candidate to have access to: <ul style="list-style-type: none"> • suitably equipped theory space • relevant officials case studies • handouts
Content	This learning outcome may include but is not restricted to the following: <ul style="list-style-type: none"> • Definition Communication • Why teach communication? Effective v's ineffective communication • How do we communicate? Different ways to communicate • Injection Myth Theory of release rather than injection of meaning Intended v's interpreted meaning • Two-way feedback model Role of sender, receiver, medium • Application to sports officials roles Effective and ineffective applications

Learning Outcome 2	Identify barriers to effective communication.
Assessment Criteria	Recognise in self and others common blockers/barriers to effective communication.
Assessment Task	Group brainstorm common barriers in the officiating situation. Discuss and apply through role play and partner work to a range of situations.
Conditions	Candidates will have access to: <ul style="list-style-type: none"> • Suitably equipped theory room • Handouts
Content	This learning outcome may include but is not restricted to the following: <ul style="list-style-type: none"> • Barriers to communication attitudes / values beliefs / feelings / nationality past experiences (cage) / power / status background / self esteem / emotional state social environment / symbol system self concept / assumptions / expectations degree of familiarity / physical environment intellectual ability / mental state • Blocking Phrases • Open Questions

Learning Outcome 3	Propose techniques and strategies to improve communication.
Assessment Criteria	Apply techniques of active listening/talking. Apply techniques of reflection and paraphrasing. Explain the 3 R's of communication. Apply effective openers.
Assessment Task	It is recommended that this task be completed both on- and off-the-field. Observe the application of above on the field. Using 10 laws of human communication apply the above using case studies and situational analysis.
Conditions	The trainee will have suitable access to: <ul style="list-style-type: none"> • suitable theory room • appropriate sports environment • handouts
Content	This learning outcome may include but is not restricted to the following: <ul style="list-style-type: none"> • Active listening A Way to better officiating Attending Understanding Following skills Reflecting • Active talking Avoiding killer language “I” language- feelings Reflective meaning Para-phrasing Summarising Use of open questions • The 3 R's of communication Reinforcement Relevance Relationship • Effective openers Phrases
Delivery Strategy	<ul style="list-style-type: none"> • Presentation (OHT) • Brainstorm • Demonstrations through role play
Resources	National Officiating Program Resource Manual - People Management for Sports Officials

Module 5

Dealing with Conflict

Nominal Duration

30 mins

Module Purpose

To provide sports officials with strategies to deal with conflict in both personal and sporting situations.

Pre-requisites

Nil

Summary of Learning Outcomes

- Identify the signs and possible causes of conflict in an on- and off-range situation.
- Propose strategies to deal with conflicts the in and on- and off-range situation.

Assessment Method

- Observations, case studies and role-play.

Conditions of Assessment

- Assessment will take place in a suitably equipped theory space.
- Assessment does not have to take place at the end of every learning outcome.
- Learning outcomes can be grouped together for assessment.
- To be credited with this module the candidate must demonstrate competency in all learning outcomes.

For specific assessment refer to the individual learning outcomes.

Recognition of Prior Learning

Acknowledges the skills and knowledge obtained through:

- Formal training (conducted by industry or educational institutions in Australia or overseas)
- Work experience (informal training)
- Life experience

The main focus is on the learning outcome not on how, where and when learning occurred. Some people applying to do this module may already be competent in one or more of the learning outcomes and should be given RPL upon application.

Learning Outcome 1	Identify the signs and possible causes of conflict in an on- and off-range situation.
Assessment Criteria	Define the term: conflict. List and identify the types and causes of conflict that may arise in an on- and off-the-range situation. Identify the signs that a conflict may develop.
Assessment Task	It is recommended that this task be completed off-the-job. Analyse conflict in a sporting context in terms of its particular signs and possible causes. Where possible, use an actual observed conflict. Alternatively, participants can use a case study provided by the presenter.
Conditions	The candidate will have access to: <ul style="list-style-type: none"> • suitably equipped theory space • case studies (real or hypothetical)
Content	This learning outcome may include but is not restricted to the following: <ul style="list-style-type: none"> • Definition conflict • Types of Conflict Peer / family / classroom / workplace /sporting Organisational / emotional • Causes of Conflict Needs – personal / lack of information As a strategy / ineffective communication Frustration / pressure / stress Conflicting aims / provocation / sledging • Signs of Conflict Verbal / non-verbal / body language / positioning • Consequences of Conflict on-the-field <ul style="list-style-type: none"> • disruption of game / loss of: <ul style="list-style-type: none"> - reputation / awards / sponsorships - opportunities / injuries - public image of sport • general <ul style="list-style-type: none"> - relationships /economic / social

Learning Outcome 2	Propose strategies to deal with conflict in an on- and off-the-range situation.
Assessment Criteria	<p>Define the term: conflict resolution</p> <p>Identify procedures for dealing with different types of conflict situations.</p> <p>List the key stages involved in conflict resolution.</p> <p>Evaluate the effectiveness of different approaches to resolving conflicts in on- and off-the-range situations.</p>
Assessment Task	<p>It is recommended that this task be completed off-the-job.</p> <p>Outline strategies to deal with specific conflict in a sporting context. Provide complete background details of the situation, the participants and the stakeholders.</p> <p>The specific conflict would preferably be from the participant's own sporting experience. Alternative, the participants can use a case study provided by the teacher.</p>
Conditions	The candidate will have access to suitably equipped theory space and case studies (real or hypothetical)
Content	<p>This learning outcome may include but is not restricted to the following:</p> <p>Definition conflict resolution</p> <p>Procedures for dealing with conflict Withdrawal / avoidance / smoothing / compromising Confronting / collaboration / accommodation Task-centred approaches / people-centred approaches</p> <p>Strategies in conflict resolution definition / identification / implementation and resolution of conflict resolution strategies</p> <p>Criteria for evaluating effectiveness of conflict resolution strategies Outcomes task and relationships, solutions short, medium and long term. Degree of satisfaction with key stakeholders</p>
Delivery of the Module	Presentation / Brainstorm / Discussion and Case studies
Resources	National Officiating Program Resource Manual People Management for Sports Officials

Module 6

The Role of the Official

Nominal Duration	60 mins
Module Purpose	This module will provide officials with an overview of the role of a official and the skills that officials require to be effective practitioners
Pre-requisites	Nil
Summary of Learning Outcomes	<p>At the completion of this module the official will be able to:</p> <ul style="list-style-type: none">• state their role and the skills officials need to develop themselves and athletes in accordance with safe range procedures.• outline the ethical responsibilities that officials require.• state their philosophy of officiating.
Assessment Method	No assessment for this module
Conditions of Assessment	No assessment for this module Worksheets may be completed
Recognition of Prior Learning	<p>Acknowledges the skills and knowledge obtained through:</p> <ul style="list-style-type: none">• Formal training (conducted by industry or educational institutions in Australia or overseas)• Work experience (informal training)• Life experience <p>The main focus is on the learning outcome not on how, where and when learning occurred. Some people applying to do this module may already be competent in one or more of the learning outcomes and should be given RPL upon application.</p>

Learning Outcome 1

Official will be able to state their role and the skills officials need to develop themselves and athletes in accordance with safe range procedures.

Conditions

The candidate will have access to suitably equipped theory space and case studies (real or hypothetical)

Content

Delivery of the Module

Presentation, video, Discussion, Group brainstorm

Resources

National Officiating Program Resource Manual
People Management for Sports Officials

Learning Outcome 2

Official will be able to outline the ethical responsibilities that officials require.

Conditions

The candidate will have access to suitably equipped theory space and case studies (real or hypothetical)

Content

Delivery of the Module

Presentation, video, Discussion, Group brainstorm

Resources

National Officiating Program Resource Manual
People Management for Sports Officials

Learning Outcome 3

Official will be able to state their philosophy of officiating.

Conditions

The candidate will have access to suitably equipped theory space and case studies (real or hypothetical)

Content

Delivery of the Module

Presentation, video, Discussion, Group brainstorm

Resources

National Officiating Program Resource Manual
People Management for Sports Officials

Module 7

Summary/Conclusion

Nominal Duration	45 mins
Module Purpose	To provide the official with ample opportunity to comments on the content and delivery of the course.
Pre-requisites	Nil
Summary of Learning Outcomes	This session will provide the official with an overall view of the course in retrospect and provide opportunity for self-evaluation, as well as group and individual evaluation.
Assessment Method	Assessed by Course Co-ordinator and from peer comment.
Conditions of Assessment	Assessment will take place in a suitably equipped theory space.
Recognition of Prior Learning	<p>Acknowledges the skills and knowledge obtained through:</p> <ul style="list-style-type: none">• Formal training (conducted by industry or educational institutions in Australia or overseas)• Work experience (informal training)• Life experience <p>The main focus is on the learning outcome not on how, where and when learning occurred. Some people applying to do this module may already be competent in one or more of the learning outcomes and should be given RPL upon application.</p>

Learning Outcome 1	Provide an overall view of the course in retrospect and provide opportunity for self-evaluation, as well as group and individual evaluation.
Assessment Criteria	Course participation level and involvement in group discussions
Assessment Task	
Conditions	The candidate will have access to suitably equipped theory space.
Content	<ul style="list-style-type: none"> • This session to be the round-up of all details – NOAS forms, Code of Ethics forms, Assignment work explained. • The official to be informed of further requirements for completion of accreditation (practical work required post-course) • Discussion about the course content <ul style="list-style-type: none"> – have you found the course stimulating – are there areas in which further instruction would be beneficial – are there areas where the standards are too high or too low. If so, what areas – do you feel that there is adequate reference material available – what is your opinion of the length and intensity of the course • Any feedback and suggestions for future courses
Delivery of the Module	Open forum discussion
Resources	TBA

Sport 1**Know rules, including range guides**

Nominal Duration	45 mins
Module Purpose	Outline basic range safety rules and responsibilities of range officials for firearms.
Pre-requisites	Nil
Summary of Learning Outcomes	To provide officials with clearly defined roles and responsibilities for a safely operating shooting range. To be able to understand the contents of Range Guides for implementation during live firing on a target range.
Assessment Method	Demonstrate understanding of sample Range Guides and demonstration of knowledge of rules for safe handling of firearms on and off the range.
Conditions of Assessment	Assessment will take place in a suitably equipped theory space or suitable range venue.
Recognition of Prior Learning	<p>Acknowledges the skills and knowledge obtained through:</p> <ul style="list-style-type: none">• Formal training (conducted by industry or educational institutions in Australia or overseas)• Work experience (informal training)• Life experience <p>The main focus is on the learning outcome not on how, where and when learning occurred. Some people applying to do this module may already be competent in one or more of the learning outcomes and should be given RPL upon application.</p>

Learning Outcome 1	To provide officials with clearly defined roles and responsibilities for a safely operating target range.
Assessment Criteria	Be able to identify safe and unsafe range procedures. Explain Officials' role in applying range rules as they relate to the "Safety Triangle".
Assessment Task	It is recommended this be done on-the-job. Demonstrate or role-play of safe range strategies.
Conditions	The candidate will have access to: <ul style="list-style-type: none"> • suitably equipped theory space. • handouts
Content	This learning outcome may include but is not restricted to the following: <ul style="list-style-type: none"> • The obligations of Range Officials • The differences between Range & Competition Rules • The legal implications of Range Rules to Officials. • The relevance of the Safety Triangle for a safely operating Range.
Delivery of the Module	Presentation Discussion of case studies
Resources	TBA

Learning Outcome 2	To be able to understand the contents of Range Guides for implementation during live firing on a target range.
Assessment Criteria	Explain Range Guides as they relate to the application of the “Safety Triangle” principles. Access the use of Range Guides for risk management.
Assessment Task	It is recommended this be done on-the-job. Demonstrate or role-play of safe range strategies.
Conditions	The candidate will have access to: <ul style="list-style-type: none"> • suitably equipped theory space. • handouts
Content	This learning outcome may include but is not restricted to the following: <ul style="list-style-type: none"> • Contents of Range Guides for target shooting. • Range Guides a risk management strategy. • The relevance of the Safety Triangle for sound Range Guides. • The use of the Range Guides to provide consistent safety commands and procedures.
Delivery of the Module	Presentation Discussion of case studies
Resources	Draft copy of Range Guide.

Sport 2**Range Standing Orders –
Range Operating Plans**

Nominal Duration	60 mins
Module Purpose	Ensure Officials understand their obligations to comply with Range Safety Certification and Range Standing Orders or Operating Plans.
Pre-requisites	Nil
Summary of Learning Outcomes	Have an understanding of typical Range Standing Orders or Range Operating Plans and their relevance to Range Safety Certification. Creating basic Range Operating Plans as a risk management strategy for target range operations.
Assessment Method	Be able develop and apply a basic Range Operating Plan for a new target range (real or hypothetical).
Conditions of Assessment	Assessment will take place in a suitably equipped theory space or suitable range venue.
Recognition of Prior Learning	Acknowledges the skills and knowledge obtained through: <ul style="list-style-type: none">• Formal training (conducted by industry or educational institutions in Australia or overseas)• Work experience (informal training)• Life experience <p>The main focus is on the learning outcome not on how, where and when learning occurred. Some people applying to do this module may already be competent in one or more of the learning outcomes and should be given RPL upon application.</p>

Learning Outcome 1	Have an understanding of typical Range Standing Orders or Range Operating Plans and their relevance to Range Safety Certification.
Assessment Criteria	Understand the need for all ranges to have Range Standing Orders or Range Operating Plans. Explain the link between Range Safety Certification and Range Standing Orders or Operating Plans. Demonstrate the application of Range Standing Orders by Range Officials
Assessment Task	It is recommended this be done on-the-job. Outline the minimum requirements of a Range Operating Plan.
Conditions	The candidate will have access to: <ul style="list-style-type: none"> • suitably equipped theory space. • handouts
Content	This learning outcome may include but is not restricted to the following: <ul style="list-style-type: none"> • The obligations of Range Officials • The differences between Range & Competition Rules • The legal implications of Range Rules to Officials. • The relevance of the Safety Triangle for a safely operating Range.
Delivery of the Module	Presentation Discussion of case studies, role plays
Resources	TBA

Learning Outcome 2	Creating basic Range Operating Plans as a risk management strategy for target range operations.
Assessment Criteria	Identify essential components of Range Standing Orders or Range Operating Plans. Explain basic risk management strategies incorporated in Range Standing Orders or Operating Plans
Assessment Task	It is recommended this be done on-the-job. Outline the implementation of Range Operating Plans by range officials.
Conditions	The candidate will have access to: <ul style="list-style-type: none"> • suitably equipped theory space. • handouts
Content	This learning outcome may include but is not restricted to the following: <ul style="list-style-type: none"> • The risk reduction processes for Range Officials • Maintaining credibility of Range Rules to comply with Range Standing Orders or Operating Plans • Everyone is responsible for Range Safety • Hierarchy of range safety responsibility for officials
Delivery of the Module	Presentation Discussion of case studies, role plays
Resources	TBA

Sport 3

Use of standard range commands

Nominal Duration	30 mins
Module Purpose	Ensure Officials understand the safety aspects of using standard commands for communication between range personnel and athletes.
Pre-requisites	Nil
Summary of Learning Outcomes	Have an understanding of typical standard target range commands and their relevance to Range Safety. Understand the application of the firearms Safety Training in using standard commands. Ability to develop basic standard target range operations commands.
Assessment Method	Creation of a basic set of Standard Range Commands for a new target range (real or hypothetical).
Conditions of Assessment	Assessment will take place in a suitably equipped theory space or suitable range venue.
Recognition of Prior Learning	Acknowledges the skills and knowledge obtained through: <ul style="list-style-type: none">• Formal training (conducted by industry or educational institutions in Australia or overseas)• Work experience (informal training)• Life experience <p>The main focus is on the learning outcome not on how, where and when learning occurred. Some people applying to do this module may already be competent in one or more of the learning outcomes and should be given RPL upon application.</p>

Learning Outcome 1	Ensure Officials understand the safety aspects of using standard commands for communication between range personnel and athletes.
Assessment Criteria	Candidate is able to issue standard range commands for a club level live firing practise and or competition
Assessment Task	Demonstrate ability to start, suspend and stop normal club live firing activities using appropriate communications with other officials and athletes.
Conditions	The candidate will have access to: <ul style="list-style-type: none"> • suitably equipped practise range.
Content	This learning outcome may include but is not restricted to the following: <ul style="list-style-type: none"> • Issue of instructions to place firearms and associated equipment on the firing line. • Required with inspections and checks done personally or by other officials before allowing athletes to shoot. • Typical commands to indicate to athletes that it is safe to load and shoot their firearm. • Typical commands to immediately suspend all shooting where a breach of safety has possibly happened. • Commands required to halt all shooting with associated inspections and checks to ensure firearms are safe. • Typical instructions to be given to remove firearms from the firing line before anyone is permitted to move down range.
Delivery of the Module	Presentation Discussion of case studies, role plays
Resources	TBA

Section 5 Officiating Practice

5.1 Timing of Officiating Practice

Generally, the Level 1 official shall be required to complete three months of range control post-course in a supervised officiating situation before the accreditation is confirmed.

It is acknowledged that the Level 1 applicant official may have possibly worked already in the club situation under the guidance of a trained official

Should the official consider that he/she has already completed the equivalent of three months range control in a club situation, then upon production of written confirmation from the Club and Member of this officiating, accreditation can be confirmed once the other course requirements are met.

5.2 Supervision of the Officiating practice

An assigned Level 2, or highly experienced Level 1 accredited official should supervise the official's practical experience. Supervision will involve at least 8 hours contact with the trainee official, either:

- Observing them
- Co-officiating with them
- Setting tasks for the trainee official to undertake at their own sessions and report back on

Assigned supervisors should meet with their Level 1 trainee official during or after the Level 1 course. The official and supervisor should formulate a satisfactory arrangement to enable them to fulfil the official's practical requirements

4.3 Supervisor credit

Supervisors shall receive updating credit points for the hours spent supervising a Level 1 trainee official

ASA Code of Conduct & Ethics

As a member of ASA you must meet the following requirements in regard to your conduct during any activity held by or under the auspices of ASA or an Affiliate and in any role you hold within ASA or an Affiliate:

- 1 Respect the rights dignity and worth of others**
- 2 Be fair, considerate and honest in all dealing with others**
- 3 Be professional in, and accept responsibility for your actions**
- 4 Make a commitment to providing quality service**
- 5 Demonstrate a high degree of individual responsibility especially when dealing with persons under 18 years of age, as your words and actions are an example**
- 6 Be aware of, and maintain an uncompromising adherence to ASA standards, rules regulations and policies**
- 7 Operate within the rules of shooting including national and international guidelines which govern ASA and the Affiliates**
- 8 Understand your responsibility if you breach, or are aware of any breaches of this Code of Conduct & Ethics**
- 9 Do not use your involvement with ASA or an Affiliate to promote your own beliefs, behaviors or practices where these are inconsistent with those of ASA and the Affiliates**
- 10 Avoid unaccompanied and unobserved activities with persons under 18 years of age, wherever possible**
- 11 Refrain from any form of abuse towards others**
- 12 Refrain from any form of harassment towards, or discrimination of, others**
- 13 Provide a safe environment for the conduct of the activity**
- 14 Show concern and caution towards others who may be sick or injured**
- 15 Be a positive role model**

ASA Administrators Code of Conduct & Ethics

As an administrator of ASA or an Affiliate you must meet the following requirements in regard to your conduct during any activity held by or under the auspices of ASA or an Affiliate and in any role you hold within ASA or an Affiliate:

- 1 Be fair, considerate and honest in all dealing with others**
- 2 Be professional in, and accept responsibility for your actions. Your language, presentation, manners and punctuality should reflect high standards**
- 3 Demonstrate a high degree of individual responsibility especially when dealing with persons under 18 years of age, as your words and actions are an example**
- 4 Resolve conflicts fairly and promptly through established procedures**
- 5 Maintain strict impartiality**
- 6 Maintain a safe environment for you and others**
- 7 Be aware of your legal responsibilities**
- 8 Be a positive role model for others**

ASA Administrators Code of Conduct & Ethics Agreement Form

This form must be completed by any person seeking to be registered or re-registered to the National Officials Accreditation Scheme administered by the Australian Sports Commission

I (print full name)

of

..... 1
(street address)

..... (State) (postcode)

wish to register/re-register (please circle) for the following Australian Sports Commission Administrators Officiating qualification

(please circle) Level 1 Level 2 Level 3

I, agree and declare that:

1 I have read the ASA Member Protection By-Law and in particular the ASA Administrators Code of Conduct and Ethics and agree to comply with them.

2 I acknowledge that disciplinary action may be taken against me (including de registration of my accreditation) if I commit an offence under the By-Law which includes
 a breach of the Administrators Code of Conduct and Ethics.

Signature:

Date:.....

PLEASE RETURN THIS FORM ONCE SIGNED TO [insert]

Form 3

**ASA NCAS/NOAS COURSE APPLICATION FORM
ACCREDITATION Level 1**

NAME.....

ADDRESS.....

SUBURB.....POST CODE

POSTAL ADDRESS (if different from above)

.....

.....

Phone..... FAX..... Email

Gender Date of Birth.....

.....

I am a Member of (Please circle)

ACTA F&G SSAA PA TRA NRAA

CLUB.....

.....

Course to be attended

Pistol Rifle (NRAA) Rifle (TRA) Running Target

Shotgun

I have completed the general part of this course Yes No

Give details.....

.....

I hold a current firearms licence

I agree to My details above to be held by the Australian Shooting Association and the Australian Sports Commission

I agree to pay the course fees set for this course

Signed.....Date.....

Form 4

Presenter/Session Evaluation

Please fill in and place in the appropriate box at the registration desk. Your constructive feedback is appreciated.

Session Title: _____

Presenters Name: _____

	<i>Please circle:</i>	Great	Good	Fair	Poor
The value of the session content		1	2	3	4
The presenter's communication techniques		1	2	3	4
The presenter's knowledge of the topic		1	2	3	4
The use of audio & /or visual equipment		1	2	3	4

Comments:

Thankyou

Presenter/Session Evaluation

Please fill in and place in the appropriate box at the registration desk. Your constructive feedback is appreciated.

Session Title: _____

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	<i>Please circle:</i>	Great	Good	Fair	Poor
The value of the session content		1	2	3	4
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The presenter's knowledge of the topic		1	2	3	4
The use of audio & /or visual equipment		1	2	3	4

Comments:

Thankyou