



Orienteering Australia Controller Framework

A guide for Foot and MTBO orienteering Controller education, Development and Support in Australia



Australian Government
Australian Sports Anti-Doping Authority

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State/Territory Associations

- Kathy Liley (Orienteering Victoria)
- Robin Uppill (Orienteering South Australia)

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Copyright Statement

OA has designed the overall Controller framework, as well as the curriculum for each level of orienteering Controller accreditation. These documents are the intellectual property of OA and are subject to copyright.

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Background

Quality events are the foundation for the sport of orienteering and are paramount to participants having a consistent, enjoyable and challenging experience.

Having a robust system for managing the quality of events supports the following strategic aims for the OA 2022-2025 Strategic Plan:

1. **Make orienteering more attractive to participants:** Increase the attractiveness of orienteering to new and current participants.
2. **Organise events more efficiently:** Maintain technical standards for state and national events and improve our workforce's capability and capacity to meet them.

The quality of orienteering event controlling in Australia is determined by the education, development opportunities and support volunteers receive.

The OA Controller Framework was developed using the following key resources and documents:

- OA 2019-2021 Strategic Plan
- Previous NOAS controller curricula
- MTBO curricula drafted by Kathy Liley
- Pre-existing Controlling curricula
- Competition Rules for Orienteering Australian Foot Orienteering Events
- Competition Rules for MTBO Championship Events
- OA Member Protection Policy
- OA Code of Ethics
- IOF Event Adviser resources
- Australian Sport Commission guides

Why do we need a Controller framework?

A clear and concise Controller framework will allow Orienteering Australia to:

- Draw from the 2022-2024 Strategic Plan to support participation and volunteer development.
- Make strategic decisions about the allocation of resources for Controller education, development and support.
- Design Controller accreditation programs which meet the needs of volunteers, event staff and administrators.
- Provide Controllers with a clear understanding of the competencies required to upgrade their accreditation to control events at higher levels.
- To maintain a high level of fairness in mapping, courses and event delivery.

Overarching Principles of the Framework

Participants' needs: The framework is designed to meet the needs of participants from all phases of Controller practice. Participants can move through the levels of participation, volunteering and administration of our sport, as their own experience, capabilities and motivation develop.

Encourage all levels of Controller involvement: Not everyone aspires to control a world championship event. Recognising that volunteers all have differing levels of availability, enthusiasm and commitment means that progression through the levels of Controller accreditation is not mandatory and simply encouraging and supporting volunteers at which ever level they're comfortable at is the aim.

A workforce which mirrors participants: understanding the number, distribution and characteristics of participants is key to informing how we plan the training of orienteering Controllers in Australia.

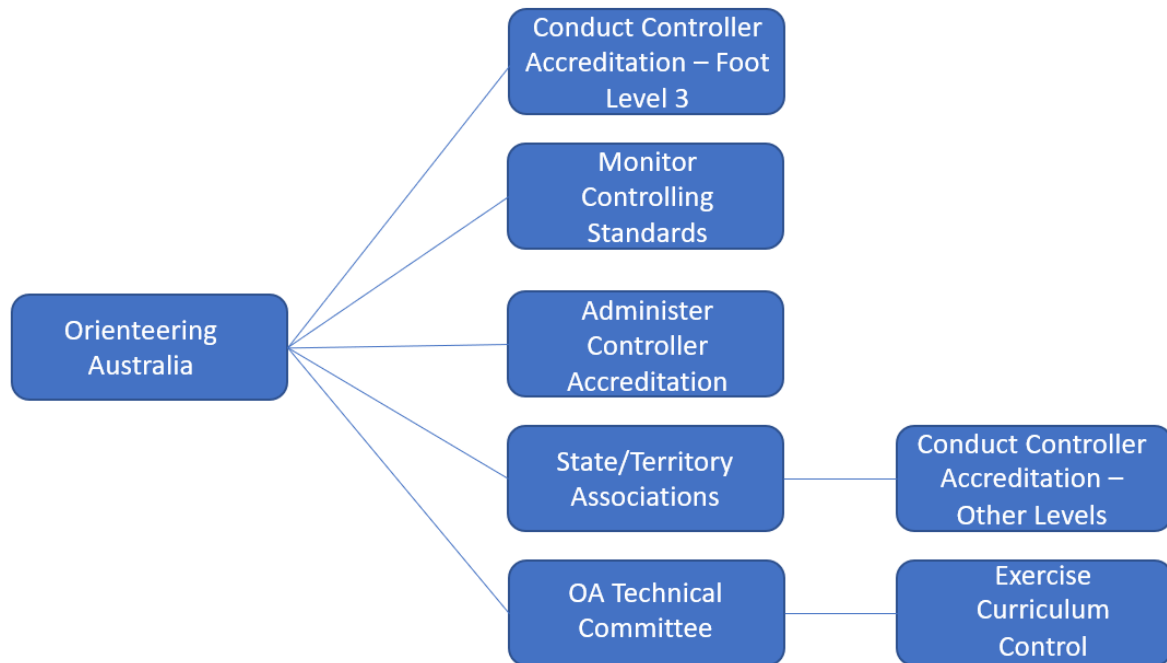
Equal opportunity: The framework aims to ensure that any orienteers with an interest in contributing to event quality can have the opportunity to contribute to our sport through becoming an event Controller. OA strives to foster a welcoming and accessible culture, allowing all individuals to participate in our sport in whichever way they wish.

Strive for excellence: All Controllers should be provided with opportunities for professional development and continuous improvement, no matter which level of Controller they participate at. OA is also accountable in this regard, making additions, changes and deletions to the framework by reviewing its effectiveness regularly.

Structure of Controller Administration

The provision of orienteering Controller education and subsequent accreditation in Australia is the responsibility of different parties, depending on the level of accreditation. Figure 1 outlines this structure.

Figure 1: Structure of Controller Accreditation Delivery in Australia



Orienteering Controller Education, Development, Accreditation and Support in Australia

Whilst training and accreditation of event Controllers is delivered in a structured way, Controllers are encouraged to further develop their knowledge and skills through various formal and informal opportunities.

- Mentoring and collaboration
- Technical skills workshops
- Controllers' forums
- Peer review

Education:

The mainstay of the Controlling Framework is the skills workshop and is the first step in attaining accreditation at the various levels of controlling practice. The modules for learning objectives at each level can be found in the individual curricula.

Accreditation:

The Orienteering Australia Controller accreditation scheme is designed so that controllers develop a portfolio of essential Controller skills by undertaking mandatory tasks and earning points for accreditation, as well as attending educational workshops.

Attaining and retaining accreditation is determined by continual controlling and related activities. The activities undertaken are attributed points values and the points required for each controller level can be found in Appendix 1.

Orienteering Australia understands that whilst formal learning programs are particularly important for novice Controllers, to provide the foundation skills to ensure basic quality assurance and safety of orienteering, the further development of Controller skill and experience is also supported by undertaking various roles in event management including the role of controller.

Controller update workshops, other training courses

Mentorship:

Formal accreditation programs may not fully account for an individual Controller's needs. For this reason, Orienteering Australia incorporates mentorship into its Controller accreditation scheme, improving individual contextualising of Controller education content.

Mentorship also exists, and should be encouraged outside of the accreditation scheme, supporting a collaborative orienteering Controller community in Australia.

Practical Experience and Observation:

Informal learning or experiential learning can be an important factor in developing Controller practice. Experiential learning of orienteering Controller practice falls under two broad categories:

Observation of Controller practice: Opportunities to observe positive Controller activities should be supported and encouraged throughout a Controller's development e.g. working with an experienced controller while in a setting/organising capacity.

Practical experience: Orienteering Controllers are likely to learn the most when they apply Controller skills and knowledge to actual practice. Controller opportunities should be provided and encouraged by all levels of Controller administration. They are integral to not only development of Controller practice, but also the success of accreditation, mentorship, and ongoing development programs.

Ongoing Knowledge Development:

As Controllers develop over time, they are likely to seek further knowledge to support their Controller practice. Furthermore, given OA's Controller accreditation program focuses on Controller skills relevant to working with participants of all experience levels, opportunities to gain knowledge at a specific level are likely to be sought before, during and/or after a person participates in an accreditation program.

Orienteering Australia and State/Territory Association Responsibilities:

Controller knowledge needs to also be supported through knowledge sharing by Orienteering Australia which has responsibility to monitor event technical standards and controlling standards at national events. Similarly, state/territory associations have responsibility for monitoring their events. Communication of information from controller reports (issues and highlights) and from observations from those with technical oversight at all levels, to accredited controllers, will support controllers in maintaining and extending their knowledge.

OA has the responsibility to communicate technical determinations, document changes and briefings from the IOF that relate to competition rules, mapping specifications and general procedures and guidelines.

Additionally, OA and state/territory associations have responsibility to communicate updates to any technical standards that underpin event controlling; to accredited controllers.

Self-reflection:

Throughout all levels of Controller education, development and support previously discussed, self-reflection is a cornerstone to successful application and improvement of Controller knowledge and skills. Encouragement and facilitation of self-reflection is incorporated into all elements of OA's strategy for improving orienteering Controller practice in Australia.

Controller Practice vs. Experience:

Whilst there is a progression pathway through the levels of Controller accreditation, each person's development will depend on how they decide to apply their skills, at different times in their career. An orienteering Controller may also remain at one level of accreditation. This does not mean they are not progressing. Rather they may engage in mentoring, widen the scope of their practical experience, participate in workshop and other skills development and use self-reflection or peer review to improve their Controller skills and expertise, as demonstrated in [Figure 2](#).

Figure 2: Professional Development Within a Level



Experience Domains - Streams of Controlling:

Controllers are able to apply their skills and knowledge at various levels with the sport. The higher the level of technical standards and organisation, the higher the level of Controller required.

The following event categories apply in Australia as per the Orienteering Australia Rules:

Table 1: Foot Event Controlling Requirements

The minimum level of Controller required for Foot events are as follows:

Sub-group A1	Level 3
Sub-group A2	Level 2
Sub-group B1	Level 2
Sub-group B2	Level 2
Sub-group C1	Level 1 plus experience in pre-entry events
Sub-group C2	Level 1

Table 2: MTBO Event Controlling Requirements

The minimum level of Controller required for MTBO events are as follows:

Event type	Controller Level	Description
Australian Championships	Level 2	Long, Middle, Sprint Distance and Relay
National Series events	Level 2	Single event
State/Territory Championships	Level 2	Long, Middle, Sprint Distance and Relay
State/Territory Series	Level 1	Single event
Other minor events	Level 1	A controller is highly recommended but not mandatory

The grouping of events as defined in the OA Foot Competition Rules is as follows:

Group A events

Sub-group A1

Australian Championships (Long Distance, Middle Distance, Sprint and Relay),
Australian 3 Days (overall),
National Orienteering League Events (see also A2)
Oceania Championships (Long Distance, Middle Distance, Sprint and Relay)

Sub-group A2

Australian 3 Days (single days)
National Orienteering League elite classes
in a series overseen by a Level 3 OA Controller

Group B events

Sub-group B1

State Championships (Long Distance, Middle Distance and Sprint),
Australian Schools Championships (Long Distance, Sprint, Relay),

Sub-group B2

Badge Events,
other events as determined by State Associations

Group C events

Sub-group C1

Orienteer of the Year, State league etc and/or Pre-entry events justifying a Controller,

Sub-group C2

other minor events

Orienteering Controller Accreditation Scheme

Whilst the Controller accreditation scheme is focused on the skills and knowledge required to practice at a particular level, the Controller is required to demonstrate competency in the application of those skills and knowledge in a practical environment.

For further details of the content of a specific accreditation program, please refer to the relevant curriculum documents.

Whilst Controllers' generally have a preference for Foot or MTBO events and seek accreditation for either type, it's possible to cross-skill and gain dual accreditation by completing the modules that deal with the following topics:

- OA Competition Rules for MTBO or Foot-O
- Course Setting standards for MTBO or Foot-O
- Map production for MTBO or Foot-O
- Course Setting standards for MTBO or Foot-O
- Event Organising for MTBO or Foot-O
- Safety for MTBO or Foot-O

Provision of Accreditation Programs

Insurance

Orienteering Australia (OA), the national sporting organisation responsible for provision of orienteering Controller education in Australia, has public liability and professional indemnity insurance in place to underwrite its operations. This includes approved education and accreditation activities to a maximum of \$20M for public liability and \$2M for professional indemnity for accredited Controllers.

Program Fees

Payment of course fees, if any, is at the discretion of the course provider for all levels of accreditation. Where possible, costs should be minimised for participants of orienteering Controller training programs. Proponents must have a clearly stated refund policy that is fair and equitable.

Standards for Delivery

Educational Standards

Training program providers will maintain high professional standards in the delivery of education and training services, which protect the interests and welfare of participants. 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, provide adequate facilities and use appropriate methods and standards.

Participant Information

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

- admissions procedures and criteria
- copy of the refund policy (if participant fees apply)
- 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
- assessment procedures where applicable
- grievance/appeal procedures
- Recognition of Prior Learning (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.

Program providers should ensure that selection decisions for entry into programs conducted on behalf of OA 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.

Personnel

An accredited Controller with at least the level being delivered must oversee any respective course. For Level 1 and 2 Controller Accreditation, the course presentations and delivery are to be endorsed by the State/Territory technical co-ordinator. For Level 3 Controller Accreditation, the course presentations and delivery must be endorsed by Orienteering Australia Director - Technical.

Appropriate personnel need to be engaged to deliver courses. Suitably trained presenters and assessors are compulsory, while mentors for each individual Controller are strongly recommended. OA encourages its State/Territory affiliated bodies to make use of local training courses for presenters, assessors, and mentors, such as those conducted regularly by Sport Education Centres.

Presenters

Presenters may be: (1) accredited in the Controller education program being delivered, (2) orienteers with special competitive or event organisational experience (e.g. elite competitors with extensive interstate experience, +/- Controller accreditation) or (3) recognised specialists in the field which they are presenting, e.g. IT Systems used for event management (+/- practical experience in orienteering).

Presenters should be encouraged to complete a course presenter, train the trainer or presentation skills course. Sport Australia's [Presenter/Facilitator Training Program](#) aims to

equip presenters and facilitators with the skills to deliver quality and effective Controller and officiating programs.

Mentors

The use of mentors is strongly encouraged. Mentors should possess; questioning and listening skills, feedback and communication skills, technical orienteering skills and knowledge in areas covered by the education program, and the ability to share knowledge and practical wisdom.

Training for mentors is available. Sport Australia's [Mentor Training](#) aims to develop and enhance the skills of mentors working with Controllers and officials. Topics covered in the training manual include the mentoring process, knowing your mentee, setting up the mentoring relationship, skills of mentoring, communication skills, and managing and resolving conflict.

Course participants and potential mentors should be provided with OA's mentor guidelines in Appendix 2.

Delivery Methods

The delivery of Controller training programs in Australia is strongly influenced by the principle of providing "equal opportunity" to all participants in our sport. Whilst the recommendations for delivery outlined for each level of Controller accreditation are suggested as "best practice", flexibility in meeting these recommendations should be used where appropriate. Where possible, the specific and individualised needs of participants of the Controller education should be put first when considering delivery methods.

Level 1 & 2 Controller: State/territory delivered. Blended model with option for both online and face to face (F2F) components. Flexibility to deliver different models, including:

1. Theory components online prior to F2F components followed by F2F delivery of discussion/practical components
2. Theory components in "classroom" setting delivered alongside discussion/practical components (100% F2F content delivery)
3. Theory components and discussion/practical components delivered 100% online (i.e. for the remote participant or participants from various locations learning together)

Level 3 Controller: Orienteering Australia delivered (using national/state/territory personnel as required). Blended model with both virtual and F2F components, with flexibility to deliver different models from course to course. This will normally involve a face-to-face workshop, typically of one full day.

Strategies to Promote Equal Access and Inclusion

Given the geographical limitations for providing Controller education at all levels, particularly for OA delivered programs, the following strategies may be considered to ensure equal access to Controller education for all:

- Integrate Controller education/accreditation programs with national/state squad training camps or national events (e.g. Easter 3 day or Australian Championships).
- Utilise online education where appropriate (i.e. theory components).
- Utilise distance education for participants in remote localities, using technology to integrate them into Controller programs.

- Use of face-to-face delivery methods (e.g. tutorial groups) where applicant numbers are small/co-located or for multiple small groups completing the same course (e.g. applicants from the same state completing Lead Controller Accreditation).
- Flexible assessment with multiple options for applicants to show their competency, with creative solutions for those in unique circumstances encouraged.

Candidate requirements

Controllers seeking accreditation at all levels have certain requirements which they must meet before, during and after each respective Controller course. Each Course curricula outlines these requirements, while other common requirements are outlined here:

Community Officiating General Principles course

Designed by Sport Australia, the Officiating course is a free introductory course. It contains modules covering ethical responsibilities of officials, preparation for officiating, safety, communication, dealing with conflict and people management. It takes approximately four hours to complete, with assessment included at the end of each module. The course is a pre-requisite for Level 1 and provides an orienteering Controller with knowledge of fundamental officiating principles. Individuals can enrol in and complete the course online [here](#).

Level 1 Foot

To be accredited as a Level 1 Controller the following minimum requirements must be met:

- be capable of completing orienteering courses set to hard navigation standard;
- have set courses successfully at all levels from very easy to hard navigation standard;
- have a range of organisational experience covering all aspects of a Group C event;
- attend at least one of a Course Planning or Event Organising workshop;
- attend a State OA Controller Workshop (Level 1);
- have completed the online Officiating General Principles course; and
- be endorsed by their State Association.

Level 2 Foot

To be accredited as a Level 2 Controller the following minimum requirements must be met:

- at least 3 years current competition experience, including a substantial number of events in A or Elite classes;
- competed in several Group A or B interstate events, within the past 3 years;
- the main course planner at a Group A, B or Sub-group C1 event within the previous 8 years;
- the main organiser of a Group A, B or Sub-group C1 event within the previous 8 years;
- successfully controlled a Group C event within the previous 8 years; ideally within the last 4 years. If not possible within the last 4 years, shall have either organised or been the main course planner at a Group B event in the last 4 years;

- ideally have attended both a Course Planning and Event Organising workshop;
- ideally have a range of experience in controlling or planning all course formats;
- attend a State OA Controller Workshop (Level 2); and
- endorsement by the State Association.

Level 3 Foot

To be accredited as a Level 3 Controller the following minimum requirements must be met:

- at least 4 years current competition experience in A or Elite classes;
- competed in several Group A events, including events held interstate, within the past 4 years;
- have a range of experience in controlling or planning all course formats; been the main course planner at a Group A or Sub-group B1 event within the previous 8 years;
- been the main organiser of a Group A or Group B event within the previous 8 years;
- successfully controlled a Sub-group A2 or Group B event within the previous 8 years; ideally within the last 4 years. If not possible within the last 4 years, shall have either organised or been the main course planner at a Group A event in the last 4 years;
- attended a National OA Controller Workshop (Level 3); and

endorsement by the State Association

Level 1 MTBO

To be accredited as a Level 1 Controller the following minimum requirements must be met:

- be capable of completing MTBO orienteering courses at non-championship events;
- have set courses successfully at non-championship events;
- have a range of organisational experience at non-championship events;
- attend at least a Course Planning or Event Organising workshop;
- attend a Level 1 Controller Workshop;
- read and accept OA's General and Officials Code of Conduct;
- agree to and sign OA's Officials' Code of Ethics Agreement Form
- have completed the online Officiating General Principles course; and
- be endorsed by their State Association.

Level 2 MTBO

To be accredited as a Level 2 Controller the following minimum requirements must be met:

- at least 3 years current MTBO competition experience at championship and non-championship events;
- have set courses successfully at championship events;
- have a range of organisational experience at championship events;
- ideally have a range of experience in controlling or planning all course formats;
- attend a Level 2 Controller Workshop; and
- endorsement by the State Association.

Processing Accreditation

Once a candidate who meets all the requirements for an accreditation program has achieved competency in all assessment tasks, they will sign the OA Code of Conduct form and submit all relevant documents for accreditation.

Points for accreditation, the signed Code of Conduct form, and the candidate's contact details will be submitted to the coordinator of their accreditation program. These will then be forwarded to the **National Manager of Controller Accreditation** who will process the candidate's accreditation in the Revolutionise Sport database.

Controller Code of Conduct

All Controllers should follow the OA Code of Conduct developed and adopted by OA. In Australia, orienteering Controllers of all levels must sign and submit a Code of Conduct form prior to being accredited.

Recognition of Prior Learning (RPL)

There will be no honorary accreditation. All candidates must satisfy the learning objectives for each level of accreditation as laid out in the Orienteering Australia Rules Appendix 5. Some candidates may be able to satisfy all or most of the learning objectives required for their respective level of accreditation, without completing some or all learning modules, particularly those who have obtained similar qualifications or have relevant experience outside Australia.

All applicants for RPL must apply to the coordinator of the course they are attending. The application will be assessed by either the course coordinator or an appropriately qualified member of course personnel (i.e. with the level of accreditation or above). Where required, the application will be escalating to the appropriate party for the respective accreditation program:

Level 1 & 2 Foot and Level 1 MTBO Controller Accreditation: State Controller Coordinator/Director

Level 3 Foot and Level 2 MTBO Controller Accreditation: National Manager of Controller Development

Documentation of prior study, learning and/or experience

Candidates may apply for RPL for all or parts of the course. They will be required to document their prior learning and experience, submitting it on the application form, including any relevant qualifications. Where other training courses have been completed, applicants must supply letters, transcripts, certificates and/or descriptions of completed courses. On a case-by-case basis, the candidate may be required to demonstrate their expertise through written or practical demonstration.

Procedure for RPL application

Step 1: Complete application and send to course coordinator

Applicants will need to gather all relevant supporting documentation and complete the RPL application form (Appendix 3). They will then forward this with supporting documentation, to the course coordinator.

Step 2: Assessment

The application will be reviewed by an appropriate qualified assessor for the given level of accreditation. The evidence provided by the applicant will be assessed against the competencies required for the accreditation program. A judgement will be made about whether the applicant wholly or partially meets the requirements. The individual completing this assessment will check that the evidence submitted conforms to the following RPL principles:

- Validity (is the evidence relevant?)
- Sufficiency (is there enough evidence?)
- Authenticity (is the evidence a true reflection of the candidate?)
- Currency (is the evidence recent – obtained within the past four years?).

As part of this step the assessor will complete an Assessor Report, found in Appendix 4.

Step 3: Notification:

The applicant will receive the assessor's report and recommendations within two months of receiving the application. In the event of partial completion of the learning objectives, the applicant will be notified of which learning objectives still need to be achieved, and preferably what evidence is still required.

Recommendations or options provided to the applicant may include:

- Supply further supporting documentation
- Complete certain assessment tasks
- Complete parts of the accreditation program
- Work with a mentor to obtain the required competencies

If applicants for RPL have been successful in meeting all learning objectives of their desired level of accreditation, they will then follow the process outlined in Processing Accreditation.

Step 4: Appeal

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

In the case of an appeal, OA's Director of Technical will make an assessment. This assessment will review all material available, decide and then notify the applicant of the decision within two months of receiving the appeal. The decision of the RPL review assessment panel will be final.

Re-accreditation

To retain accreditation, orienteering Controllers of all levels must demonstrate that they are using the experience and knowledge they have gained for Controller practice. Accreditation is valid for the number of years stated in the points table in Appendix 5 of the orienteering foot rules document. Controllers must acquire a certain number of 'points' to qualify for re-accreditation. Points can be awarded for several Controller and Controller related activities and are accrued over the number of years stated in the points table in Appendix 1 of the orienteering foot rules document.

For all levels of accreditation Controllers will receive a reminder prior to accreditation expiry. It is then the individual Controller's responsibility to gather and submit evidence of their Controller practice, using the re-accreditation table. For Level 1 & 2 Controller accreditation the completed table should be submitted to the **State/Territory Controller Coordinator**, while for Level 3 Controller accreditation the completed table should be submitted to the **National Manager of Controller Development**.

Once approved these position holders will submit and send the paperwork to the **National Manager of Controller and Officiating Accreditation** to process the reaccreditation in the Revolutionise Sport database.

Controller Development After Accreditation

Ongoing development opportunities after accreditation should be made available to Controllers of all levels. As previously mentioned, a Controller's level of accreditation is not a

reflection of their experience or prowess, rather the level of Controller practice they are working/volunteering at.

All orienteering Controllers should be encouraged to engage with the other Controllers for shared learning, development and support by: -

- Gaining practical experience and observation relevant to their accreditation – i.e. controlling events, attending major events
- Mentorship
- Keep up to date on rules changes, mapping specification changes and other event guidelines.
- Self-reflection

Quality Assurance

How will we evaluate our progress?

Controller accreditation, re-accreditation and participation data should be collected and evaluated on a yearly basis. A Controller register can be found on the Orienteering Australia websites [Controllers page](#) and is updated regularly.

The OA Technical committee shall be a conduit for any feedback on the effectiveness and standards for controlling activities.

As previously described, presenter and participant questionnaires will be used to evaluate Controller accreditation programs.

Who is responsible?

State and national technical coordinators will be responsible for leading the evaluation process. The Controlling framework in Australia details the individuals/groups responsible for Controller administration at each level.

For Level 1 & 2 Controller Accreditation, **State/Territory Controller Coordinators** are responsible for quality assurance activities.

For Level 3 and coordination of Controller Accreditation, the **Manager of Controller Development** is responsible. They will be supported by the **Manager of Controller/Officiating Administration** who will report the results of quality assurance activities undertaken by state/territory bodies to OA.

The **OA Director - Technical** holds overarching responsibility for quality assurance of the overall framework of orienteering Controller education, development and support in Australia.

Framework Review Process

The entire OA Controller Framework, including curricula documents for each accreditation program and the stream specific knowledge modules on offer, will be reviewed **every 5 years**.

The **Manager of Controller/Officiating Administration** has overarching responsibility of this process. A design and review team may be formed to coordinate relevant curriculum design

and review processes. However, where individuals with special expertise are appointed by the **OA Board** to do the curriculum design, the **Director Technical** will be responsible for reviewing the outcome before sending it to the OA board for final approval.

Version History

Version	Author	Comments	Date
1	Craig Steffens	Initial release	14/11/2022

Appendices

Appendix 1: Controller Initial/Re-accreditation Points and Form

The application form can be found on the OA website under Administration > Technical > Controllers

Details of the points available for initial or re-accreditation are set out in the following tables:

Foot-O

Task	Number of points towards initial accreditation at:		
	Level 1	Level 2	Level 3
Controlling			
○ Group A2 or B event within past 4 years	n/a	n/a	40*
○ Group A2 or B event within past 8 years	n/a	n/a	30
○ Group C event within past 4 years	n/a	30*	n/a
○ Group C event within past 8 years	n/a	20	n/a
Course Planning			
○ Group A event	25	25* or	25* or
○ Group B event	20	20* or	20
○ Group C1 event	15* or	15	n/a
○ Group C2 event	10	n/a	n/a
Organising			
○ Group A event	25	25* or	25* or
○ Group B event	15	15* or	15
○ Group C1/C2 event	10*	10	n/a
Attend controller update session	20*	20*	20*
Attend organiser/course planning workshop	10	10	10
Conduct controller workshop	n/a	20	20
Train a new controller	n/a	10	10
Other appropriate task as determined by State Assn. Technical Director for L1 & L2 or OA Technical Director for L3.	Can include participation in Group A & B events		Can include attendance at/participation in international events and IOF Event Advising
Total points required	60	75	100
Re-accreditation period	8 years	8 years	8 years

*Mandatory task. If these cannot be fulfilled within 8 years, discussion with Technical Director may be entered into.

Task	Number of points towards re-accreditation at:		
	Level 1	Level 2	Level 3
Controlling			
○ Group A event	n/a	n/a	40*
○ Group A2 or B event	n/a	30*	30
○ Group C event	20*	20	n/a
Course Planning			
○ Group A event	25	25	25
○ Group B event	20	20	20
○ Group C1 event	15	15	n/a
○ Group C2 event	10	n/a	n/a
Organising			
○ Group A event	25	25	25
○ Group B event	15	15	15
○ Group C1/C2 event	10	5	n/a
Attend controller update session	20*	20*	20*
Attend organiser/course planning workshop	10	10	10
Attend IOF Event Advisor workshop	n/a	n/a	10
Conduct controller workshop	20	20	20
Train a new controller	10	10	10
Other appropriate task as determined by State Assn. Technical Director for L1 & L2 or OA Technical Director for L3.	Can include participation in Group A & B events		Can include attendance at/participation in international events and IOF Event Advising
Total points required	60	75	100
Re-accreditation period	5 years	5 years	5 years
Points can be accumulated over:	8 years	8 years	8 years

*Mandatory task. If these cannot be fulfilled within 8 years, discussion with Technical Director may be entered into.

MTBO Initial Accreditation Tasks

Task	Level 1	Level 2
Attend Course Planning training session	<input checked="" type="checkbox"/>	
Course planning – non-championship event	<input checked="" type="checkbox"/>	
Attend Event Organising training session	<input checked="" type="checkbox"/>	
Organising - non-championship event	<input checked="" type="checkbox"/>	
Attend controller training course	<input checked="" type="checkbox"/>	
Sign a OA's Code of Ethics form	<input checked="" type="checkbox"/>	
Complete the Officiating General Principles course	<input checked="" type="checkbox"/>	
Controlling – non-championship event		<input checked="" type="checkbox"/>
Course planning – championship event		<input checked="" type="checkbox"/>
Organising – championship event		<input checked="" type="checkbox"/>
Attend controller update session		<input checked="" type="checkbox"/>

Note 1. Tasks above must have undertaken in the preceding 8 year period.

Note 2. Level 1 and Level 2 accreditation expires after 5 years.

MTBO Re-accreditation Tasks

Task	Level 1	Level 2
Controlling – non-championship event	<input checked="" type="checkbox"/>	
Course planning – non-championship event	<input checked="" type="checkbox"/>	
Organising - non-championship event	<input checked="" type="checkbox"/>	
Controlling – championship event		<input checked="" type="checkbox"/>
Course planning – championship event		<input checked="" type="checkbox"/>
Organising – championship event		<input checked="" type="checkbox"/>
Attend controller update session	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Attend organiser/course planning workshop	Optional	Optional
Mentor a new controller	Optional	Optional
Conduct controller workshop	Optional	Optional

Note 1. Tasks can be undertaken in the preceding 8 year period.

Note 2. Re-accreditation expires after 5 years.

Note 3. Where a *required* task can't be met, an *optional* task may be substituted by negotiation.

Appendix 2: Mentoring Controllers in Orienteering

Background

Mentoring is a highly effective way for new Controllers to learn the 'art' of their role, and apply theory that they may have learnt in a classroom or through independent study. Mentors can bring life to a theoretical concept, demonstrate practical Controller skills, be a sounding board for problems, help the Controller to identify some weaknesses or just be a source of motivation and a reminder that the Controller is doing a great job. Mentoring relationships can be formally structured, with mentors assigned to Controllers, or they can grow out of a chance encounter with a like-minded Controller and remain very informal. They can be equally useful for a new Controller just starting out in orienteering, as for an elite Controller with many years of experience. It doesn't matter what form a mentoring relationship takes, as long as both the Controller and the mentor, or Controller team see value in the relationship, and it helps them to develop and become better at their job.

Orienteering Australia encourages Controllers to spend some structured time with a mentor or part of a Controller team, as part of the process of becoming qualified. However, OA recognises that no two mentoring relationships are the same. They all take on a life of their own and develop to suit the needs and the strengths of the individuals involved.

Mentoring should be about helping another person, regardless of their stage of development, to change their Controller practice - for the better. The way in which this occurs may be different from person to person. There are many benefits of mentoring for Controllers.

Benefits to the Controller

- Mentoring can increase confidence and motivation.
- It can provide constructive feedback on performance.
- It helps Controllers to translate theory into practice.
- It provides opportunities to 'network' and enhance career prospects.
- It promotes lifelong learning through relationships.
- It can minimise the difficulties of attending training courses.

Benefits to the mentor

- Mentoring provides renewed enthusiasm and commitment to the mentor's own work.
- It creates opportunities for mentors to share their knowledge and skills.
- It recognises the expertise of mentors.
- It provides new opportunities for mentors to learn.

Benefits for orienteering in Australia

- Mentoring can ease the difficulty and costs involved in conducting lengthy residential training courses.
- It taps into the expertise of experienced Controllers – past and present - in orienteering.
- It re-energises experienced Controllers who take on mentoring roles.
- Controllers who have been mentored often become mentors and better "people managers".

- It encourages Controllers to progress to the next level of accreditation through the motivation and assistance they receive from a mentor.

Types of Mentoring Relationships

Mentoring for Controllers' development can serve a variety of purposes. It can be used:

- as a key learning experience for Controllers to gain their accreditation (either in conjunction with courses or instead of them)
- as a means of supervising Controller practice associated with accreditation
- as a means of professional development for Controllers at any level of accreditation (e.g. an updating activity)
- as a means to 'fast track' Controllers with potential through their accreditation.

The Mentoring Process

Whatever the purpose of the mentoring relationship, effective relationships involve the following processes:

Identifying needs – by identifying the needs of the Controller and the mentor at the beginning of the relationship, it will be clear what both parties hope to get from it and the experience can be better tailored to meet the needs of both parties.

Goal setting – after identifying both parties' needs it should be possible to set some specific goals for the relationship – for both the Controller and the mentor. An example of a goal for a Controller being mentored might be *“to improve the quality of feedback provided to new controllers”*, whereas a mentor might have a goal *“to spend 10 minutes reflecting on my own Controlling after each event, so that I am better able to explain the rationale for my actions to the Controller I am mentoring”*.

Establishing an agreement – the agreement does not need to be a formal written one (although this might be appropriate), but the Controller and mentor should at least discuss and agree upon some ground rules for the relationship, e.g. how often they will meet and where, whether it's ok to phone one another at home, what time period they want the relationship to run for and when they want to review the relationship etc.

Observation – observation of the Controller in action should focus on the needs and goals that they have already identified. It might be helpful for the Controller and the mentor to develop a simple observation checklist to ensure that the mentor focuses their attention on the Controller's areas of need.

Analysis and feedback – this should be a shared process, with the Controller being given the opportunity to analyse their own performance, as well as the mentor providing their analysis. This will encourage the development of reflective Controllers, who have the ability to analyse their own performance and improvements. Questioning can be an extremely valuable tool for mentors at this step in the process. By asking supportive, but challenging, questions of the Controller, the mentor will empower them to make their own analyses and subsequent improvements to their performance.

Action planning – once the mentor has observed and analysed the performance of the Controller, together they can explore ways of improving the Controller's performance. Ideally

the mentor should write down the strategies to be used for improvement and re-visit them after further practice to ensure that the strategies have been effective.

Review – the mentoring relationship is likely to change and grow as it progresses. Many relationships are not always smooth sailing however, and the effectiveness of the relationship should be reviewed at regular intervals. If the relationship is no longer meeting the needs of the Controller or the mentor, then it may be time to end the relationship or find a new mentor.

When Can Mentoring Occur?

Some opportunities for mentoring include:

Preparing for an event. A mentor can be invited to observe some of the Controller's work, or they may even take a part of the pre-event work to give the Controller an opportunity to see them in action.

At Events. A mentor can be invited to observe a Controller's activities; however the mentor needs to be mindful not to distract the Controller from their duties. Schedule some time after the event to review the Controller's performance.

Planning of events. Having a mentor comment on plans can help to identify any shortcomings and enable Controllers to build better plans for the future.

Appendix 3: RPL Application Form

SECTION 1 – Personal details

Name:

Address:

.....

Phone: Mobile:

Email:

SECTION 2 – Evidence

Insert competency learning outcome details

Please supply evidence relating to each competency 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.

Competency	Summary of evidence provided

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

.....

Signature of applicant

Date

Appendix 4: RPL Assessor Report

Applicant's name:.....

Tasks	Evidence Supplied	Validity (Is the evidence relevant to the performance criteria?)	Sufficiency (Is there enough evidence?)	Authenticity (Is the evidence a true reflection of the candidate?)	Current (Is the evidence recent? obtained within the last four years?)	Comments
Insert learning objective						
	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	
	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	
	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	
	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	
	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	
	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	
	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	Yes <input type="radio"/>	
	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	No <input type="radio"/>	

<<Note: Continue to insert extra spaces for additional learning objectives/learning outcomes>>

All learning objectives met (please circle):

YES

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

Date of Assessment:.....

Name of Assessor:.....

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

Assessor's comments	Recommendations

Appendix 5: Course Participant Evaluation Questionnaire

Please answer questions by circling a response, and by offering comments if you wish.

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

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 the program format. (e.g. sections to eliminate, time allocation, timetabling)

5. Was the course too long? Yes / No

6. Was the delivery method suitable for the needs of the course?

Not at All 1 2 3 4 5 Completely

7. Are there any further topics that you would like to gain learning objectives in?

8. Was the pre-course information helpful in preparing you for the training session? (If there was none, tick "not at all")

Not at All 1 2 3 4 5 Completely

9. Was the training program useful and relevant to your intended level of practice?

Not at All 1 2 3 4 5 Completely

10. Do you understand all the steps involved to gain your qualification?

Not at All 1 2 3 4 5 Completely

11. Any other comments?

If you would consent to being contacted about your responses, please leave your:

Name:

Contact: