

Irish Underwater Council
Comhairle Fó-Thuinn

Instructor**
(C.M.A.S. Moniteur **)

Student Handouts



INSTRUCTOR LEVEL TWO COURSE NOTES

Published in Ireland by Irish Underwater Council, Comhairle Fo Thuinn,
78a Patrick Street, Dun Laoghaire, Co Dublin.

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ISBN 0 948283 10 6

Typeset and design by Entograph Ltd., 12 Quinns Road, Shankill, Co Dublin

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CFT Procedures Manual Reference: CFT 605



Instructor** (C.M.A.S. Moniteur**)

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1: INTRODUCTION

1.1 Aims and Principles

This course is designed to provide a basic introduction for CFT examiners to the principles of assessment and the way in which the CFT exam system operates.

The course assesses the ability of the candidates under four headings:

- (a) Suitability as an examiner.
- (b) The ability to organise a test.
- (c) The ability to fairly assess a candidate's performance.
- (d) Co-operation with other Moniteurs as a member of a jury

This course is a compulsory course for Instructors * (Moniteurs *) wishing to proceed to the level of Instructor ** (Moniteur **). It may be taken any time after the Instructor * certificate is awarded, but must be satisfactorily completed before a newly qualified Instructor * is allowed to act as a Trainee Juror on Leading Diver, Instructor * , Rescue Diver or Diver Cox'n Exams.

The basic principle underlying this course is that each participant should rehearse and develop the skills required to develop candidates for C.F.T. exams.

1.2 Assessment

A jury of Leading Instructors (Moniteurs ***), or Instructors ** who have successfully completed the Juror Training Course, in the ratio of 1 juror to two candidates, will oversee this course. A Jury President will be nominated by the National Diving Officer. The jurors will assess the performance of each candidate and contribute to all briefing and debriefing sessions. Each candidate will receive a full assessment of their performance and an individual debrief at the end of the course. Candidates who do not perform adequately under the four categories listed in 1.1 above will be asked to repeat the course. It is intended that self-assessment by candidates will also play an important role.

1.3 Prerequisites

- (1) Candidates should hold the Instructor * certificate.
- (2) Letter of recommendation from the candidate's club D.O. stating that he/she has been active within the club or C.F.T.
- (3) The candidate must hold a current Active Diver Certificate.

2: CONTENT

1.1 Aims and Principles

It will consist of a series of lectures and the candidates individual assessment of

1. Wetwork, (20 M)
2. Lecture.
3. Written work.

2.1 Lectures:

Course Content, Suggested Timetable and Learning Objectives JDP/1

Principles of Assessment JDP/2

CFT's Examination and Jury System JDP/3

Examiner Responsibilities and Behaviour JDP/4

2.2 Wetwork:

The candidate, while on a dive to 20m, will assess another diver carrying out an exercise from the current C.F.T. set of courses. For example a skill from the current "Rescue Diver" course, or indeed any skill from the current list of courses.

The candidate will discuss the exercise & allocate a mark, this mark should agree, within reason, with the experienced juror's assessment, if the candidate is to pass.

2.3 Lecture

The candidate will assess a lecture, of 15 mins. duration, using the marking sheet from the Instructor's Handbook.

The candidate will take part in a discussion of the lecture & allocate a mark for same. Again, this mark must coincide with the experienced Jurors assessment, if the candidate is to pass.

2.4 Written Work

The candidate will assess the written answers from an Instructor * (Moniteur *) paper, in other words "correct" a paper. A full discussion will take place & a mark will be allocated to the paper. Again, this mark will coincide with the Jurors assessment, if the candidate is to pass.

3: ORGANISATION

The course will run for a full day & proper safety procedures will be observed throughout the course.



Principles of Assessment

Introduction

The purpose of this lecture is to introduce the candidate to the principles of assessment. This is undertaken first, by establishing the nature and purpose of learning objectives in the abstract and in practise and second, by examining some of the assessment options and methods available and by considering grading options.

Learning Objectives

When anybody presents for a CFT examination it is expected that the course they have undertaken and the practical work that followed the course has resulted in them learning something. International educationalists have many ways of describing the types of learning that individuals can acquire. In Ireland, the National Qualifications Authority asks all organisations providing education and training of whatever sort to describe the learning gained by individuals under three headings; knowledge, skill and competence. These may be described as the objectives or outcomes of learning. Once learning objectives are stated the subsequent assessment or evaluation of the learning outcomes becomes systematic, logical, rational, fairer and less subject to the vagaries of examiner behaviour and exam circumstances.

You will have noticed that the learning objectives for this course were described in the previous lecture under three headings.

The definition of knowledge, skill and competence are provided below while examples of learning objectives from CFT and CMAS courses are given in the following section.

Knowledge – is a learning outcome that is best described as information acquired through experience or education and is not necessarily related to any specific context of application or practice.

There are many examples in CFT courses of where knowledge is acquired by the learner and subsequently required during the examination process. For example, club divers gain knowledge of barotrauma, DCS and the structure of ears and sinuses while leading divers have a knowledge of tissue half times and the functioning of dive compressors.

Skill – is the performance of a task that involves interaction with the environment. Knowledge underpins skill but is not identical to skill. For example, a novice diver will have been told of the danger of not equalising their ears and how to clear them during the lecture on ears and sinuses. However, the skill of equalising can only be gained through practise in the pool and open water. The skill of clearing ears has been informed by the knowledge gained during the lecture but can only be measured by performance of the skill itself. A further example is the skill of buoyancy control. Clearly, the lectures covering buoyancy and physics will have informed the novice diver on the knowledge underpinning buoyancy control but assessment of the skill can only take place by measuring the candidate's performance in the water.

Competence – is the practical application of knowledge and/or skill in human situations. These situations could be ones encountered specifically in the role of a CFT examiner or in more general situations. For example, leading divers are required to draw on their knowledge of tides, weather, etc. and their skills of group control, delegation, etc to prepare and execute a dive plan and brief. Competence is typically acquired by practice and reflection and will involve the individual being able to recognise their weaknesses and plan to deal with them through further practice and learning.

When we wish to describe what a person will learn in a CFT course we can usually describe the outcomes as follows;

Knowledge outcomes are often described in the following way – upon completion of the course the candidate will know, understand, etc.

Skill outcomes will often be described in the following way – upon completion of the course the candidate will be able to assemble, fill, check, etc.

In the case of competencies which will involve the practical application of both knowledge and skills it is usual to describe the learning outcomes in the context of specific circumstances. For example, upon completion of the Diver Cox'n course the candidate will be able to manage an emergency situation involving divers. For example, a candidate successfully passing a Moniteur 3* examination will

be able to lead a jury discussion involving Moniteur** and Moniteur* instructors and examiners.

At the time of preparing this programme specific learning objectives stated in the manner described above are not in place for most CFT programmes. However, some courses/exams do have general statements about the type of outcomes which might be expected from that course. A juror candidate successfully completing this course should be able to interpret those general statements about learning objectives in a way that aids them in a fairer and more systematic assessment of a candidate's performance.

CMAS and CFT Courses

This section provides some examples of statements of learning objectives which may be considered in terms of their specificity.

CMAS Two Star Instructor - According to CMAS a Two Star Instructor is an experienced one star instructor who has the knowledge, skills and experience required to teach groups of divers in the classroom, pool and open water and to assist in the training of one star instructors.

In terms of knowledge the two star instructor must have a complete understanding of the principles of teaching, the learning process, instructional methods appropriate to sport diving and equipment used in diving instruction be considered.

In terms of skill, the two star instructor must be able to control and lead a group of students in varying diving conditions, be able to instruct a group of students in open water conditions, be able to teach the contents of the 1, 2 and 3 star diver courses to a group of students in a surface/classroom situation and in open water and be able to communicate effectively with the students at all times.

Leading Diver - In the case of CFT courses the learning objectives are seldom stated as specifically as those for the CMAS two star instructor course above. However, the aim of a particular course is often stated explicitly or implicitly either in Courses and Tests, or in the course material. For example, the outcome of successful completion of the leading diver examination will be 'an experienced diver who ... is competent to lead divers of any grade on open water dives according to the rules and to organise dive groups'.

CFT Diver* – The current CFT log book notes the implicit requirements of a Diver* as

1. Mask and mouthpiece clearing, retrieve dropped mouthpiece.
2. Methods of entry.
3. Buoyancy adjustment. Maintaining depth at stop.

4. Buddy and alternative air source breathing.
5. Signals and safety.
6. Towing and E.A.R.

It is clear that although most of the CFT courses do not have learning objectives specified in the manner described as ideal above, in most instances an attempt can be made at establishing at least an overall aim and thus providing some assistance to the examiner in undertaking the examination.

Assessment Against Learning Objectives

Modern educational thinking stresses the importance of explicitly stating the learning objectives or outcomes prior to the commencement of any educational programme. Once learning objectives are stated the development of the curriculum can follow a logical pattern and final assessment is aided by being able to ensure that any assessment methods used are targeted at measuring the candidate's success in achieving the learning objectives. Until recently little attention has been given to the importance of linking learning objectives to assessment and as a consequence the curriculum or syllabus of educational programmes has had to be spelt out in considerable detail.

An example is given below of stating very explicit learning objectives for the assessment of One Star Diver competence.

A One Star Diver

- Should be able to consistently present for the dive fully kitted with all gear fitted correctly.
- Should be able to consistently exit/enter the water without difficulty, descend easily to the depth set for the dive and must be able to maintain that depth.
- Should be able to carry out, mask and mouthpiece clearing, retrieve a lost regulator, share air by buddy breathing or using an alternate air source and must be able to adjust buoyancy without assistance.
- Must be aware of what is going on around them and respond at all times to hand signals.
- Must be able to extricate themselves from an upturned turtle position.
- Must be able to ascend safely to the safety stop and maintain buoyancy.
- Should be able to tow and perform EAR on a subject.

'Should' criteria recognise that under some circumstances it may not be possible for the novice diver to carry out skills to a high standard, e.g. under rough weather conditions.

'Must' criteria are skills that are considered to be of such basic importance that the novice diver must be able to carry them out under all circumstances.

It is clear that by stating the learning objectives explicitly, as in the example, above the assessment of a novice diver for the Diver* award is a relatively straightforward objective/task.

A wide range of assessment methods are available depending on whether or not knowledge, skills or competencies are being assessed. CFT examinations use all the principal types and examples of each and where they are applied are given below.

- Oral Examination. e.g. Diver**, Rescue Diver, Leading Diver Weekend.
- Multiple Choice. e.g. Leading Diver pre-requisites
- Written Exam (Short Answer). E.g. Gas Blending, Extended Range.
- Written Exam. e.g. Moniteur* and Moniteur ***
- Demonstration of Skills. e.g. Diver Cox'n, Rescue Diver.
- Demonstration of Competencies. e.g. Leading Diver Brief an Incident Management
- Continuous assessment. e.g. Moniteur** qualifying juries

In most cases CFT has developed assessment materials to accompany the examination. For example, lecture and water work evaluation forms are available for assessment on Moniteur* examinations, banks of questions are available for the Diver** and Diver Cox'n examinations, recent Moniteur* written examinations come with detailed model answers, and Leading Diver assessment forms are available for all the main elements of the Leading Diver weekend.

Once the learning outcomes are identified and the assessment methods are or have been determined the role

of the examiner is to match the candidate's performance against the objectives. There are two basic systems available.

Firstly, numerical marking in which case the candidate is assigned a number from a range available – common ranges include out of 5, 10 or 100. This system is most commonly applied to written and oral work. Where CFT uses this system it does so normally out of 100 and assigns minimum pass marks for each element of the examination. For Leading Diver, Moniteur One and Three Star examinations Dive Tables papers attract a pass mark of 70% and the other papers 60% with the dive tables being a compulsory pass with some allowance for compensation in the others.

Secondly, for the assessment of skills and competencies the allocation of marks is not nearly as straightforward and some other system that is more flexible but nonetheless as robust must be adopted. In such circumstances an alpha grading system is used in which a candidate is assigned a grade between A and F depending on the manner in which they carried out the required skill or demonstrated the required competency. In this system an A indicates that the candidate carried out the assessment easily and to a high standard while an F indicates that there was a very low standard and, in particular, that safety was comprised.

The alpha grading system is used widely in CFT examinations and special rules to its application often apply. For example on a Leading Diver Examination two E's usually constitute failure while one does not, whereas one F indicates outright failure.

Conclusions

This lecture of the Juror Course on principles of assessment has focused on the types of learning outcomes that have to be assessed and the types of assessment tools available for assessment.



Instructor** (C.M.A.S. Moniteur **)

STUDENT HANDOUT

The CFT Examination and Jury System

Club and Non-Jury Examinations

CFT operates three main types of examinations; those that can take place within the club, those that are organised by the RDO and that don't require a Moniteur*** and those that may be organised by the RDO but for which the NDO allocates a Moniteur*** to act as Jury President. The lecture on Examiner Responsibilities and Behaviour deals in detail with the standards expected of an examiner and the role different grades of examiner and instructor play in CFT examinations. The nature of a jury examination is discussed further below.

It should be noted that in all CFT examinations the ratio of candidates to examiners should never be more than 2:1.

In respect of some snorkel examinations the NSO officer may have a role and that is noted under the Jury Examination section.

Club Examinations – For all club examinations the Club Diving Officer should ensure that all candidates going forward for test meet the prerequisites for the test and are adequately prepared. The examinations and the qualifications of the examiner that may be conducted within the club are as follows.

Examination	Minimum Grade of Instructor/Examiner
Junior, Intermediate and Senior Snorkeller	Snorkel Instructor
Rescue Snorkeller, Snorkel Dive Leader	Snorkel Examiner
Diver Emergency Responder and Snorkel Medic	Moniteur*
Diver*	Moniteur*

Non-Jury Examinations – A range of non-jury examinations may be organised at Regional level by the RDO in conjunction with Club Diving Officers. The examinations that may be so organised and the grade of examiner required are

Examination	Minimum Grade of Instructor/Examiner
Diver**	Moniteur**
Diver Cox'n	Moniteur**

NB Generally a Moniteur* is an instructor and not an examiner.

Jury Examinations

The concise Oxford English Dictionary provides two definitions of the term jury. The most obvious is that associated with court proceedings. It is the second that is of particular relevance to us in CFT, namely 'a body of people judging a competition'. A Jury Examination is one in which a body or group of examiners judges the performance of candidates in examination. A jury system of examination has a number of characteristics that should be noted.

1. It is a fair and open system of examination with checks and balances operating freely.
2. A candidate will, in most cases, be assessed by more than one instructor thus lowering the possibility of single examiner bias.
3. The Jury system allows for open discussion to take place amongst the examiners with regard to a candidate.

For all Jury examinations a Jury President of Moniteur*** grade will be present. The Jury President has two main responsibilities. First the individual represents CFT and ensures that the standards pertaining to that examination as laid down in Courses and Tests are upheld. Second the Jury President is responsible for ensuring that there is consistency throughout the examination.

The Jury President may be called upon to arbitrate in cases where agreement cannot be reached on the marks/grades to be awarded to a particular candidate. On occasion, a Jury President may even override a decision of Jury members. The Jury President may also liaise with candidates during the course of an examination.

For some examinations, usually Leading Diver, where the work load on a Jury President is significant, Sub Jury Presidents, who also examine may be appointed. A Sub Jury President will always be a Moniteur***. It should also be noted that Moniteur*** will frequently examine in their own right.

The examinations which require the establishment of a Jury which will be comprised of a Moniteur*** and Moniteur**s (and may also include Moniteur* undertaking their jury practice) are given in the table below. In these cases the Moniteur* is present in a learning or apprenticeship capacity.

- Rescue Diver
- Leading Diver (Pre-Requisites and Weekend)

- Moniteur*
- Moniteur**
- Moniteur*** (will not involve Moniteur**)

Examiner Selection

Depending on whether the examination is club based, non-jury or jury, different CFT officers have different responsibilities.

For club based examinations the club diving officer will appoint an examiner from within the club to undertake the examination.

For non-jury regional examinations the Regional Diving Officer will arrange either for a 'regional' event with

candidates and examiners gathering from the region at one venue or will assign an examiner from one club to examine in another club.

For Jury Examinations the National Diving Officer (or National Snorkelling Officer in the case of Snorkel Dive Leader and Instructor examinations) appoints the Jury President. The Regional Diving Officer, in conjunction with the Jury Coordinator on the Technical Commission, identifies the Moniteur** examiners that will be involved. The role of the RDO in most cases is to ensure that only active instructors will be involved in the examination. It is also important to be aware of the potential problems caused by non-participants in the vicinity of the test, e.g. club DOs, partners, well wishers, etc. Accordingly it is best to ensure that these individuals are kept well away from the running of the test.



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STUDENT HANDOUT

Examiner Responsibilities and Behaviour

Introduction

This lecture covers the role of a CFT Examiner - usually a Moniteur** - and deals with general and specific responsibilities of an examiner. Some general advice is given that covers preparation for examinations and the conduct of examinations. The Code of Behaviour details the general standards expected of a CFT examiner.

What is a CFT Examiner?

A CFT examiner is someone who determines whether or not a candidate presenting for examination has met the standards expected by CFT and is thus worthy of receipt of a CFT certificate for the examination. Because CFT is affiliated to CMAS and because our system of awards is linked to an international system, examiners are also determining the award of internationally recognised certificates. The onus on CFT examiners to ensure that CFT standards are internationally respected is significant.

Most of the examining in CFT is undertaken by Moniteur**. Moniteur*s have some examination responsibilities and these have been identified in the preceding lecture. Moniteur***s, except when they are acting as Jury Presidents on CFT examinations, are also acting as examiners in exactly the same way as Moniteur**s. Moniteur***s will also often be involved as sub jury presidents during which they will examine as well as preside over the deliberations of a sub group of examiners.

Until a Moniteur** certificate is awarded, the Moniteur* should consider themselves as assistant examiners and should be seeking every opportunity to improve their knowledge, skills and competence as examiners. This means seeking out opportunities to be involved in examinations, particularly where there will be experienced examiners, both Moniteur** and Moniteur***, present.

Responsibilities of a CFT Examiner

The previous section dealt with the general role of a CFT examiner. This section provides both general guidelines for examiners as they carry out their duties and specific advice. Examples from two courses are given of how an examiner might prepare and conduct themselves during the course of examination.

General Guidelines

Preparation for an Examination

The opportunity to conduct an examination on behalf of CFT is a privilege and should be regarded as such. This means that an examiner should prepare for an exam with as much attention to detail and concern for their own performance as a candidate will prepare for the exam. In practice this means that the examiner will

- be dived up/fit, have their log book fully in order and their diving equipment in test
- be prepared for oral or written exams by having banks of questions available or any other materials needed to mark exam papers,
- be prepared to assess diving activities by being fully familiar with any CFT assessment sheets available.
- Be on time for all elements of the test and any associated discussions,
- be fully familiar with the requirements for the test as laid down in Courses and Tests.

Assessment of a Candidate

The second lecture on this course dealt with the principles of assessment. When confronted, on the day, with grading a candidate the examiner should use the full range of marks/grades available. Poor and dangerous performance must be marked down and good performance should be rewarded. Experience has shown that examiners generally have most reservations about the candidates they have passed but over whom they had doubt rather than the candidates they failed. Likewise, if a candidate has performed a task with ease, poise and total confidence they must be awarded full marks. It is not unusual to hear at an exam an examiner state 'I don't give A's'. This attitude is inappropriate as it is unfair on a candidate who has prepared well and is the antithesis of sound assessment.

Dealing with Candidates

An examiner wields absolute authority, subject to Jury Presidents in Jury exams. This authority must be used with care, caution, honesty and integrity. The assessment of a candidate's performance must be scrupulously fair and honest and based on the

candidate's performance as they present on the day. Your judgement must not be clouded by matters peripheral to the exam such as other examiner's views of the candidate's behaviour on other occasions or perceptions of the candidate formed in any manner other than rigorous assessment of their diving knowledge, skills and competence.

When communicating with a candidate the examiner should be very clear beforehand about the precise requirements, particularly when assessing diving skills and competence. When communicating the result of an assessment the examiner should be fair, honest and sensitive to a candidate's feelings. Examiners should not get into an argument or prolonged discussion with a candidate. If this arises the matter should be referred to the Jury President (for a Jury Exam) or the RDO (for a non-jury exam). In the vast majority of cases a candidate, if they have been assessed fairly, will accept the result and re present for test on another occasion. It is advisable not to test a candidate that you have already failed nor should the examiner test someone from their own club, except for defined snorkel tests, Diver* and Diver Emergency Responder courses/tests.

After the Test

In non-jury examinations, e.g. Diver** and Diver Cox'n, the responsibilities of the examiner do not end with the issuing of the result. Without completing the return of the result by using the appropriate form and remitting the candidate's fee to head Office the candidate will not receive a result. As the responsible examiner you should be certain as to who is taking responsibility for tidying up the paperwork – the RDO or yourself.

Specific Advice

In order to ensure that each exam runs smoothly from the individual examiner's perspective it is worth considering in some detail how an exam might operate. Examples are given of a non-jury (Diver**) and jury (rescue diver) exams. The same advice as given below can be given in respect of all Jury and non jury exams.

(In cases where the candidate presenting is under eighteen years of age you should be aware that CFT's code for children in sport will be effective.)

Diver**

Club diver examinations are non jury which means that a CFT Moniteur** examiner may be on their own without the back up of a full jury. Under these circumstances the following advice is given.

- Check log books carefully and ensure that medicals are in date, subscriptions are paid (as indicated by CFT membership card), that all qualifying dives

have been completed and that the candidate has their DO's permission to present for the test.

- Brief candidates thoroughly and be prepared for the candidate to be nervous as this is probably their first exam outside their club. Invite questions to ensure that the candidate knows precisely what to expect.
- Take time doing the buddy check and brief and make sure that the candidate knows what sequence the water work will take.
- On the dive watch carefully for signs of nervousness and check air consumption regularly.
- Do the exercises in the sequence agreed and be sure to give test start and finish signals.
- On shore ask simple questions to begin with to help the candidate relax and spend no more than ten minutes on the oral exam. Use the bank of questions provided by CFT.
- If a candidate has particular difficulty with a question move to the next one and return to the unanswered question later.
- A pass rate of 60% is all that is required on the oral examination.
- Give feedback on the result quickly and honestly.

Rescue Diver

The Rescue Diver is a Jury Exam which means that a Moniteur*** will be in charge of the exam. It is likely that Moniteur*s will be present undertaking jury work as part of their Moniteur** certification. While the Moniteur*** will usually allocate tasks to be undertaken examiners should be prepared to be proactive in seeking tasks to be carried out.

Many of the basic guidelines for the Diver** test apply to the Rescue Diver test. For example, checking log books, giving clear briefs, etc. and these are not repeated here. Because it is a jury test there are clear differences from the Diver**.

An examiner may not be examining wet and dry work on the same candidate therefore the examiner must note the grade/mark awarded to the candidate for the examiner's component of the test for later discussion.

During the Jury discussions listen to other examiner viewpoints, do not dominate the discussion and make points quickly and clearly.

It is not a sign of weakness to be persuaded away from an initial view unless one is absolutely positive that one is correct and even then if and, and only if, one is fully briefed and informed about one's own knowledge and capabilities.

In borderline cases examine all aspects of the candidate's performance – both wet and dry work.

Code of Behaviour

CFT Examiners are the guardians of the standards set by CFT as the Governing Body for scuba diving in Ireland. It is imperative therefore that the behaviour of CFT examiners is above reproach and that it conforms to the highest standards possible. The code of behaviour below lays out the standards expected by CFT of its examiners.

A CFT Examiner must

- Ensure that their knowledge and skills are constantly updated in line with changes in CFT's courses and tests.
- Assess candidates honestly and objectively using available CFT assessment criteria.
- Respect the work of fellow examiners and the effort made by candidates in preparing for examinations.
- Respect the standards and rules and regulations adopted by CFT.

- Report irregularities during examinations to the Jury President, RDO or NDO.
- Ensure that conditions for the examination are safe and do not hinder the performance of a candidate.
- Maintain confidentiality and respect the integrity of the examination process by not discussing a candidate's performance outside the exam setting.
- Behave with integrity under all circumstances by not exhibiting favouritism, accepting bribes or succumbing to threats and by maintaining self control at all times.

Conclusions

This lecture examined the role and responsibilities of a CFT examiner, gave general and specific advice about examiner behaviour on exams and presented the CFT Code of Behaviour for examiners.