



AUSTRALIAN FENCING
FEDERATION

LEVEL 2
FENCING
COACHING
COURSE

FOIL
EPEE
SABRE

ASC/NOP COURSE DESIGN GUIDELINES

Section 1: General Information

1.1 Course Provider details

Name: Australian Fencing Federation

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ACN: N/A

Authorisation of the Organisation:

National Coaching/Officiating Director
(Signature)

Print Name

National President
(Signature)

Print Name

1.2 Australian Fencing Federation Level 2 Foil/Epee/Sabre Coaching Course

1.2.1 Type of Submission

Re-accredited. Last course submitted 1998

1.2.2 Copyright Information

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1.3 Separate General Principles component

Coaches must complete a Level 2 Coaching Principles course through their State Coaching Centre.

1.3.1 Nominal Duration of course

The course comprises:

Sport Specific Course	60 hours
Coaching Practice	60 hours

1.4 Training program fees

State and Territory Fencing Associations that are affiliated to the Australian Fencing Federation are endorsed to deliver this course on behalf of the AFF. No fee applies to this arrangement.

Other groups wishing to deliver this course must apply in writing to the AFF. A fee of \$1000 will be charged to allow Registered Training Organisations (other than state & territory affiliates) to register with the AFF to deliver this course.

1.4.1 Payment of training program fees

All course fees must be paid prior to commencement of the course. The fee will include NCAS accreditation fee, facility hire, equipment hire, course hand outs, course presenters' fee, AFF affiliation fee and other costs associated with the course. An indicative cost for the course is \$700 - \$1200 depending on the number of participants.

1.5 Presenter Qualifications

Presenters must have a minimum Level 2 Fencing qualification in the weapon that they are presenting, be accredited with the ASC and be affiliated to the AFF and have been coaching for two years with a minimum of 200 hours of coaching groups and individual lessons.

Course assistants must also be qualified as a Level 2 Coach. If specialists are used for aspects of the course then they will not be required to have a Level 2 in fencing, however they must have tertiary level or the equivalent in the field in which they are presenting in and a minimum of two years practical experience in the field in which they are presenting.

For all presenters it is required that they have participated in a Course Presenter Course or have a recognized teaching qualification.

1.6 Presenter Training

All presenters will need to maintain their current coaching qualification through updating or be working towards the next level. Presenters should have completed a Course Presenters course or be qualified teachers. The AFF will offer presenters opportunities to participate in professional development by advising presenters of relevant opportunities (conferences, short courses, seminars etc) and inviting them to Solidarity Courses. Presenters can also undertake their own professional development by accessing resources developed by the ASC, refer to Appendix 8: ASC Resources

1.7 Assessor qualifications

Assessor of Level 2 candidates must have a Level 3 accreditation in the weapon being assessed. Assessors must also have attended an assessor training program organised by the AFF or a Workplace Assessor Course.

Refer to Appendix 1: Assessment of coaches in AFF Coaching Courses

1.8 Assessor Training

Assessors will need to be familiar with the AFF competency based assessment requirements for Level 2. Training in the use of the assessment requirements will be provided to assessors during professional development opportunities like Olympic Solidarity Courses or courses held at State Sport Education/Coaching Centres.

1.9 Enrolment Pre-requisites

Participants must be an affiliated member of the Australian Fencing Federation.

Participants must have completed a Level 1 Course in the weapon they are intending to study at Level 2 prior to commencement of the course.

1.10 Venue

The venue should be a minimum size of half a basketball court with a flat, non-slip surface and must be accessible at all times during the time the course is run.

An additional space for theory sessions that will comfortably accommodate the participants and presenters should be provided.

Minimum equipment

- overhead projector
- whiteboard/blackboard and marker pens/chalk and duster
- mask/weapon/coaching jacket/glove (provided by participants)
- Other equipment that may be useful - video player & TV

1.11 Insurance

Courses will be delivered in a range of suitable venues. Course organisers must ensure that the appropriate Public Liability insurance is in place for the venue being used. Each State/Territory fencing association has its own Public Liability cover.

All course presenters must have appropriate Public Liability and Professional Indemnity insurance cover.

Section 2: Policies

2.1 Code of Practice for Training Program deliverers

The Australian Fencing Federation endorses the ASC's Code of Practice for Training Program Deliverers (Appendix 2). In addition to this code, the following policy applies:

Refund of fees

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

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

2.2 Coach's Code of Ethics

The AFF has adopted the ASC Coach's Code of Ethics Agreement Policy that it requires coaches to sign-on to and to put into practice. This Code outlines disciplinary action, which will be applied if coaches/officials are found to have breached the Code. For more information see AFF Coach's Code of Ethics Agreement. (Appendix 3)

2.3 Complaints handling procedures

Candidates with grievances about the conduct of their training program or seeking appeals on their assessment process must submit them in writing to the course coordinator within 30 days of the completion of the training program or on receiving notification of their assessment outcome.

All grievances and appeals will be considered by the state technical panel that will inform the candidate of the process they use to consider the grievance and the outcome of the deliberations within 30 days of receiving the grievance/appeal.

Further grievances and appeals will be referred to the national technical panel (with all relevant information) for consideration and decision.

2.4 Age of entry into the program

Candidates must be 18 years of age on the date that the course requirements are completed to be eligible for accreditation.

2.5 Recognition of Prior Learning (RPL)

There will be no honorary accreditation. All coaches must satisfy the competencies of each particular level of accreditation. However, some practising coaches may be able to satisfy all or most of the competencies required for accreditation without having to attend a formal course. Candidates may apply for exemption from all or sections of the course. Such people will be required to document their prior learning and submit it in writing to the course coordinator. These will then be passed on to the AFF Coaching Commission for consideration. RPL assessment will be conducted using the RPL Assessment form provided by the ASC (see Appendix 4). The candidate may be required to demonstrate their expertise in a particular area by written or practical demonstration.

Section 3: Competency Statements

Level 2 Fencing Coaches will be able to

1. Construct and teach an individual lesson for intermediate and sub elite fencers suitable for the athlete's level of development and the time of the season.
2. Provide athletes with a detailed yearly plan and an outline of a four year plan.
3. Provide opportunities for athletes to improve through other coaching techniques eg video, psychology and other activities that can enhance athlete performance.
4. Organise Fencing competitions.
5. Referee Fencing Bouts.

Specifically Level 2 Coaches will be able to:

1. Write a detailed plan for a seasons training program for a fencer competing at state A and national level competitions. The plan will cover individual skill development, strategy development and fitness development appropriate to the level of the participants.
2. In consultation with the athlete, outline a yearly plan detailing goals, major competitions and fitness testing.
3. Teach individual lessons developing in the student a strong technical, tactical and psychological base.
4. Plan and coordinate squad sessions for A grade and national level athletes.
5. Organise fencing competitions to enhance training and to ensure athletes are aware of various competition formats and to assist and teach new club officials.
6. Competently referee bouts in a competition at State A Grade level.

3.2: Assessment

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

Assignments – Written: The assignment is aimed at assessing underpinning knowledge regarding technical aspects of the sport. Three short written assignments are given to candidates at the completion of the face-to-face training program. A 70% pass mark is required. Candidates are permitted to access course materials for the assignments. Candidates may re-submit the assignments as many times as necessary to achieve the pass mark.

Practical: This assessment task is aimed at assessing the candidates practical ability to coach effectively. This assessment task is completed post-course. A practical demonstration of coaching skills is required during 3 individual lesson of between 20 – 30 minutes each. The coach preferably should work with an athlete who they have coached for 2-3 years. An assessment checklist is used to outline the skills/competencies that the coach must demonstrate. The candidate must be rated as competent on all aspects of the assessment checklist to pass. Candidates may re-take the practical assessment as many times as necessary to achieve competency.

Research Project: The aim of this assessment task is for coaches to demonstrate that they can apply technical knowledge and feedback to athletes. This assessment task is completed post-course. Candidates are permitted to consult with advisors/mentors to complete the research report. Candidates may re-submit the match report as many times as necessary to achieve competence.

The AFF Level 2 Assessment tools for Foil/Epee/Sabre can be found in Appendix 6

The AFF is committed to provide flexibility in the assessment methods used. This includes:

- using oral instead of written exams and worksheets where appropriate
- using video of the practical coaching event for assessment purposes where necessary (eg. for a coach in a remote area)
- considering any request from candidates for flexibility, within the framework of ensuring fairness for others, and integrity of the assessment process overall. The alternative methods for assessment as detailed in Appendix 8: Notes on Assessment can be substituted as an assessment method.

Section 4 Training Program Syllabus

The training program syllabus for each of the three weapons– foil, epee and sabre—are provided separately on the following pages. All units are compulsory.

4.10 Training Program Overview - Foil

Unit	Nominal Duration	Unit Delivery	Assessment
1. Refereeing	3 hours	In Course	Verbalise the terminology related to the rules of fencing and refereeing. Correctly phrase competitive bouts at State A Grade Final level. Correctly answer a selection of questions from the AFF Refereeing multiple choice exam
2. Competition Organisation	2.5 hours	In Course	Verbalise the terminology related to the various competition formats. Presentation of a competition format selected by the Course Presenter using computer technology
3. Foil Coaching	4 hours	In Course	Teach fundamental actions as part of an individual lesson Teach the “foil game” and principles of defence in an individual lesson Demonstrate realistic cues and basic pedagogy during an individual lesson
4. Simple Actions	4 hours	In Course	Verbalise the terminology of simple actions. Prepare a written lesson plan incorporating simple actions with distance and tactics. Teach an individual lesson to a class member on a topic to be selected by the Course Presenter.
5. Attacks on the Blade	4 hours	In Course	On successful completion of this unit the coach will be able to: Use terminology related to the beat and the pressure; Teach techniques to facilitate a student becoming competent in performing the beat and the pressure within an individual lesson.

6. Advanced Defense	4 hours	In Course	<p>Verbalise the terminology of attacks & ripostes by prise de fer.</p> <p>Prepare a written lesson plan incorporating attacks & ripostes by prise de fer with distance and tactics.</p> <p>Present an individual lesson incorporating attacks & ripostes by prise de fer with distance and tactics.</p>
7. Compound Actions	6 hours	In Course	<p>Verbalise the terminology of compound attacks & compound ripostes and counter ripostes.</p> <p>Prepare a written lesson plan incorporating compound attacks & compound ripostes and counter ripostes with distance and tactics.</p> <p>Present an individual lesson to a class member incorporating compound attacks & compound ripostes and counter ripostes with distance and tactics.</p>
8. Takings of the Blade	4 hours	In Course	<p>Verbalise the terminology of attacks & ripostes by prise de fer.</p> <p>Prepare a written lesson plan incorporating attacks & ripostes by prise de fer with distance and tactics.</p> <p>Present an individual lesson incorporating attacks & ripostes by prise de fer with distance and tactics.</p>
9. Renewals	4 hours	In Course	<p>Verbalise the terminology of the Remise /Reprise /Redoublement.</p> <p>Prepare a written lesson plan incorporating the Remise / Reprise / Redoublement with distance and tactics.</p> <p>Present an individual lesson to a class member incorporating the Remise / Reprise / Redoublement with distance and tactics.</p>
10. Counter Attacks	4 hours	In Course	<p>Verbalise the terminology of counter attacks.</p> <p>Prepare a written lesson plan incorporating counter attacks with distance and tactics.</p> <p>Present an individual lesson to a class member incorporating counter attacks with distance and tactics.</p>

11. Preparations	4 hours	In Course	<p>Verbalise the terminology of the preparations and attacks on the preparations.</p> <p>Prepare a written lesson plan incorporating the preparations and attacks on the preparations with distance and tactics.</p> <p>Present an individual lesson to a class member incorporating the preparations and attacks on the preparations with distance and tactics.</p>
12. Counter Time	4 hours	In Course	<p>Verbalise the terminology of counter time.</p> <p>Prepare a written lesson plan incorporating counter time with distance and tactics.</p> <p>Present an individual lesson to a class member incorporating counter time with distance and tactics.</p>
13. Group Classes	2 hours	In Course	<p>Prepare a group lesson plan and presentation of a section of the plan to a group of A grade athletes.</p> <p>Present an exercise to other members of the course or a group of athletes with at least 3 years of fencing experience on a topic to be selected by the Course Presenter.</p>
14. Electrics	2 hours	In Course	<p>Verbalise the terminology related to the electrical equipment and electronic scoring apparatus.</p> <p>Prepare a circuit diagram of the electrical equipment and electronic scoring apparatus.</p> <p>Analyse and correct a fault or series of faults in the electrical equipment and electronic scoring apparatus as created by the Course Presenter.</p>
15. Psychology	2 hours	In Course	<p>Verbalise the terminology related to psychology.</p> <p>Prepare a short paper on using psychological techniques in fencing.</p> <p>Write a short paper on sport psychology on a topic to be selected by the Course Presenter.</p>

16. Video Analysis	2 hours	In Course	<p>Verbalise the terminology related to video analysis.</p> <p>Analyse a video bout and verbalise the tactical/technical advice suggested for either or both fencers.</p> <p>Provide written advice to a fencer on technique and tactics and to the fencers' opponent.</p>
17. Competition Coaching	2 hours	In Course	<p>Verbalise the terminology related to warm-up lessons, tactics and psychology during breaks in competition.</p> <p>Prepare a lesson plan on warm-up lessons incorporating tactics.</p> <p>Verbalise practical psychological advice focusing on breaks during competition.</p> <p>Present an individual pre competition lesson to a class member with a topic to be selected by the Course Presenter.</p> <p>Present psychological advice to athlete in a particular scenario to be selected by the Course Presenter.</p>
18. Yearly Planning	2 hours	In Course	<p>Verbalise the terminology related to planning.</p> <p>Prepare a yearly plan for a particular athlete.</p> <p>Construct a Yearly Plan for a State A Grade or National Level Athlete looking at achieving National or International representation.</p>

4.1b Training Program Overview - Epee

Unit	Nominal Duration	Unit Delivery	Assessment
1. Refereeing	3 hours	In Course	<p>Verbalise the terminology related to the rules of fencing and refereeing appropriately.</p> <p>Correctly phrase competitive bouts at State A Grade Final level.</p> <p>Correctly answer selection of questions from the AFF Refereeing multiple choice exam</p>
2. Competitions	2.5 hours	In Course	<p>Verbalise the terminology related to the various competition formats appropriately.</p> <p>Present of a competition format selected by the Course Presenter using computer technology.</p>
3. Epee Coaching	4 hours	In Course	<p>Teach and correct fundamental actions as part of an individual lesson</p> <p>Teach and correct the “epee game” and principles of defence in an individual lesson</p> <p>Demonstrate realistic cues and basic pedagogy during an individual lesson</p>
4. Simple Attacks and Counter Attacks	4 hours	In Course	<p>Verbalise the terminology of simple and counter attacks.</p> <p>Prepare and Present a written lesson plan incorporating simple and counter attacks with distance and tactics.</p> <p>Teach and correct technique during an individual lesson</p>
5. Defensive Actions	4 hours	In Course	<p>Verbalise the terminology of simple parries and ripostes</p> <p>Prepare a written lesson plan incorporating simple parries and ripostes with distance and tactics.</p> <p>Teach and correct defensive actions during an individual lesson</p>
6. Renewals	4 hours	In Course	<p>Verbalise the terminology of the Remise /Reprise /Redoublement</p> <p>Prepare a written lesson plan incorporating the Remise/Reprise/Redoublement with distance and tactics</p> <p>Teach and correct Remise/Reprise/Redoublement during an individual lesson</p>

7. Attacks on the Blade	4 hours	In Course	<p>Verbalise the terminology of the beat and the pressure</p> <p>Prepare a written lesson plan incorporating the beat and the pressure with distance and tactics</p> <p>Present an individual lesson to a class member on beat and the pressure with distance and tactics</p>
8. Taking of the Blade	4 hours	In Course	<p>Verbalise the terminology of attacks and ripostes by takings of the blade.</p> <p>Prepare a written lesson plan incorporating attacks and ripostes by takings of the blade with distance and tactics</p> <p>Teach and correct during an individual lesson attacks and ripostes by takings of the blade with distance and tactics.</p>
9. Counter Time	4 hours	In Course	<p>Verbalise the terminology of counter time actions.</p> <p>Prepare a written lesson plan incorporating counter time actions with distance and tactics</p> <p>Teach and correct during an individual lesson to a class member on counter time actions with distance and tactics</p>
10. Attacks on the Preparation	4 hours	In Course	<p>Verbalise the terminology of attacks on the preparations.</p> <p>Prepare a written lesson plan incorporating attacks on the preparations with distance and tactics.</p> <p>Teach and correct technique attacks on the preparations with distance and tactics.</p>
11. Second intention	6 hours	In Course	<p>Verbalise the terminology of second intention.</p> <p>Prepare a written lesson plan incorporating second intention actions with distance and tactics</p> <p>Present an individual lesson to a class member on second intention actions with distance and tactics.</p>

12. Compound Attacks	4 hours	In Course	<p>Verbalise the terminology of compound attacks and attacks on the withdrawal of the arm.</p> <p>Prepare a written lesson plan incorporating compound attacks and attacks on the withdrawal of the arm with distance and tactics</p> <p>Teach and correct compound attack and attacks on the withdrawal of the arm with distance and tactics</p>
13. Group Classes	2 hours	In Course	<p>Prepare a group lesson plan and present of a section of the plan to a group of A grade athletes.</p> <p>Present an exercise to other members of the course or a group of athletes with at least 3 years of fencing experience on a topic to be selected by the Course Presenter.</p>
14. Electrics	2 hours	In Course	<p>Verbalise the terminology related to the electrical equipment and electronic scoring apparatus appropriately.</p> <p>Prepare a circuit diagram of the electrical equipment and electronic scoring apparatus.</p> <p>Analyse and correct of a fault or series of faults in the electrical equipment and electronic scoring apparatus as created by the Course Presenter.</p>
15. Psychology	2 hours	In Course	<p>Verbalise the terminology related to psychology appropriately</p> <p>Work with an athlete in a training situation to apply a basic psychological technique appropriately.</p> <p>Prepare a short paper on using psychological techniques in fencing.</p> <p><u>OR</u></p> <p>Write a short paper on sport psychology on a topic to be selected by the Course Presenter.</p>
16. Video Analysis	2 hours	In Course	<p>Verbalise the terminology related to video analysis appropriately.</p> <p>Analyse a video bout and provide the tactical/technical advice for either or both fencers.</p> <p>Provide written advice to a fencer on technique and tactics and to the fencer's opponent.</p>

17. Competition Coaching	2 hours	In Course	<p>Verbalise the terminology related to warm-up lessons, tactics and psychology during breaks in competition appropriately.</p> <p>Prepare a lesson plan on warm-up lessons incorporating tactics.</p> <p>Present an individual pre competition lesson to a class member with a topic to be selected by the Course Presenter.</p> <p>Present psychological advice to an athlete in a particular scenario to be selected by the Course Presenter.</p>
18. Yearly Planning	2 hours	In Course	<p>Verbalise the terminology related to planning appropriately.</p> <p>Construct a Yearly Plan for a State A Grade or National Level Athlete who is aiming to achieve National or international representation.</p>

Section 4.1c – Training Program Overview – Sabre

Unit	Nominal Duration	Unit Delivery	Assessment
1. Refereeing	3 hours	In Course	<p>Verbalise the terminology related to the rules of fencing and refereeing.</p> <p>Correctly phrase competitive bouts at State A Grade Final level.</p> <p>Correctly Answer selection of questions from the AFF Refereeing multiple choice exam</p>
2. Competition Organisation	2 hours	In Course	<p>Verbalise the terminology related to the various competition formats.</p> <p>Presentation of a competition format selected by the Course Presenter using computer technology</p>
3. Sabre Coaching	4 hours	In Course	<p>Teach fundamental actions as part of an individual lesson</p> <p>Teach the “Sabre game” and principles of defence in an individual lesson</p> <p>Demonstrate realistic cues and basic pedagogy during and individual lesson</p>
4. Simple Actions	4 hours	In Course	<p>Verbalise the terminology of simple actions.</p> <p>Prepare a written lesson plan incorporating simple actions with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on a topic to be selected by the Course Presenter.</p>
5. Compound Actions	4 hours	In Course	<p>Verbalise the terminology of compound actions.</p> <p>Prepare a written lesson plan incorporating compound actions with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on incorporating compound actions with distance and tactics.</p>

6. Advanced Defense & Riposte	4 hours	In Course	<p>Verbalise the terminology of advanced defence and ripostes.</p> <p>Prepare a written lesson plan incorporating advanced defence and ripostes with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member incorporating advanced defence and ripostes with distance and tactics.</p>
7. Advanced Target	4 hours	In Course	<p>Verbalise the terminology of attacks and ripostes to the advanced targets.</p> <p>Prepare a written lesson plan incorporating attacks and ripostes to the advanced targets.</p> <p>Teach and correct technique during an individual lesson to a class member incorporating attacks and ripostes to the advanced targets with distance and tactics.</p>
8. Attacks on the Blade	4 hours	In Course	<p>Verbalise the terminology of attacks on the blade.</p> <p>Prepare a written lesson plan incorporating attacks on the blade with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member incorporating attacks on the blade with distance and tactics.</p>
9. Counter Attacks	4 hours	In Course	<p>Verbalise the terminology of counter attacks.</p> <p>Prepare a written lesson plan incorporating counter attacks with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on incorporating counter attacks with distance and tactics.</p>
10. Renewals	4 hours	In Course	<p>Verbalise the terminology of renewals.</p> <p>Prepare a written lesson plan incorporating renewals with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on incorporating renewals with distance and tactics.</p>

11. The Line	3 hours	In Course	<p>Verbalise the terminology of the line.</p> <p>Prepare a written lesson plan incorporating the line with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on incorporating the line with distance and tactics.</p>
12. Attacks on the Preparation	4 hours	In Course	<p>Verbalise the terminology of attacks on the preparation.</p> <p>Prepare a written lesson plan incorporating attacks on the preparation with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on incorporating attacks on the preparation with distance and tactics.</p>
13. Counter Time	4 hours	In Course	<p>Verbalise the terminology of counter time.</p> <p>Prepare a written lesson plan incorporating counter time actions with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on incorporating counter time actions with distance and tactics.</p>
14. Group Classes	2 hours	In Course	<p>Prepare a group lesson plan and presentation of a section of the plan to a group of A grade athletes.</p> <p>Present an exercise to other members of the course or a group of athletes with at least 3 years of fencing experience on a topic to be selected by the Course Presenter.</p>
15. Electrics	2 hours	In Course	<p>Verbalise the terminology related to the electrical equipment and electronic scoring apparatus.</p> <p>Prepare a circuit diagram of the electrical equipment and electronic scoring apparatus.</p> <p>Analysis and correction of a fault or series of faults in the electrical equipment and electronic scoring apparatus as created by the Course Presenter.</p>

16. Psychology	2 hours	In Course	<p>Verbalise the terminology related to psychology.</p> <p>Prepare a short paper on using psychological techniques in fencing.</p> <p>Write a short paper on sport psychology on a topic to be selected by the Course Presenter.</p>
17. Video Analysis	2 hours	In Course	<p>Verbalise the terminology related to video analysis.</p> <p>Analyse a video bout and verbalise the tactical/technical advice suggested for either or both fencers.</p> <p>Provide written advice to a fencer on technique and tactics and to the fencers' opponent.</p>
18. Competition Coaching	2 hours	In Course	<p>Verbalise the terminology related to warm-up lessons, tactics and psychology during breaks in competition.</p> <p>Prepare a lesson plan on warm-up lessons incorporating tactics.</p> <p>Verbalise practical psychological advice focusing on breaks during competition.</p> <p>Present an individual pre competition lesson given to a class member with a topic to be selected by the Course Presenter.</p> <p>Present psychological advice to athlete in a particular scenario to be selected by the Course Presenter.</p>
19. Yearly Planning	2 hours	In Course	<p>Verbalise the terminology related to planning.</p> <p>Prepare a yearly plan for a particular athlete.</p> <p>Construct a Yearly Plan for a State A Grade or National Level Athlete looking at achieving National or International representation.</p>

Section 4.3: Flexible Delivery

Delivery of the integrated Australian Fencing Federation Level 2 training program will be through face-to-face seminars. A workbook has been developed to assist with flexible delivery which can be made available on request to any participant. The AFF will offer coaches opportunities to participate in Level 2 seminars through Olympic Solidarity Courses or afternoon or evening classes over a period of 20 weeks.

Participants may undertake the general principles section through online education or other means, prior to or during the delivery of the AFF Level 2 course. Recognition however, will only be given to general principles qualifications gained through another organisation within the last four years.

Example – Section 4.4: Implementation Strategy

Due to the small number of fencing coaches it is not possible to travel to each state to train presenters and assessors. Training for presenters and assessors will occur during Solidarity Courses held every two years. Quality monitoring procedures will identify further training needs and state/territory or national training sessions will be conducted accordingly.

The AFF will provide assistance to states/territories with the process of RPL. States/territories should contact the National Coaching Director for advice on requests for RPL.

Section 5: Coaching Practice

5.1 Practical Coaching Experience

To achieve a Level 2 accreditation, coaches must perform a minimum of 60 hours of practical coaching of the weapon for which they are seeking Level 2 accreditation. This practical aspect of the course must be completed within 12 months after the completion of the course and recorded in a log book.

5.2 Supervision or Mentoring of the coaching Practice

An accredited coach (minimum Level 2 for that weapon) can supervise the practical coaching experience.

Supervision will involve:

- at least 10 hours contact with the trainee coach, either observing the trainee or co-coaching with them.
- assisting the trainee coach to analyse a video tape of their coaching

Assigned supervisors will meet with the trainee coach during or after the Level 2 Coaching Course. At this meeting the trainee coach and their supervisor should formulate a satisfactory arrangement to enable them to fulfil the coaching practice requirements. Further information on Mentoring can be found in Appendix 9: Mentoring

All practical coaching experience must be recorded in a diary or log book and verified by supervisor's signature.

5.3 Supervisor Credit

Coaches who are involved in the supervision of trainee coaches will receive updating credit for the number of hours spent supervising a Level 2 Coach.

Section 6: Quality Control

6.1 Monitoring training program quality

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

Ongoing presenter and assessor training as outlined in sections 1.6 & 1.8

1. Evaluation of presenters by course participants using course evaluation forms (see Appendix 11: Evaluation Questionnaire)

6.2 Monitoring training program quality

Training program evaluation and review process

The course will be evaluated via the following methods with the results used to keep the course current:

- Brief and informal discussions with the course presenters will follow the course. The discussions will focus on the organisation of the course and changes that may be required for changes to the delivery method.
- Data on numbers of participants who obtain their Level 2 qualification and numbers who progress to level 2.
- Evaluation Questionnaire (See Appendix 11 Example Evaluation Questionnaire)
- Review of the participants through observation of sessions by accredited coaches and /or physical education staff who observe classes by coaches.
- The Australian Fencing Federation is committed to conducting a Quadrennial Review of all courses and development plans, in support of the policy of the ASC (See Appendix 10: Monitoring NCAS Training Programs).

6.3 Design and Review Committee

AFF Chair of Coaching Commission
AFF OFMA Head Coach
AFF National Epee Coach
AFF Regional Coaches
AFF National Coaching Director

6.4 Customisation of Courses

If an opportunity arises where the entire group of participants share similar skills or similar prior experience, then the course can be tailored to suit the experience of the participants with emphasis on particular sections. Prior to the beginning of a customised course consultation with the Design and Review Committee must have occurred.

AUSTRALIAN FENCING FEDERATION

LEVEL 2 FOIL

4.10 Training Program Overview - Foil

Unit	Nominal Duration	Unit Delivery	Assessment
1. Refereeing	3 hours	In Course	<p>Verbalise the terminology related to the rules of fencing and refereeing.</p> <p>Correctly phrase competitive bouts at State A Grade Final level.</p> <p>Correctly answer a selection of questions from the AFF Refereeing multiple choice exam</p>
2. Competition Organisation	2.5 hours	In Course	<p>Verbalise the terminology related to the various competition formats.</p> <p>Presentation of a competition format selected by the Course Presenter using computer technology</p>
3. Foil Coaching	4 hours	In Course	<p>Teach fundamental actions as part of an individual lesson</p> <p>Teach the “foil game” and principles of defence in an individual lesson</p> <p>Demonstrate realistic cues and basic pedagogy during an individual lesson</p>
4. Simple Actions	4 hours	In Course	<p>Verbalise the terminology of simple actions.</p> <p>Prepare a written lesson plan incorporating simple actions with distance and tactics.</p> <p>Teach an individual lesson to a class member on a topic to be selected by the Course Presenter.</p>
5. Attacks on the Blade	4 hours	In Course	<p>On successful completion of this unit the coach will be able to:</p> <p>Use terminology related to the beat and the pressure;</p> <p>Teach techniques to facilitate a student becoming competent in performing the beat and the pressure within an individual lesson.</p>
6. Advanced Defense	4 hours	In Course	<p>Verbalise the terminology of attacks & ripostes by prise de fer.</p> <p>Prepare a written lesson plan incorporating attacks & ripostes by prise de fer with distance and tactics.</p> <p>Present an individual lesson incorporating attacks & ripostes by prise de fer with distance and tactics.</p>

7. Compound Actions	6 hours	In Course	<p>Verbalise the terminology of compound attacks & compound ripostes and counter ripostes.</p> <p>Prepare a written lesson plan incorporating compound attacks & compound ripostes and counter ripostes with distance and tactics.</p> <p>Present an individual lesson to a class member incorporating compound attacks & compound ripostes and counter ripostes with distance and tactics.</p>
8. Takings of the Blade	4 hours	In Course	<p>Verbalise the terminology of attacks & ripostes by prise de fer.</p> <p>Prepare a written lesson plan incorporating attacks & ripostes by prise de fer with distance and tactics.</p> <p>Present an individual lesson incorporating attacks & ripostes by prise de fer with distance and tactics.</p>
9. Renewals	4 hours	In Course	<p>Verbalise the terminology of the Remise /Reprise /Redoublement.</p> <p>Prepare a written lesson plan incorporating the Remise / Reprise / Redoublement with distance and tactics.</p> <p>Present an individual lesson to a class member incorporating the Remise / Reprise / Redoublement with distance and tactics.</p>
10. Counter Attacks	4 hours	In Course	<p>Verbalise the terminology of counter attacks.</p> <p>Prepare a written lesson plan incorporating counter attacks with distance and tactics.</p> <p>Present an individual lesson to a class member incorporating counter attacks with distance and tactics.</p>
11. Preparations	4 hours	In Course	<p>Verbalise the terminology of the preparations and attacks on the preparations.</p> <p>Prepare a written lesson plan incorporating the preparations and attacks on the preparations with distance and tactics.</p> <p>Present an individual lesson to a class member incorporating the preparations and attacks on the preparations with distance and tactics.</p>

12. Counter Time	4 hours	In Course	<p>Verbalise the terminology of counter time.</p> <p>Prepare a written lesson plan incorporating counter time with distance and tactics.</p> <p>Present an individual lesson to a class member incorporating counter time with distance and tactics.</p>
13. Group Classes	2 hours	In Course	<p>Prepare a group lesson plan and presentation of a section of the plan to a group of A grade athletes.</p> <p>Present an exercise to other members of the course or a group of athletes with at least 3 years of fencing experience on a topic to be selected by the Course Presenter.</p>
14. Electrics	2 hours	In Course	<p>Verbalise the terminology related to the electrical equipment and electronic scoring apparatus.</p> <p>Prepare a circuit diagram of the electrical equipment and electronic scoring apparatus.</p> <p>Analyse and correct a fault or series of faults in the electrical equipment and electronic scoring apparatus as created by the Course Presenter.</p>
15. Psychology	2 hours	In Course	<p>Verbalise the terminology related to psychology.</p> <p>Prepare a short paper on using psychological techniques in fencing.</p> <p>Write a short paper on sport psychology on a topic to be selected by the Course Presenter.</p>
16. Video Analysis	2 hours	In Course	<p>Verbalise the terminology related to video analysis.</p> <p>Analyse a video bout and verbalise the tactical/technical advice suggested for either or both fencers.</p> <p>Provide written advice to a fencer on technique and tactics and to the fencers opponent.</p>

17. Competition Coaching	2 hours	In Course	<p>Verbalise the terminology related to warm-up lessons, tactics and psychology during breaks in competition.</p> <p>Prepare a lesson plan on warm-up lessons incorporating tactics.</p> <p>Verbalise practical psychological advice focusing on breaks during competition.</p> <p>Present an individual pre competition lesson to a class member with a topic to be selected by the Course Presenter.</p> <p>Present psychological advice to athlete in a particular scenario to be selected by the Course Presenter.</p>
18. Yearly Planning	2 hours	In Course	<p>Verbalise the terminology related to planning.</p> <p>Prepare a yearly plan for a particular athlete.</p> <p>Construct a Yearly Plan for a State A Grade or National Level Athlete looking at achieving National or International representation.</p>

1. Unit name	Refereeing
Nominal duration	3 Hours
Pre-requisites for this unit	Pre reading of <u>FIE Rules for Competition</u> Part 6
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <p>Demonstrate mastery of terminology related to the rules of fencing and refereeing;</p> <p>Apply the knowledge gained to referee a competition bout</p>
Assessment tasks	<p>Verbalise appropriately the terminology related to the rules of fencing and refereeing.</p> <p>Correctly phrase competitive bouts at State A Grade Final level.</p> <p>Correctly answer a selection of questions from the AFF Refereeing multiple choice exam</p>
Content	Refereeing and the disciplinary rules for competition /terminology/hand signals/referee responsibilities/warnings and penalties/appeals
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The FIE Rules for Competition

2. Unit name	Competition Organisation
Nominal duration	2.5 Hours
Pre-requisites for this unit	Pre reading of FIE Rules for Competition: Part 5
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> ▪ demonstrate the use of computer technology to organise a fencing competition
Assessment tasks	<p>Verbalise the terminology related to the various competition formats appropriately.</p> <p>Presentation of a competition format selected by the Course Presenter using computer technology.</p>
Content	Material and personnel required/role of the DT/different systems used to organise competitions/ use of computer software.
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The FIE Rules for Competition: Part 5

3. Unit name	Foil Coaching
Nominal duration	4 Hours
Pre-requisites for this unit	
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> ▪ Teach the fundamentals of foil, the foil game and principles of defence during a lesson ▪ Demonstrate the cues and pedagogy for simple actions; ▪ Demonstrate realism in the lesson; ▪ Plan an individual lesson or group training session.
Assessment tasks	<p>Teach fundamental actions as part of an individual lesson</p> <p>Teach the “foil game” and principles of defence in an individual lesson</p> <p>Demonstrate realistic cues and basic pedagogy during an individual lesson</p>
Content	<p>1) Review of the fundamental positions and movement</p> <p>Grip/stance/on guard/mobility/distance/lunge and recovery/engagements & change of engagements.</p> <p>2) The foil game</p> <p>Foil as a conventional weapon/the point in line/priority.</p> <p>3) Principles of Defence</p> <p>The lines/hand positions/parries.</p> <p>4) Cues, Pedagogy and Realism during lessons</p> <p>Review of cues and invitations, basic pedagogy</p> <p>5) Planning</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The Fencers’ Workbook - Foil

4. Unit name	Simple Actions
Nominal duration	4 Hours
Pre-requisites for this unit	Pre-reading of The Fencers' Workbook : Foil, Chapters 11, 12 and 13
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> ▪ Understand and use appropriately terminology related to simple attacks, simple parries and ripostes; ▪ Teach and correct students techniques when performing simple attacks, simple parries and ripostes within an individual lesson.
Assessment tasks	<p>Verbalise appropriately the terminology of simple actions.</p> <p>Prepare a written lesson plan lesson plan incorporating simple actions with distance and tactics.</p> <p>Teach an individual lesson to a class member on a topic to be selected by the Course Presenter.</p>
Content	<p>Simple Attacks</p> <p>Definitions/teaching/ direct attack from all lines/indirect attack from all lines/simple attacks with and without engagement/attack by cutover/ counter disengagement in all lines/ all actions combined with distance.</p> <p>Simple Parries and Ripostes</p> <p>Definitions/ teaching/ lateral parries by direct and indirect ripostes/circular parries by direct and indirect ripostes/ parries in all lines and ripostes/ripostes by cutover/ripostes by counter disengage/all actions combined with distance.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The Fencers' Workbook : Foil

5. Unit name	Attacks on the Blade
Nominal duration	4 Hours
Pre-requisites for this unit	Pre-reading of The Fencers' Workbook : Foil, Chapter 16
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> ▪ Use terminology related to the beat and the pressure appropriately; ▪ Teach techniques to facilitate a student becoming competent in performing the beat and the pressure within an individual lesson.
Assessment tasks	<p>Verbalise the terminology of attacks on the blade appropriately.</p> <p>Prepare a written lesson plan incorporating the beat and the pressure with distance and tactics.</p> <p>Present an individual lesson to a class member on a topic to be selected by the Course Presenter.</p>
Content	<p>The Beat</p> <p>Definitions/pedagogy/ direct attacks preceded by a beat from all lines/indirect attacks preceded by a beat from all lines/defence against the beat/ attacks by disengage and counter disengage preceded by the beat in all lines /all actions combined with distance.</p> <p>The Pressure</p> <p>Definitions/ pedagogy/ types of pressures/ direct attacks preceded by a pressure from all lines/indirect attacks preceded by a pressure from all lines/defence against the pressure/ attacks by disengage and counter disengage preceded by pressure in all lines/all actions combined with distance.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The Fencers' Workbook : Foil

6. Unit name	Advanced Defence
Nominal duration	4 Hours
Pre-requisites for this unit	Pre-reading of The Fencers' Workbook : Foil - Chapters 13 & 15
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> ▪ Use terminology related to counter ripostes and successive parries appropriately; ▪ Teach techniques to facilitate a student becoming competent in performing counter ripostes and successive parries within an individual lesson.
Assessment tasks	<p>Verbalise the terminology of counter ripostes and successive parries appropriately.</p> <p>Prepare a written lesson plan incorporating counter ripostes and successive parries with distance and tactics.</p> <p>Present an individual lesson to a class member incorporating counter ripostes and successive parries with distance and tactics.</p>
Content	<p>Counter Ripostes</p> <p>Definitions/pedagogy/simple parries by direct & indirect counter ripostes/counter riposte as second intention/development of counter riposte as reflex and second intention/ all actions combined with distance.</p> <p>Successive Parries</p> <p>Definitions/ pedagogy/ successive parries (double, mixed and combined) followed by direct and indirect ripostes/ all actions combined with distance.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The Fencers' Workbook : Foil

7. Unit name	Compound Actions
Nominal duration	6 Hours
Pre-requisites for this unit	Pre-reading of The Fencers' Workbook : Foil - Chapter 13 & 14
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> ▪ Use terminology related to compound attacks & compound ripostes and counter ripostes appropriately; ▪ Teach techniques to facilitate a student becoming competent in performing compound attacks, compound ripostes and counter ripostes within an individual lesson.
Assessment tasks	<p>Verbalise the terminology of compound attacks & compound ripostes and counter ripostes appropriately.</p> <p>Prepare a written lesson plan incorporating compound attacks & compound ripostes and counter ripostes with distance and tactics.</p> <p>Present an individual lesson to a class member incorporating compound attacks & compound ripostes and counter ripostes with distance and tactics.</p>
Content	<p>Compound Attacks</p> <p>Definitions/pedagogy/compound attacks preceded by feint of simple attacks/exercises to develop speed, acceleration and timing/combined feints/compound attacks preceded by engagement/compound attacks finishing by cutover/ all actions combined with distance.</p> <p>Compound Ripostes and Counter Ripostes</p> <p>Definitions/ pedagogy/ all actions combined with distance short, medium and long.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The Fencers' Workbook : Foil

8. Unit name	Takings of the blade (Prise de fer)
Nominal duration	4 Hours
Pre-requisites for this unit	Pre-reading of The Fencers' Workbook : Foil - Chapter 17
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> ▪ Use terminology related to attacks & ripostes by prise de fer; ▪ Teach techniques to facilitate a student becoming competent in performing the attacks and ripostes by prise de fer within an individual lesson.
Assessment tasks	<p>Verbalise the terminology of attacks & ripostes by prise de fer appropriately.</p> <p>Prepare a written lesson plan incorporating attacks & ripostes by prise de fer with distance and tactics.</p> <p>Presentation of an individual lesson incorporating attacks & ripostes by prise de fer with distance and tactics.</p>
Content	<p>Attacks by Prise de Fer.</p> <p>Definitions/pedagogy/attacks by prise de fer from all lines/prise de fer as a preparation of compound or second intention attacks/appropriate defence against prise de fer - ceding parries / all actions combined with distance.</p> <p>Ripostes by Prise de Fer.</p> <p>Definitions/ pedagogy/ ripostes by opposition, bind, envelopment, croise after simple parries - all lines/croise after low line parry/ against Fencers' of the opposite hand/ all actions combined with distance.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The Fencers' Workbook : Foil

9. Unit name	Renewals
Nominal duration	4 Hours
Pre-requisites for this unit	Pre-reading of The Fencers' Workbook : Foil - Chapters 19
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> ▪ Use terminology related to the Remise/ Reprise/ Redoublement appropriately; ▪ Teach techniques to facilitate a student becoming competent in performing the Remise /Reprise /Redoublement within an individual lesson.
Assessment tasks	<p>Verbalise the terminology of the Remise /Reprise /Redoublement appropriately.</p> <p>Prepare a written lesson plan incorporating the Remise / Reprise / Redoublement with distance and tactics.</p> <p>Present an individual lesson to a class member incorporating the Remise / Reprise / Redoublement with distance and tactics.</p>
Content	<p>Remise</p> <p>Definitions/pedagogy/remise of the attack/remise of the riposte/ all actions combined with distance.</p> <p>Reprise</p> <p>Definitions/ pedagogy/ reprise of the attack after parry and delayed riposte/ all actions combined with distance.</p> <p>Redoublement</p> <p>Definitions/pedagogy/redoublement of the attack after parry and delayed riposte/ redoublement of the fleche/ redoublement of riposte.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The Fencers' Workbook : Foil

10. Unit name	Counter Attacks
Nominal duration	4 Hours
Pre-requisites for this unit	Pre-reading of The Fencers' Workbook : Foil - Chapter 18
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> ▪ Use terminology related to counter attacks appropriately; ▪ Teach techniques to facilitate a student becoming competent in performing counter attacks within an individual lesson.
Assessment tasks	<p>Verbalise the terminology of counter attacks appropriately.</p> <p>Prepare a written lesson plan incorporating counter attacks with distance and tactics.</p> <p>Present an individual lesson to a class member incorporating counter attacks with distance and tactics.</p>
Content	<p>Counter Attacks</p> <p>Definitions/pedagogy/stop hits in time, by opposition, by interception/in all lines/ all actions combined with distance.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The Fencers' Workbook : Foil

11. Unit name	Preparations
Nominal duration	4 Hours
Pre-requisites for this unit	Pre-reading of The Fencers' Workbook : Generalities - Chapter 1
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> ▪ Use terminology related to the preparations and attacks on the preparation appropriately; ▪ Teach techniques to facilitate a student becoming competent in performing the preparations and attacks on the preparations within an individual lesson.
Assessment tasks	<p>Verbalise the terminology of the preparations and attacks on the preparations appropriately.</p> <p>Prepare a written lesson plan incorporating the preparations and attacks on the preparations with distance and tactics.</p> <p>Present an individual lesson to a class member incorporating the preparations and attacks on the preparations with distance and tactics.</p>
Content	<p>The Preparations</p> <p>Definitions/pedagogy/leg actions/ blade and weapon/ combinations of legs, arm and blade/ all actions combined with distance.</p> <p>Attacks On The Preparation</p> <p>Definitions/ pedagogy/ direct and indirect attacks on advance/indirect attacks on coach's attempt to engage the blade/compound attacks on advance/ all actions combined with distance.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	<p>The Fencers' Workbook : Foil</p> <p>The Fencers' Workbook : Generalities</p>

12. Unit name	Counter Time
Nominal duration	4 Hours
Pre-requisites for this unit	Pre-reading of The Fencers' Workbook : Generalities - Chapter 2
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> ▪ Use terminology related to counter time appropriately; ▪ Teach techniques to facilitate a student becoming competent in performing counter time within an individual lesson.
Assessment tasks	<p>Verbalise the terminology of counter time appropriately.</p> <p>Prepare a written lesson plan incorporating counter time with distance and tactics.</p> <p>Present an individual lesson to a class member incorporating counter time with distance and tactics.</p>
Content	<p>Counter Time</p> <p>Definitions/pedagogy/quality of the preparation/using an opposition parry followed by direct or indirect offensive actions/parry by beat/ parry by opposition followed by an offensive action by prise de fer/ all actions combined with distance.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	<p>The Fencers' Workbook : Foil</p> <p>The Fencers' Workbook: Generalities</p>

13. Unit name	Group Classes
Nominal duration	2 Hours
Pre-requisites for this unit	Pre-reading of The Fencers' Workbook : Generalities - Chapter 15
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> ▪ Create and implement a lesson plan for a group of athletes of State A Level or above.
Assessment tasks	<p>Prepare a group lesson plan and present of a section of the plan to a group of A grade athletes.</p> <p>Present an exercise to other members of the course or a group a athletes with at least 3 years of fencing experience on a topic to be selected by the Course Presenter.</p>
Content	<p>Group Lessons</p> <p>Coach's presence, dynamism, control of the group.</p> <p>General pedagogy, presentation of exercise, ability to demonstrate.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>"In field" session with practical demonstrations/examples/discussion/group work</p>
Resource requirements	<p>The Fencers' Workbook : Foil</p> <p>The Fencers' Workbook : Generalities</p>

14. Unit name	Electrics
Nominal duration	2 Hours
Pre-requisites for this unit	Pre reading of The Fencers' Workbook: Generalities, Section 1 & 2
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <p>Use terminology related to the electrical equipment and electronic scoring apparatus appropriately;</p> <p>demonstrate the methodology for discovering faults in the electrical equipment and electronic scoring apparatus;</p> <p>demonstrate remedies for basic and common faults in the electrical equipment and electronic scoring apparatus.</p>
Assessment tasks	<p>Verbalise the terminology related to the electrical equipment and electronic scoring apparatus appropriately.</p> <p>Prepare a circuit diagram of the electrical equipment and electronic scoring apparatus.</p> <p>Analyse and correct of a fault or series of faults in the electrical equipment and electronic scoring apparatus as created by the Course Presenter.</p>
Content	The electrical circuits for foil, epee & sabre/methodology for fault discovery/remedies for basic and common faults.
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The Fencers' Workbook : Generalities

15. Unit name	Psychology
Nominal duration	2 Hours
Pre-requisites for this unit	Pre reading of <u>Sport Psych for Coaches</u> by Catherine Martin & Grace Duffield
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <p>Use terminology related to sports psychology appropriately;</p> <p>Teach an athlete to apply basic psychological techniques into a relevant training/competition situation</p>
Assessment tasks	<p>Verbalise the terminology related to psychology appropriately</p> <p>Prepare a short paper on using psychological techniques in fencing.</p> <p><u>OR</u></p> <p>Write a short paper on sport psychology on a topic to be selected by the Course Presenter.</p> <p>Work with an athlete in a training situation to apply a basic psychological technique appropriately.</p>
Content	Terminology/goal setting/psych levels/concentration/self confidence/visualisation/ motivation/competition preparation.
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	<p>The Fencers’ Workbook : Foil</p> <p>Sport Psych for Coaches by Catherine Martin & Grace Duffield</p>

16. Unit name	Video Analysis
Nominal duration	2 Hours
Pre-requisites for this unit	
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> ▪ Use terminology related to video analysis appropriately; ▪ Use video analysis of both their fencer and their opponents to provide feedback and advice to their athlete.
Assessment tasks	<p>Verbalise the terminology related to video analysis appropriately.</p> <p>Analyse a video bout and provide the tactical/technical advice for either or both fencers.</p> <p>Provide written advice to a fencer on technique and tactics and to the fencers opponent.</p>
Content	How to use terminology/ video taping techniques/analyse video/various uses of video.
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p> <p>Group Discussion of videoed bouts.</p>
Resource requirements	The Fencers’ Workbook : Foil

17. Unit name	Competition Coaching
Nominal duration	2 Hours
Pre-requisites for this unit	Pre reading of The Fencers' Workbook : Generalities, Chapter 5 Psychology Unit (No 18)
Learning outcomes	On successful completion of this unit the coach will be able to: <ul style="list-style-type: none"> ▪ Use terminology related warm-up lessons, tactics and psychology during breaks in competition appropriately; ▪ Teach techniques to facilitate the understanding of tactics and psychology during warm-up lessons and during breaks in competition.
Assessment tasks	Verbalise the terminology related to warm-up lessons, tactics and psychology during breaks in competition appropriately. Prepare a lesson plan on warm-up lessons incorporating tactics. Present an individual pre competition lesson to a class member with a topic to be selected by the Course Presenter. Present psychological advice to an athlete in a particular scenario to be selected by the Course Presenter.
Content	Terminology/warm up lessons/competition tactics/competition psychology.
Delivery strategies	Presentation and definition of terms. “In field” session with practical demonstrations/examples/discussion.
Resource requirements	The Fencers' Workbook : Foil The Fencers' Workbook: Generalities

18. Unit name	Yearly Planning
Nominal duration	2 Hours
Pre-requisites for this unit	Pre reading of Bompa : Theory and Methodology of Training, Chapter 7 - 10 Level 2 Coaching Principles Course
Learning outcomes	On successful completion of this unit the coach will be able to: <ul style="list-style-type: none"> ▪ Use terminology related to yearly planning appropriately; ▪ Construct a yearly plan for an athlete
Assessment tasks	Verbalise the terminology related to planning appropriately. Construct a Yearly Plan for a State A Grade or National Level Athlete who is aiming to achieve National or international representation.
Content	Terminology/theory of planning/short term planning/annual planning/ long term planning.
Delivery strategies	Presentation and definition of terms with practical demonstrations/examples/discussion/practical activities/group work/.
Resource requirements	Theory and Methodology of Training by Bompa

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____

DATE: / / _____

Name of Candidate: _____

Unit of Competency	Date Assessed	C/NYC	Comments	Assessor Signature	Assessor Name
Epee A: Rules and Refereeing					
Epee B: Competition Organisation					
Epee C: Fundamentals of Epee					
Epee D: Individual lessons & Planning lessons					
Epee E: Simple & Counter Attacks					
Epee F: Renewals					
Epee G: Simple Parries & Ripostes					
Epee H: Compound Actions					
Epee I: Taking of the Blade					
Epee J: Attacks on the Blade					
Epee K: Counter Time					
Epee L: Attacks on the Preparations					
Epee M: Second Intention					
Epee N: Group Lessons					
Epee O: Electrics					
Epee P: Video Analysis					
Epee Q: Yearly Planning					

C = Competent

NYC= Not Yet Competent

C = Competent

NYC = Not Yet competent

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____

DATE: / /

UNITS OF COMPETENCY	ELEMENTS OF COMPETENCY	DATE	C / NYC	COMMENTS
Foil A: Rules and Refereeing	Hold National (AFF) Referee qualification			
Foil B: Competition Organisation	Respond to questions on situations that might arise as Director of Technique.			
	Organise a state A grade competition			
	Use computer technology (Engarde) to organise a fencing competition.			
Foil C: Fundamentals of foil and the foil game	Use terminology related to the fundamentals of foil, the foil game and defence during individual lessons			
	Teach fundamentals of foil and principles of defence during individual lessons			
Foil D: Individual lessons & Planning lessons	Plan a minimum of 3 individual lessons			
	Teach selected lessons to a student			
Foil N: Group Lessons	Prepare group lesson for fencers who have fenced for over 3 years.			
	Present section of lesson to group of athletes			
Foil O: Electrics	Use terminology related to electrical equipment and scoring apparatus			
	Demonstrate the methodology for fault finding in electrical equipment and scoring apparatus			
	Demonstrate remedies for basic and common faults in electrical equipment and scoring apparatus			

C = Competent

NYC = Not Yet competent

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____

DATE: / /

UNITS OF COMPETENCY	ELEMENTS OF COMPETENCY	DATE	C / NYC	COMMENTS
Foil P: Coaching during competitions	Teach selected lesson (s) to a student			
	Present -Written or verbal (taped) – psychological/technical advice to athlete in a particular situation			
Foil Q: Analysis of Fencer and Opponent (Refer to Research Project)	Present – Written or verbal (taped) – advice to fencer on technique and tactics and to the fencers opponent.			
Foil R: Psychology	Present a short paper on psychological techniques in fencing			
Foil S: The yearly Plan in fencing	Present a yearly plan for an athlete of the coach			

ELEMENTS OF COMPETENCY	UNITS OF COMPETENCY (√)			
	Foil E			
	Simple Attacks		Simple Parries & Ripostes	
	C	NYC	C	NYC
Demonstrate mastery of terminology related to;				

C = Competent

NYC = Not Yet competent

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____

DATE: / /

Demonstrate the appropriate pedagogy to facilitate the student becoming competent in performing the;				
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C = Competent

NYC = Not Yet competent

MASTER SHEET
AFF LEVEL 2 FENCING COACH ASSESSMENT

ELEMENTS OF COMPETENCY	UNITS OF COMPETENCY																	
	(√)																	
	Foil F				Foil G				Foil H						Foil I			
	Beat		Pressure		Counter Ripostes		Successive Parries		Compound Attacks		Compound Ripostes		Counter Ripostes		Attacks by Prise de fer		Ripostes by Prise de fer	
	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC
Demonstrate mastery of terminology related to;																		
Demonstrate the appropriate pedagogy to facilitate the student becoming competent in performing the;																		

ELEMENTS OF COMPETENCY	UNITS OF COMPETENCY													
	(√)													
	Foil J						Foil K		Foil L				Foil M	
	Remise		Reprise		Redouble		Counter Attacks		Preparations		Attacks on the Preparation		Counter time	
	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC
Demonstrate mastery of terminology related to;														
Demonstrate the appropriate pedagogy to facilitate the student becoming competent in performing the;														

C = Competent

NYC = Not Yet competent

MASTER SHEET
AFF LEVEL 2 FENCING COACH ASSESSMENT

Assessment tasks

1. Plan and conduct a minimum of 3, thirty minute individual lessons* based on demonstrating appropriate coaching comportment, lesson composition, technical execution and communication strategies to meet the individual needs of the student.
2. Satisfactorily complete the written assignments for the weapon being assessed, answering a choice of 3 of the 6 questions specified by the AFF.
3. Satisfactorily complete a research project on a topic related to the weapon being assessed, as agreed in advance with the assessor.
4. Demonstrate all units of competency as outlined in the Level 2 Fencing Coaching Course appropriate to the weapon being assessed.

Purpose of assessment:

1. Enable the candidate to demonstrate competency in coaching comportment, lesson composition, technical execution and communication strategies.
2. Enable the candidate to demonstrate competency of their technical understanding of the weapon being assessed.
3. Enable the candidate to demonstrate competency in the analysis of competitive situations and develop strategies to assist athletes in dealing with these situations.

Assessment conditions:

The candidate will;

1. Have access to an appropriate sporting venue to undertake the assessment task. (Provided by course provider).
2. Be permitted to represent for assessment, at a time agreed to with the assessor.

Evidence required:

1. The candidate is required to demonstrate competence in all Units of Competency in the Level 2 Fencing Coaching Course appropriate to the weapon being assessed.
2. The candidate may be questioned by the assessor(s) to further demonstrate their underpinning knowledge and their mastery of appropriate terminology.
3. The candidate must demonstrate the performance criteria consistently throughout the assessments (ie at least once, preferably more than once.)
4. The candidate must satisfactorily complete the written assignments and research project.

Assessment arrangements: The assessment activity will take place on the / /
at the _____ (Assessor to fill in details)

Name of candidate: _____

Organisation/Club: _____

Candidate contact: Phone _____ Fax: _____

Assessor(s) name: _____

Assessor(s) contact: Phone: _____ Fax: _____

* the same lesson can only be conducted once while being assessed at Level 2.

MASTER SHEET

AFF LEVEL 2 FENCING COACH ASSESSMENT

Lesson Topic: _____

Assessors please indicate (✓) number of times competency demonstrated

Performance Criteria	Competent (✓)	Comments Further comments on attached page	Not yet competent
COACHING COMPORTMENT	DATE: / /		
Presents target to student appropriate to the exercise.			
Demonstrates correctly. actions student is required to perform.			
Presents blade and point to student in manner appropriate to exercise.			
Uses appropriate* non-verbal communications (ie body Language			
COMMUNICATION			
Implements positive and appropriate communication strategies in one to one situations.			
Provide constructive feedback to the student in a positive manner.			
Communicate clear and concise instructions to the pupil what is required in lesson, using appropriate fencing terminology.			
LESSON COMPOSITION			
Demonstrates correct fencing terminology in lesson plan, during instruction and during interview.			
Chooses exercises appropriate to the lesson			
Demonstrates an understanding of the progression of exercises.			
Demonstrates the ability to provide variation on the theme of the lesson.			
TECHNICAL EXECUTION			
Uses signals and actions appropriate to the exercise.			
Maintains correct distance appropriate to the actions being performed.			
Demonstrates changes in tempo and rhythm during lesson, while keeping the lesson mobile.			
Analyses strength and weaknesses of own teaching methods*			

* Refer to ASSESSOR COMMUNICATION PERFORMANCE CRITERIA SHEET (page 3)

C = Competent

NYC = Not Yet competent

**MASTER SHEET
AFF LEVEL 2 FENCING COACH ASSESSMENT
EXTRA COMMENTS**

COACHING COMPORTMENT

COMMUNICATION

LESSON COMPOSITION

TECHNICAL EXECUTION

C = Competent

NYC = Not Yet competent

MASTER SHEET
AFF LEVEL 2 FENCING COACH ASSESSMENT

Result:

☐ Candidate has achieved competency

☐ Candidate is not yet competent

Reason for decision (if unsuccessful)

Assessor signature(s): _____ Candidate signature: _____

Date: _____ Date: _____

Comments/feedback on assessment process from assessor.

(Ie comment on any problems, recommendations for modification to assessment procedures)

If the candidate has comments or feedback please ask them to fill out the candidate feedback form.

ASSESSOR COMMUNICATION PERFORMANCE CRITERIA SHEET

ELEMENT	PERFORMANCE CRITERIA
Uses appropriate non-verbal communications (ie body language)	Tone of voice Body Language (open and positive) Spatial behaviour
Analyses strength and weaknesses of own teaching Methods	This competency can be demonstrated during an interview or in a role-play situation.

C = Competent

NYC = Not Yet competent

AFF LEVEL II FENCING COACH ASSESSMENT

LEVEL 2 WRITTEN ASSIGNMENTS - EPEE

Answer **three questions** of your choice from the six questions given below. Assignments should be in essay form and should not be longer than two A4 (typed) pages per question. Your answers should reflect an understanding of designated coaching manuals and the course material, as well as your own thoughts and ideas.

Question 1

Describe the tactical and teaching considerations that should be taken into account when teaching simple attacks to a pupil.

Question 2

Discuss the technical principles involved and the common (pupil) faults the coach should be aware of when teaching the beat.

Question 3

Discuss both the technique involved in their execution and the tactical considerations which the coach should be mindful of when teaching

- a) parries executed with opposition.
- b) parries executed by beat.

If you wish you may use specific examples to illustrate your answer.

Question 4

" *Counter-time* is an offensive action that is executed after having parried an opponent's counter offensive action" The Fencer's Workbook (Generalities) p.4

Discuss the technical and tactical principles to be considered when teaching counter-time. Your answer should make specific reference to the three distinct phases of execution namely:

- the preparation
- the defensive action
- the final offensive action.

Question 5

Discuss which technical and teaching considerations are most important when teaching a compound attack. Use a specific compound attack (eg. 1-2) to illustrate your answer.

Question 6

Discuss the technique involved when executing takings of the blade. Your answer should include not merely a description of the four simple takings of the blade (opposition, bind, croise, envelopment) but also, and more importantly, the general conditions of execution which must be respected whichever taking of the blade is used.

AFF LEVEL II FENCING COACH ASSESSMENT

LEVEL 2 RESEARCH PROJECTS: EPEE

You may suggest your own research project. Please discuss your suggested project with the National Coaching Director or Chair of the Coaching Commission to ensure it meets the requirements of a research project.

A number of suggestions are below.

View video from one of the following competitions that has been held in the last year. The competition must have had a minimum of 20 fencers.

- Video of national (AFF) junior competitions – U15 / U17 / U20.
- Video of one of the 4 open national (AFF) competitions.
- Video of international event – World Cup or World Championships.

From the video, view a minimum of seven, 5 hit bouts and three 15 hit bouts. From these bouts collect data and use the information to complete your project.

Possible research projects could include;

- Work to rest ratios in 5 hit bouts and 15 hit bouts. Make suggestions regarding fitness training that would be relevant.
- Follow one fencer, taking note of number of offensive/defensive/counter-offensive actions they perform that are successful and unsuccessful. Make recommendations as both the fencers' coach and coach of the opponents based on information obtained.
- Follow one fencer, taking note of offensive/defensive/counter-offensive actions that were successful/unsuccessful against them. Make recommendations as both the fencers' coach and coach of the opponents based on information obtained.
- Follow a fencer, taking note of where, on the target, their hits land. Make recommendations as the fencers' coach and coach of opponents based on information obtained.

Coaches can suggest/undertake a research project of their own creation after discussion with the course presenter and OFMA Head Coach.

NB: A copy of the relevant video or video extracts must be supplied with the research project. Bouts studied must be clearly indicated in the research project.

AFF LEVEL II FENCING COACH ASSESSMENT

The following lessons are in groups of 3, each lesson requires coaches to demonstrate skills in offensive, defensive and counter offensive actions during the lesson. Each lesson will have the following components; warm-up, body of lesson, warm down. The lesson will be between 25 and 30 minutes in length. Other standard components, where appropriate, required in epee lessons are actions with distance, choice reactions exercises, attacks finishing with opposition, counter attacks preceding defensive actions and renewals of the attack.

Coaches are required to demonstrate a minimum of 2 variations of skills and a maximum of 4 skills. For example if the lesson plan is; Parries, simple and successive, Ripostes direct, indirect and compound. A coach must demonstrate a minimum of 2 simple parries, 2 successive parries and 2 each of direct, indirect and compound ripostes.

Epee

Each lesson will have a component of offensive, defence and counter offensive that the coach will be required to teach.

Epee Lessons

Group 1

1. Attacks by Prise de fer. Prise de fer as preparations of attacks, starting from sixte (6) engagement (opposition, croise, bind & envelopment)
2. Counter offensive actions derobements, stop-hits, finta in tempo
3. Appropriate defensive and counter-offensive actions against on opponent's prise de fer.

Group 2

1. Simple and Compound attacks to the limbs (hand, arm, thigh & foot)
2. Simple parries followed by direct ripostes and ripostes by prise de fer.
3. Offensive and counter offensive actions which finish by angulation

Group 3

1. Different offensive and counter offensive actions starting with attack by disengagement, followed by simple parries and ripostes.
2. Parries and stop hits by opposition and interception.
3. Different offensive actions starting with a beat followed by simple attacks. Parries and ripostes to various lines.

Group 4

1. Different offensive actions against the opponent's preparation.
2. Appropriate defensive actions against an opponents counter time.
3. Attacks on the withdrawal of the opponent's hand preceded by distance parry (step back)

AFF LEVEL II FENCING COACH ASSESSMENT

Group 5

1. Prise de fer attacks that finish to the body followed by parries and ripostes finishing to the advanced target.
2. Offensive and counter offensive actions on the return to guard preceded by distance parry (step back).
3. Successive parries with ripostes by prise de fer actions to body, middle and advanced targets

Group 6

1. Simple attacks to advanced target, Compound attacks to the body.
2. Circular and Diagonal parries, beat parries and ceding parries followed by ripostes
3. Attack on the preparation and simple counter attacks to advanced target

AUSTRALIAN FENCING
FEDERATION

LEVEL 2 SABRE

ACC/NOP COURSE DESIGN GUIDELINES

Section 1: General Information

1.1 Course Provider details

Name: Australian Fencing Federation

Contact: Pieter Leeuwenburgh
National Coaching Director

Postal Address: 3 Martin St, Box Hill North Vic 3129

Street Address

Telephone: (03) 9897 3160

Facsimile: (03) 9897 3190

Email teepee@connexus.net.au

ACN: N/A

Authorisation of the Organisation:

National Coaching/Officiating Director
(Signature)

Print Name

National President
(Signature)

Print Name

Section 4.1c – Training Program Overview - Sabre

Unit	Nominal Duration	Unit Delivery	Assessment
1. Refereeing	3 hours	In Course	<p>Verbalise the terminology related to the rules of fencing and refereeing.</p> <p>Correctly phrase competitive bouts at State A Grade Final level.</p> <p>Correctly Answer selection of questions from the AFF Refereeing multiple choice exam</p>
2. Competition Organisation	2 hours	In Course	<p>Verbalise the terminology related to the various competition formats.</p> <p>Presentation of a competition format selected by the Course Presenter using computer technology</p>
3. Sabre Coaching	4 hours	In Course	<p>Teach fundamental actions as part of an individual lesson</p> <p>Teach the “Sabre game” and principles of defence in an individual lesson</p> <p>Demonstrate realistic cues and basic pedagogy during and individual lesson</p>
4. Simple Actions	4 hours	In Course	<p>Verbalise the terminology of simple actions.</p> <p>Prepare a written lesson plan incorporating simple actions with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on a topic to be selected by the Course Presenter.</p>
5. Compound Actions	4 hours	In Course	<p>Verbalise the terminology of compound actions.</p> <p>Prepare a written lesson plan incorporating compound actions with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on incorporating compound actions with distance and tactics.</p>

6. Advanced Defense & Riposte	4 hours	In Course	<p>Verbalise the terminology of advanced defence and ripostes.</p> <p>Prepare a written lesson plan incorporating advanced defence and ripostes with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member incorporating advanced defence and ripostes with distance and tactics.</p>
7. Advanced Target	4 hours	In Course	<p>Verbalise the terminology of attacks and ripostes to the advanced targets.</p> <p>Prepare a written lesson plan incorporating attacks and ripostes to the advanced targets.</p> <p>Teach and correct technique during an individual lesson to a class member incorporating attacks and ripostes to the advanced targets with distance and tactics.</p>
8. Attacks on the Blade	4 hours	In Course	<p>Verbalise the terminology of attacks on the blade.</p> <p>Prepare a written lesson plan incorporating attacks on the blade with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member incorporating attacks on the blade with distance and tactics.</p>
9. Counter Attacks	4 hours	In Course	<p>Verbalise the terminology of counter attacks.</p> <p>Prepare a written lesson plan incorporating counter attacks with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on incorporating counter attacks with distance and tactics.</p>
10. Renewals	4 hours	In Course	<p>Verbalise the terminology of renewals.</p> <p>Prepare a written lesson plan incorporating renewals with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on incorporating renewals with distance and tactics.</p>

11. The Line	3 hours	In Course	<p>Verbalise the terminology of the line.</p> <p>Prepare a written lesson plan incorporating the line with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on incorporating the line with distance and tactics.</p>
12. Attacks on the Preparation	4 hours	In Course	<p>Verbalise the terminology of attacks on the preparation.</p> <p>Prepare a written lesson plan incorporating attacks on the preparation with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on incorporating attacks on the preparation with distance and tactics.</p>
13. Counter Time	4 hours	In Course	<p>Verbalise the terminology of counter time.</p> <p>Prepare a written lesson plan incorporating counter time actions with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on incorporating counter time actions with distance and tactics.</p>
14. Group Classes	2 hours	In Course	<p>Prepare a group lesson plan and presentation of a section of the plan to a group of A grade athletes.</p> <p>Present an exercise to other members of the course or a group of athletes with at least 3 years of fencing experience on a topic to be selected by the Course Presenter.</p>
15. Electrics	2 hours	In Course	<p>Verbalise the terminology related to the electrical equipment and electronic scoring apparatus.</p> <p>Prepare a circuit diagram of the electrical equipment and electronic scoring apparatus.</p> <p>Analysis and correction of a fault or series of faults in the electrical equipment and electronic scoring apparatus as created by the Course Presenter.</p>

16. Psychology	2 hours	In Course	<p>Verbalise the terminology related to psychology.</p> <p>Prepare a short paper on using psychological techniques in fencing.</p> <p>Write a short paper on sport psychology on a topic to be selected by the Course Presenter.</p>
17. Video Analysis	2 hours	In Course	<p>Verbalise the terminology related to video analysis.</p> <p>Analyse a video bout and verbalise the tactical/technical advice suggested for either or both fencers.</p> <p>Provide written advice to a fencer on technique and tactics and to the fencers' opponent.</p>
18. Competition Coaching	2 hours	In Course	<p>Verbalise the terminology related to warm-up lessons, tactics and psychology during breaks in competition.</p> <p>Prepare a lesson plan on warm-up lessons incorporating tactics.</p> <p>Verbalise practical psychological advice focusing on breaks during competition.</p> <p>Present an individual pre competition lesson given to a class member with a topic to be selected by the Course Presenter.</p> <p>Present psychological advice to athlete in a particular scenario to be selected by the Course Presenter.</p>
19. Yearly Planning	2 hours	In Course	<p>Verbalise the terminology related to planning.</p> <p>Prepare a yearly plan for a particular athlete.</p> <p>Construct a Yearly Plan for a State A Grade or National Level Athlete looking at achieving National or International representation.</p>

1. Unit name	Refereeing
Nominal duration	3 Hours
Pre-requisites for this unit	Pre reading of <u>FIE Rules for Competition</u> Part 6
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <p>Demonstrate mastery of terminology related to the rules of fencing and refereeing;</p> <p>Demonstrate refereeing</p>
Assessment tasks	<p>Verbalise the terminology related to the rules of fencing and refereeing.</p> <p>Correctly phrase competitive bouts at State A Grade Final level.</p> <p>Correctly Answer selection of questions from the AFF Refereeing multiple choice exam</p>
Content	Refereeing and the disciplinary rules for competition /terminology/hand signals/referee responsibilities/warnings and penalties/appeals
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The FIE Rules for Competition

2. Unit name	Competition Organisation
Nominal duration	2 Hours
Pre-requisites for this unit	Pre reading of FIE Rules for Competition: Part 5
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> • demonstrate the use of computer technology to organise a fencing competition
Assessment tasks	<p>Verbalise the terminology related to the various competition formats appropriately.</p> <p>Present a competition format selected by the Course Presenter using computer technology.</p>
Content	Material and personnel required/role of the DT/different systems used to organise competitions/ use of computer software.
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The FIE Rules for Competition: Part 5

3. Unit name	Sabre Coaching
Nominal duration	4 Hours
Pre-requisites for this unit	
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> ▪ Teach the fundamentals of sabre, the “sabre game” and principles of defence during a lesson ▪ Demonstrate the cues and pedagogy for simple actions; ▪ Demonstrate realism in the lesson; ▪ Plan an individual lesson or group training session.
Assessment tasks	<p>Teach fundamental actions as part of an individual lesson</p> <p>Teach the “Sabre game” and principles of defence in an individual lesson</p> <p>Demonstrate realistic cues and basic pedagogy during an individual lesson</p>
Content	<p>1) Review of the fundamental positions and movement</p> <p>Grip/stance/on guard/mobility/distance/lunge and recovery/engagements & change of engagements.</p> <p>2) The Sabre game</p> <p>Sabre as a conventional weapon/the point in line/priority/advanced target.</p> <p>3) Principles of Defence</p> <p>The lines/hand positions/parries.</p> <p>4) Cues, Pedagogy and Realism during lessons</p> <p>Review of cues and invitations, basic pedagogy</p> <p>5) Planning</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The Fencers’ Workbook – Sabre

4.Unit name	Simple Actions
Nominal duration	4 Hours
Pre-requisites for this unit	Pre-reading of <u>The Fencers' Workbook: Sabre</u> , Chapters 7, 8, 9 and 10
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> • Use terminology related to simple attacks, simple parries and ripostes; • Teach and correct technique during and correct students' techniques when performing simple attacks, simple parries and ripostes within an individual lesson.
Assessment tasks	<p>Verbalise the terminology of simple actions appropriately.</p> <p>Prepare a written lesson plan incorporating simple actions with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on a topic to be selected by the Course Presenter.</p>
Content	<p>Simple Attacks</p> <p>Definitions/teaching/ direct attack to the head, cheek, flank/banderole/attack by point/all actions combined with distance.</p> <p>Simple Parries and Ripostes</p> <p>Definitions/ teaching/ Parries - 1st and 2nd system/Ripostes from all parries to head, cheek, chest and flank/Riposte by point/counter parries/all actions combined with distance.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The Fencers' Workbook : Sabre

5. Unit name	Compound Actions
Nominal duration	4 Hours
Pre-requisites for this unit	Pre-reading of <u>The Fencers' Workbook: Sabre</u> , Chapters 12
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <p>Use terminology related to compound attacks appropriately;</p> <p>Teach a student to become competent in performing compound attacks within an individual lesson.</p>
Assessment tasks	<p>Verbalise the terminology of compound attacks.</p> <p>Prepare a written lesson plan incorporating compound attacks with distance and tactics.</p> <p>Teach and correct technique during to a class member on incorporating compound attacks with distance and tactics.</p>
Content	<p>Compound Attacks</p> <p>Definitions/teaching/feints of the attacks/ trompements /compound attacks to head, cheek, chest/compound attacks by point/compound attacks with 1 & 2 feints/all actions combined with distance.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The Fencers' Workbook : Sabre

6. Unit name	Advanced Defence & Riposte
Nominal duration	4 Hours
Pre-requisites for this unit	Pre-reading of <u>The Fencers' Workbook: Sabre</u> , Chapters 13
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> • Use terminology related to successive parries and compound ripostes appropriately; • Teach a student to become competent in performing successive parries and compound ripostes within an individual lesson.
Assessment tasks	<p>Verbalise the terminology of successive parries.</p> <p>Prepare a written lesson plan incorporating successive parries with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member incorporating compound attacks with distance and tactics.</p>
Content	<p>Successive Parries</p> <p>Definitions/ pedagogy/ successive parries from 1st & 2nd system/all parries followed by simple ripostes - direct and indirect to the appropriate target/all actions combined with distance.</p> <p>Counter Ripostes</p> <p>Definitions/pedagogy/parries followed by direct and indirect ripostes/compound counter ripostes to all targets/ all actions combined with distance.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The Fencers' Workbook : Sabre

7. Unit name	Advanced Target
Nominal duration	4 Hours
Pre-requisites for this unit	
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> • Use terminology related to attacks and ripostes to the advanced targets appropriately • Teach a student to become competent in performing attacks and ripostes to the advanced targets an individual lesson.
Assessment tasks	<p>Verbalise the terminology of attacks and ripostes to the advanced targets.</p> <p>Prepare a written lesson plan incorporating attacks and ripostes to the advanced targets.</p> <p>Teach and correct technique during an individual lesson incorporating attacks and ripostes to the advanced targets with distance and tactics.</p>
Content	<p>Advanced Target</p> <p>Definitions/ pedagogy/ sabre distance/attacks - simple and compound attacks to the advanced target/direct and indirect ripostes from all parries to the advanced target/ counter-offensive actions to the advanced target/all actions combined with distance.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The Fencers’ Workbook : Sabre

8. Unit name	Attacks on the Blade
Nominal duration	4 Hours
Pre-requisites for this unit	Pre-reading of <u>The Fencers' Workbook: Sabre</u> , Chapters 14
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> • Use terminology related to attacks on the blade appropriately; • Teach a student to become competent in performing attacks on the blade within an individual lesson.
Assessment tasks	<p>Verbalise the terminology of attacks on the blade.</p> <p>Prepare a written lesson plan incorporating attacks on the blade with distance and tactics.</p> <p>Teach and correct technique during an individual lesson incorporating attacks on the blade with distance and tactics.</p>
Content	<p>Attacks on the blade: The Beat</p> <p>Definitions/pedagogy/ simple attacks to the body preceded by 3, 4, 2 beats/compound attacks preceded by beat/attacks preceded by beat in all lines/ attacks preceded by beat to the advanced target/ all actions combined with distance.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The Fencers' Workbook : Sabre

9. Unit name	Counter Attacks
Nominal duration	4 Hours
Pre-requisites for this unit	Pre-reading of <u>The Fencers' Workbook: Sabre</u> , Chapters 14
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> • Use terminology related to counter attacks appropriately; • Teach a student to become competent in performing counter attacks within an individual lesson.
Assessment tasks	<p>Verbalise the terminology of counter attacks.</p> <p>Prepare a written lesson plan incorporating counter attacks with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on incorporating counter attacks with distance and tactics.</p>
Content	<p>Counter Attacks</p> <p>Definitions/pedagogy/counter attacks to the advanced target/counter attack by angulation/counter attack by point/compound counter attacks/defence against counter attack/all actions combined with distance</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The Fencers' Workbook : Sabre

10. Unit name	Renewals
Nominal duration	4 Hours
Pre-requisites for this unit	Pre-reading of The Fencers' Workbook: Generalities - Chapter 16
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <p>Use terminology related to remise, reprise and the redoublement;</p> <p>Teach a student to become competent in performing remise, reprise and the redoublement within an individual lesson.</p>
Assessment tasks	<p>Verbalise the terminology of renewals.</p> <p>Prepare a written lesson plan incorporating renewals with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on incorporating renewals with distance and tactics.</p>
Content	<p>Remise</p> <p>Definitions/pedagogy/remise as a continuation to the advanced target, to the body/as a counter offensive action - classical and by angulation- to the advanced target, to the body / all actions combined with distance.</p> <p>Redoublement</p> <p>Definitions/pedagogy/reprise as a continuation to the advanced target, to the body/reprise preceded by a beat/as a counter offensive action - classical and by angulation- to the advanced target, to the body / all actions combined with distance.</p> <p>Reprise</p> <p>Definitions/pedagogy/after a return to guard forwards or backwards/ all actions combined with distance.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	<p>The Fencers' Workbook : Sabre</p> <p>The Fencers' Workbook: Generalities - Chapter 16</p>

11. Unit name	The Line
Nominal duration	4 Hours
Pre-requisites for this unit	Pre-reading of <u>The Fencers' Workbook: Sabre</u> .
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <p>Use terminology related to the line;</p> <p>Teach a student to become competent in performing the line within an individual lesson.</p>
Assessment tasks	<p>Verbalise the terminology of the line.</p> <p>Prepare a written lesson plan incorporating the line with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on incorporating the line with distance and tactics.</p>
Content	<p>The Line</p> <p>Definitions/pedagogy/derobements/offensive actions with the line/offensive actions against the point/defence from the line/ all actions combined with distance.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The Fencers' Workbook : Sabre

12. Unit name	Attacks on the Preparation
Nominal duration	4 Hours
Pre-requisites for this unit	Pre-reading of <u>The Fencers' Workbook: Generalities, Chapters 1</u>
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> • Use terminology related to attacks on the preparation appropriately; • Teach a student to become competent in performing attacks on the preparation within an individual lesson.
Assessment tasks	<p>Verbalise the terminology of attacks on the preparation.</p> <p>Prepare a written lesson plan incorporating attacks on the preparation with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member incorporating attacks on the preparation with distance and tactics.</p>
Content	<p>The Preparations</p> <p>Definitions/pedagogy/leg actions/ blade and weapon/ combinations of legs, arm and blade/ all actions combined with distance.</p> <p>Attacks On The Preparation - simple, compound and beat</p> <p>Definitions/ pedagogy/ simple attacks to all targets/compound attacks feint to head, chest and advanced target/simple and compound actions preceded by beat in all lines/ all actions combined with distance.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	<p>The Fencers' Workbook: Sabre</p> <p>The Fencers' Workbook: Generalities</p>

13. Unit name	Counter Time
Nominal duration	4 Hours
Pre-requisites for this unit	Pre-reading of <u>The Fencers' Workbook: Generalities, Chapters 2</u>
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> • Use terminology related to counter time appropriately; • Teach a student to become competent in performing counter time actions within an individual lesson.
Assessment tasks	<p>Verbalise the terminology of counter time.</p> <p>Prepare a written lesson plan incorporating counter time actions with distance and tactics.</p> <p>Teach and correct technique during an individual lesson to a class member on incorporating counter time actions with distance and tactics.</p>
Content	<p>Counter Time</p> <p>Definitions/pedagogy/quality of the preparation/parries by beat when counter attack is directed at advanced target, head, body by point/parries by opposition on counter attack by point/ all actions combined with distance.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	<p>The Fencers' Workbook : Sabre</p> <p>The Fencers' Workbook: Generalities</p>

14. Unit name	Group Classes
Nominal duration	2 Hours
Pre-requisites for this unit	Pre-reading of The Fencers' Workbook : Generalities - Chapter 15
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> • Create and implement a lesson plan for athletes of State A Level or above.
Assessment tasks	<p>Prepare a group lesson plan and present a section of the plan to a group of A grade athletes.</p> <p>Present an exercise to other members of the course or a group of athletes with at least 3 years of fencing experience on a topic to be selected by the Course Presenter.</p>
Content	<p>Group Lessons</p> <p>Coach's presence, dynamism, control of the group.</p> <p>General pedagogy, presentation of exercise, ability to demonstrate.</p>
Delivery strategies	<p>Presentation and definition of terms.</p> <p>"In field" session with practical demonstrations/examples/discussion/group work.</p>
Resource requirements	<p>The Fencers' Workbook : Sabre</p> <p>The Fencers' Workbook : Generalities</p>

15. Unit name	Electrics
Nominal duration	2 Hours
Pre-requisites for this unit	Pre reading of The Fencers' Workbook: Generalities, Section 1 & 2
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <p>Use terminology related to the electrical equipment and electronic scoring apparatus appropriately;</p> <p>demonstrate the methodology for discovering faults in the electrical equipment and electronic scoring apparatus;</p> <p>demonstrate remedies for basic and common faults in the electrical equipment and electronic scoring apparatus.</p>
Assessment tasks	<p>Verbalise the terminology related to the electrical equipment and electronic scoring apparatus appropriately.</p> <p>Prepare a circuit diagram of the electrical equipment and electronic scoring apparatus.</p> <p>Analyse and correct of a fault or series of faults in the electrical equipment and electronic scoring apparatus as created by the Course Presenter.</p>
Content	The electrical circuits for sabre/methodology for fault discovery/remedies for basic and common faults.
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	The Fencers' Workbook : Generalities

16. Unit name	Psychology
Nominal duration	2 Hours
Pre-requisites for this unit	Pre reading of <u>Sport Psych for Coaches</u> by Catherine Martin & Grace Duffield
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <p>Use terminology related to sports psychology appropriately;</p> <p>Teach an athlete to apply basic psychological techniques into a relevant training/competition situation</p>
Assessment tasks	<p>Verbalise the terminology related to psychology appropriately</p> <p>Prepare a short paper on using psychological techniques in fencing.</p> <p><u>OR</u></p> <p>Write a short paper on sport psychology on a topic to be selected by the Course Presenter.</p> <p>Work with an athlete in a training situation to apply a basic psychological technique appropriately.</p>
Content	Terminology/goal setting/psych levels/concentration/self confidence/visualisation/ motivation/competition preparation.
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p>
Resource requirements	<p>The Fencers’ Workbook : Sabre</p> <p>Sport Psych for Coaches by Catherine Martin & Grace Duffield</p>

17. Unit name	Video Analysis
Nominal duration	2 Hours
Pre-requisites for this unit	
Learning outcomes	<p>On successful completion of this unit the coach will be able to:</p> <ul style="list-style-type: none"> ▪ Use terminology related to video analysis appropriately; ▪ Use video analysis of both their fencer and their opponents to provide feedback and advice to their athlete.
Assessment tasks	<p>Verbalise the terminology related to video analysis appropriately.</p> <p>Analyse a video bout and provide the tactical/technical advice for either or both fencers.</p> <p>Provide written advice to a fencer on technique and tactics and to the fencers opponent.</p>
Content	How to use terminology/ video taping techniques/analyse video/various uses of video.
Delivery strategies	<p>Presentation and definition of terms.</p> <p>“In field” session with practical demonstrations/examples/discussion.</p> <p>Group Discussion of videoed bouts.</p>
Resource requirements	The Fencers’ Workbook : Sabre

18. Unit name	Competition Coaching
Nominal duration	2 Hours
Pre-requisites for this unit	Pre reading of The Fencers' Workbook : Generalities, Chapter 5 Psychology Unit (No 18)
Learning outcomes	On successful completion of this unit the coach will be able to: <ul style="list-style-type: none"> ▪ Use terminology related warm-up lessons, tactics and psychology during breaks in competition appropriately; ▪ Teach techniques to facilitate the understanding of tactics and psychology during warm-up lessons and during breaks in competition.
Assessment tasks	Verbalise the terminology related to warm-up lessons, tactics and psychology during breaks in competition appropriately. Prepare a lesson plan on warm-up lessons incorporating tactics. Present an individual pre competition lesson to a class member with a topic to be selected by the Course Presenter. Present psychological advice to an athlete in a particular scenario to be selected by the Course Presenter.
Content	Terminology/warm up lessons/competition tactics/competition psychology.
Delivery strategies	Presentation and definition of terms. “In field” session with practical demonstrations/examples/discussion.
Resource requirements	The Fencers' Workbook : Sabre The Fencers' Workbook: Generalities

19. Unit name	Yearly Planning
Nominal duration	2 Hours
Pre-requisites for this unit	Pre reading of Bompa : Theory and Methodology of Training, Chapter 7 - 10 Level 2 Coaching Principles Course
Learning outcomes	On successful completion of this unit the coach will be able to: <ul style="list-style-type: none"> ▪ Use terminology related to yearly planning appropriately; ▪ Construct a yearly plan for an athlete
Assessment tasks	Verbalise the terminology related to planning appropriately. Construct a Yearly Plan for a State A Grade or National Level Athlete who is aiming to achieve National or international representation.
Content	Terminology/theory of planning/short term planning/annual planning/ long term planning.
Delivery strategies	Presentation and definition of terms with practical demonstrations/examples/discussion/practical activities/group work/.
Resource requirements	Theory and Methodology of Training by Bompa

Appendix 2: Code of Practice for Training Program Deliverers

Educational Standards

Training program deliverers will maintain high professional standards in the marketing and delivery of education and training services, which protect the interests and welfare of the participant.

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

Marketing

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

Trainee Information

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

- admissions procedures and criteria
- copy of the refund policy
- total fees/costs to participants
- details of the certification to be issued on full or partial completion of the training program
- competencies to be achieved by trainees
- assessment procedures
- grievance/appeal procedures
- RPL arrangements.

Recruitment

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

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

Refunds

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

Equal Employment Opportunities (EEO) Principles and Practices

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

- Characters (and their names) used in case studies, exercises and examples must be free from stereotypes and unlikely to cause offence.
- Material and presenters must discourage and prevent polarisation of participants.
- The training program content, process and/or activities must include all trainees and avoid giving an advantage to any one individual or group over another.
- Verbal and non-verbal language must be non-discriminatory.
- Humour must be non-discriminatory.
- Training program materials such as session plans, videos, handouts, graphics and cartoons must be non-discriminatory and unlikely to offend.

Appendix 3:



Coach's Code of Ethics

1.	Respect the rights, dignity and worth of every human being	<ul style="list-style-type: none"> Within the context of the activity, treat everyone equally regardless of sex, disability, ethnic origin or religion
2.	Ensure the athlete's time spent with you is a positive experience	<ul style="list-style-type: none"> All athletes are deserving of equal attention and opportunities
3.	Treat each athlete as an individual	<ul style="list-style-type: none"> Respect the talent, developmental stage and goals of each athlete Help each athlete reach their full potential
4.	Be fair, considerate and honest with athletes	
5.	Be professional and accept responsibility for your actions	<ul style="list-style-type: none"> Display high standards in your language, manner, punctuality, preparation and presentation Display control, respect, dignity and professionalism to all involved with the sport - this includes opponents, coaches, officials, administrators, the media, parents and spectators Encourage your athletes to demonstrate the same qualities
6.	Make a commitment to providing a quality service to your athletes	<ul style="list-style-type: none"> Maintain or improve your current NCAS accreditation Seek continual improvement through performance appraisal and ongoing coach education Provide a training program which is planned and sequential Maintain appropriate records
7.	Operate within the rules and spirit of your sport	<ul style="list-style-type: none"> The guidelines of national and international bodies governing your sport should be followed. Please contact your sport for a copy of its rule book, constitution, by-laws, relevant policies, eg. anti-doping policy, selection procedures, etc. Coaches should educate their athletes on drugs in sport issues in consultation with the Australian Sports Drug Agency (ASDA)
8.	Any physical contact with athletes should be: <ul style="list-style-type: none"> appropriate to the situation necessary for the athlete's skill development* 	
9.	Refrain from any form of personal abuse towards your athletes*	<ul style="list-style-type: none"> This includes verbal, physical and emotional abuse Be alert to any forms of abuse directed toward your athletes from other sources while they are in your care
10.	Refrain from any form of harassment towards your athletes*	<ul style="list-style-type: none"> This includes sexual and racial harassment, racial vilification and harassment on the grounds of disability You should not only refrain from initiating a relationship with an athlete, but should also discourage any attempt by an athlete to initiate a sexual relationship with you, explaining the ethical basis of your refusal
11.	Provide a safe environment for training and competition	<ul style="list-style-type: none"> Ensure equipment and facilities meet safety standards Ensure equipment, rules, training and the environment are appropriate for the age and ability of the athletes
12.	Show concern and caution toward sick and injured athletes	<ul style="list-style-type: none"> Provide a modified training program where appropriate Allow further participation in training and competition only when appropriate Encourage athletes to seek medical advice when required Maintain the same interest and support toward sick and injured athletes
13.	Be a positive role model for your sport and athletes	

* Please refer to the Harassment-free Sport guidelines available from the Australian Sports Commission for more information on harassment issues

Coaches should...

- be treated with respect and openness
- have access to self-improvement opportunities
- be matched with a level of coaching appropriate to their level of competence

Coach's Code of Ethics

Individual Agreement Form



for accreditation or re-accreditation to the National Coach Accreditation Scheme (NCAS)

TO: _____

National Sporting Organisation (NSO)

I, _____ of _____

Full Name

Address

Address cont.

am seeking accreditation/re-accreditation (please circle) for the following Australian Sports Commission (ASC) qualification:

Level

Sport

Discipline (if applicable)

I agree to the following terms:

1. I agree to abide by the NSO Code of Ethics overleaf.
2. I acknowledge that the NSO may take disciplinary action against me if I breach the code of ethics. I understand that NSOs are required to implement a complaints handling procedure in accordance with the principles of natural justice, in the event of an allegation against me.
3. I acknowledge that disciplinary action against me may include de-accreditation from the National Coaching Accreditation Scheme.

Please refer to the *Harassment-free Sport Guidelines* available from the Australian Sports Commission or contact your NSO, if you require more information on harassment issues.

Signature

(if under 18, parent / guardian signature)

____/____/____
Date

The NSO Coach's Code of Ethics must appear on the other side of the Coach's Code of Ethics Agreement Form.

Appendix 4: Policy and Procedure for Recognition of Prior Learning and Recognition of Current Competence

Introduction

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

What is RPL?

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

RPL principles

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

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

How can prior learning be recognised?

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

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

Who can apply

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

Benefits of RPL:

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

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

There are many ways that a person can show evidence of the competencies they hold. RPL can only be granted on current evidence, that is, work that has been completed within the last four years.

Following are a few examples of the ways evidence can be provided. The person will need to include a variety of these in their application form.

Education and training

- Formal, accredited and informal training
- Copies of certificates, qualifications achieved from other courses, school or tertiary results
- Statements outlining courses and or study that they have undertaken and the learning outcomes/competencies achieved from these

Coaching related experience

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

Life experiences

- Overview of sport and recreation involvement
- Relevant work or other experiences
- Evidence of home/self directed study which may include a list of recent readings, synopsis of seminars attended, reports of own research/analysis undertaken

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

Recognition of prior learning procedure

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

An **RPL assessment panel** will assess the application. The panel should comprise people who are experienced in the areas of:

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

It is also desirable that they are accredited at a higher level than the RPL applicant.

The RPL Assessment can only be carried out when the applicant provides evidence of the relevant competencies that they believe they hold. This is achieved through completing the RPL application form and forwarding this with the required fees.

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

Step 1 – request

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

Step 2 – complete application and send to course coordinator

1. Applicants will utilise the information contained within the RPL application form to conduct a self-assessment against the training program learning outcomes.
2. Applicants will need to consider if and how they have achieved each learning outcome and if they can satisfy the performance criteria by submitting valid, sufficient, authentic and current evidence.

3. Applicants will need to gather all relevant supporting documentation and complete the RPL application form with honest, clear, complete and concise information.
4. The completed application form with supporting documentation, and the administration fee applying, will then be forwarded to the relevant person within the sport who will arrange for the application to be assessed by an RPL assessment panel.

Step 3 – assessment

On receipt of an application, the application will be reviewed to determine the completeness and relevance of the documentation. The RPL assessment panel will:

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

Options include:

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

Step 4 – notification

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

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

Step 5 – appeal

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

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

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

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

- grant recognition
- or
- deny recognition.

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

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

RPL Application Form

SECTION 1 – Personal details

Name:

Organisation:

Position:

Address:

Postcode:

Phone:Fax:

Mobile:Email:

SECTION 2 – Evidence (COMPULSORY)

Learning outcomes

Summary of evidence provided

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

<<List learning outcome and/or assessment criteria details>>	

<<Note: Continue to insert extra spaces for additional learning outcomes and assessment criteria>>

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

.....

Signature of applicant

.....

Date

Payment

Applicants must pay an RPL administration fee.

Amount payable: \$.....

Cheque/money order enclosed payable to:

RPL Assessor Report

Applicant's name:.....

Learning outcomes / Assessment criteria <<Insert assessment criteria details>>	Evidence Supplied	Validity <i>(is the evidence relevant to the performance criteria?)</i>	Sufficiency <i>(is there enough evidence?)</i>	Authenticity <i>(is the evidence a true reflection of the candidate?)</i>	Current <i>(is the evidence recent? obtained within the last four years?)</i>	Comments
	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	
	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	
	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	
	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	
	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	
	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	

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

All performance criteria met: (please tick)

☐ YES

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

Date of Assessment:.....

Name of Assessor:.....

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

Assessor's comments	Recommendations

Appendix 5: Information on Updating

What is updating?

Updating is a policy that requires coaches and officials to complete a variety of education activities over the four year accreditation period.

Updating aims to ensure quality coaching and officiating by maintaining current knowledge and practice.

Why update?

- Updating ensures that coaches and officials stay abreast of rule changes in their sport.
- Updating also keeps coaches and officials in contact with the most up-to-date techniques and coaching and officiating methods.
- Updating can play an important role in ensuring that the coaching and officiating environment is safe for all participants and reduce the likelihood of coaches and officials becoming involved in legal actions.
- Updating ensures that sports and the ASC have an up-to-date register of active coaches and officials.

Who decides which updating activities are suitable?

- Each NSO or training proponent has an updating policy for their coaches and officials.
- The ASC has guidelines for a generic updating policy, which may be adopted or adapted by proponents. See page 66.

How does updating work?

When a coach or official receives NCAS accreditation after completing a training program, the 'update clock' starts. The coach will be advised of the expiry date of the accreditation. Coaches and officials complete updating activities (as specified by their training proponent) and remain an accredited coach or official (i.e. on the NCAS or NOAS database).

The four year accreditation period starts when all accreditation requirements have been met.

For example:

Registered as a coach: 15 May 2003

Accreditation period expires: 14 May 2007

How are the update activities recorded?

The ASC or NSO may supply newly accredited coaches and officials with a logbook or similar to record all update activities. Coaches and officials are encouraged to take their logbooks to all possible updating activities to have them signed by the course coordinator.

Cost of updating

A fee will apply to be re-accredited with the NCAS depending on the agreement between the NSO and ASC. National and/or state sporting organisations or coaching agencies are responsible for ensuring that the ASC has current information on coaches and officials for the database.

NSOs may nominate 'Direct Updating' for their Level 1 coaches. These coaches will be notified in writing by the ASC when their requirements are due. Coaches must ensure that they sign the coach's code of ethics agreement form and the 'Direct Updating' form and return them to the ASC with the relevant updating fee.

What happens if coaches or officials don't update?

Coaches and officials who do not complete the updating requirements will be removed from the NCAS or NOAS active coach or official register. To re-enter the list, the coach or official will be required to complete appropriate re-entry activities as specified by their NSO. Special leave considerations (such as maternity leave, leave related to employment, etc.) are available and should be discussed with the sport's National Coaching or Officiating Director.

Updating: Who does what?**The Role of the ASC**

The respective roles of the ASC and the NSO will vary depending on the database registration and servicing model the NSO selects for its coaches and officials. If the NSO opts for full servicing, the role of the ASC will be to:

- provide each coach with a copy of their NSO's current updating policy
- notify all coaches and officials on the NCAS and NOAS database who are due to update in the next 6 - 12 months
- re-register coaches and officials when they complete their updating requirements
- provide assistance and guidance to NSOs regarding the development and implementation of updating.

If the NSO elects to fully service its coaches and officials in house, the NSO will be responsible for the first three of the functions listed above.

The role of national and state sporting organisations is to:

- develop sport specific updating policies
- promote updating as a valuable non-threatening program
- provide sport specific updating opportunities for coaches, or liaise with appropriate agencies to deliver updating courses to coaches
- monitor logbooks submitted by individual coaches and officials
- revise and review updating policies every four years
- educate coaches about the process.

These functions are the responsibility of the national and state sporting organisations regardless of the level of ASC service provision selected by the NSO for its coaches and officials.

The role of State Sport Education Centres is to:

- highlight the process and importance of updating to state sporting bodies, regional associations and individual coaches and officials
- facilitate Coaching and Officiating General Principles courses which can be used as updating activities
- facilitate seminars suitable for updating i.e. drugs in sport, nutrition
- work in conjunction with sporting organisations to present sports specific updating activities.

The role of the coach is to:

- be familiar with updating requirements
- maintain coaching records
- attend relevant updating seminars
- seek re-accreditation
- notify the NSO/ASC if contact details change.



COACHING ACCREDITATION

Four Year Updating

To comply with the national directives of the Australian Coaching Council and to implement the National Coaching Accreditation Scheme for Fencing, the following guidelines have been approved for fencing coaches to remain active on the ACC register.

LEVEL 1

Maintain AFF and ACC Registration

Demonstrate 40 hours (10 hours/year) of hands-on fencing coaching

and

Complete the next level of accreditation (Level 2 - 16 points)

or

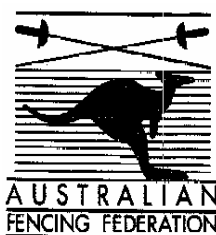
Complete activities from the following areas (total of 16 points)

General Coaching (4 points required)

Activity	Points
First aid / Sports Trainer's Course.	4
Approved ACC Level 1 Course	4
Approved ACC Level 2 Course	16
ACC organised event or course	4
Sports Seminar / Workshop	4

Fencing Specific (12 points required)

Activity	Points
Present Level 1 Fencing Course	3
Practical Workshop (3 hrs)	3
Practical Workshop (6 + hrs)	6
Weekend / Live-in workshop or camp	6
Complete Wheelchair Fencing Course	8
Present lecture at Level 1 Course	3
Coaching at State Training	3/ yr
Coaching at elite athlete camps	3/ yr
Work with State / Elite / Master Coach	3/ yr
State Coach to Australian Championships	6/ yr
Complete / Conduct AFF Refereeing Course	3
Referee at AFF Fencing Tournaments	2/tournament
Any other event / course approved by AFF NCD	As appropriate



LEVEL 2

Maintain ACC registration and affiliate with AFF

Demonstrate 80 hours (20/year) of hands on fencing coaching

and

Complete the next level of accreditation (Level 3 - 32 points)

or

Complete activities from the following areas (total of 32 points - 8 from General Coaching & 24 from Fencing Specific Coaching)

General Coaching (8 Points required)	Evidence Required	Points
ACC/State Coaching Centre/Univeristy Seminars/Workshops (1-2 hours)	Entry in updating book signed by PT	2 pts
Subscription to sport/coaching journal	Receipt and journal name	2pt/yr
ACC/State Coaching Centre Elite Coaches' Seminar (over 4 hours)	Entry in updating book signed by PT	4 pts
Publication of article in recognised journal	Journal & article title, page numbers	6 pts
ACC/State Coaching Centre/Univeristy organised event or course (8 hrs +)	Certificate	8 pts
Approved ACC Level 1 Course in another sport/weapon	Certificate	8 pts
Publication of coaching related text	ISBN, title, publisher	16 pts
Approved ACC Level 2 Course in another sport/weapon	Certificate	16 pts
Approved ACC Level 3 Course in another sport/weapon	Certificate	32 pts
Fencing Specific (24 points required)	Evidence Required	Points
Present level 0 Fencing Course	Entry in updating book signed by SCD or SS	3 pts
Complete WheelChair Fencing Course	Certificate	8 pts
Complete Level 2 in another weapon	Entry in updating book signed by SCD or SS	16 pts
Complete Level 3 in another weapon	Entry in updating book signed by SCD or SS	24 pts
Participate/present practical workshop (3 hours)	Entry in updating book signed by SCD or SS / PT	3 pts
Participate/present practical workshop (6+ hours)	Entry in updating book signed by SCD or SS / PT	6 pts
Weekend/live in workshop or camp	Entry in updating book signed by SCD or SS	6 pts
Present level 1 Fencing Course	Entry in updating book signed by SCD or SS	12 pts
Lecture for Level 2 Fencing Course	Entry in updating book signed by SCD or SS	16 pts
Coaching at State Training / Camps	Entry in updating book signed by SCD or SS	3 pts p/a
Program/organise/coach State Training/Camp	Entry in updating book signed by SCD or SS	6 pt p/a
Coaching at National Training / Camps	Entry in updating book signed by NCD or SS	6 pts p/a
Program/organise/coach National Training/Camp	Entry in updating book signed by NCD or SS	6 pt p/a
Work with State/Elite/Master Coach		3 pts p/a
Coaching Apprentice Coaches	Entry in updating book signed by SCD or SS	6 pts p/a
Complete/conduct AFF Presiding Course	Entry in updating book signed by SCD or SS/ PT	3 pts
Preside at National Fencing Tournaments	Entry in updating book signed by DT	2 pts p/a
Coach State Team at Australian Championships	Entry in updating book signed by SCD or SS	3 pts
Coach National Team at International Competition	Certificate	12 pts
Coach at National Training/Camps	Entry in updating book signed by NCD or SS	6 pts
Any other points for event/courses as approved by	AFF NCD	

SCD – State Coaching Director SS – State Secretary PT - Presenter



LEVEL 3

Maintain ACC registration and affiliate with AFF

Demonstrate 160 hours (40/year) of hands on fencing coaching

and

from any 1 of the following updating pathways (64 points)

Complete the ACC Diploma of Coaching Theory 64 points

Complete ACC High Performance Coach Award (64 pts)

Complete accreditation for the Provost/Maitre d'Armes Diploma (64 pts)

or

Complete activities from the following areas (total of 64 points - 16 from General Coaching & 48 from Fencing Specific Coaching)

General Coaching (16 Points required)	Evidence Required	Points
ACC/State Coaching Centre/University Seminars/Workshops (1-2 hours)	Entry in updating book signed by PT	2 pts
Subscription to sport/coaching journal	Receipt and journal name	2pt/yr
ACC/State Coaching Centre Elite Coaches' Seminar (over 4 hours)	Entry in updating book signed by PT	4 pts
Publication of article in recognised journal	Journal & article title, page numbers	6 pts
ACC/State Coaching Centre/ University organised event or course (8 hrs +)	Certificate	8 pts
Approved ACC Level 1 Course in another sport/weapon	Certificate	8 pts
Publication of coaching related text	ISBN No, title, publisher	16 pts
Approved ACC Level 2 Course in another sport/weapon	Certificate	16 pts
Approved ACC Level 3 Course in another sport/weapon	Certificate	32 pts
Fencing Specific (48 points required)	Evidence Required	Points
Present level 0 Fencing Course	Entry in updating book signed by SCD or SS	3 pts
Complete WheelChair Fencing Course	Certificate	8 pts
Complete Level 2 in another weapon	Entry in updating book signed by SCD or SS	16 pts
Complete Level 3 in another weapon	Entry in updating book signed by SCD or SS	24 pts
Participate/present practical workshop (3 hours)	Entry in updating book signed by SCD or SS / PT	3 pts
Participate/present practical workshop (6+ hours)	Entry in updating book signed by SCD or SS / PT	6 pts
Weekend/live in workshop or camp	Entry in updating book signed by SCD or SS	6 pts
Present level 1 Fencing Course	Entry in updating book signed by SCD or SS	12 pts
Lecture for Level 2 Fencing Course	Entry in updating book signed by SCD or SS	16 pts
Coaching at State Training / Camps	Entry in updating book signed by SCD or SS	3 pts p/a
Program/organise/coach State Training/Camp	Entry in updating book signed by SCD or SS	6 pt p/a
Coaching at National Training / Camps	Entry in updating book signed by NCD or SS	6 pts p/a
Program/organise/coach National Training/Camp	Entry in updating book signed by NCD or SS	6 pt p/a
Work with State/Elite/Master Coach		3 pts p/a
Coaching Apprentice Coaches	Entry in updating book signed by SCD or SS	6 pts p/a
Complete/conduct AFF Presiding Course	Entry in updating book signed by SCD or SS/ PT	3 pts
Preside at National Fencing Tournaments	Entry in updating book signed by DT	2 pts p/a
Coach State Team at Australian Championships	Entry in updating book signed by SCD or SS	3 pts
Coach National Team at International Competition	Certificate	12 pts
Coach at National Training/Camps	Entry in updating book signed by NCD or SS	6 pts
Any other points for event/courses as approved by	AFF NCD	

SCD – State Coaching Director SS – State Secretary PT - Presenter

Appendix 6: Assessment Tools

Assessment Tools: Level 2

FOIL

EPEE

SABRE

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____

DATE: / /

Name of Candidate: _____

Unit of Competency	Date Assessed	C/NYC	Comments	Assessor Signature	Assessor Name
Foil A: Rules and Refereeing					
Foil B: Competition Organisation					
Foil C: Fundamentals of foil and the foil game					
Foil D: Individual lessons & Planning lessons					
Foil E: Simple Actions					
Foil F: Attacks on the Blade					
Foil G: Advanced Defence					
Foil H: Compound Actions					
Foil I: Taking of the Blade					
Foil J: Renewals					
Foil K: Counter Attacks					
Foil L: Preparations					
Foil M: Counter Time					
Foil N: Group Lessons					
Foil O: Electrics					
Foil P: Competition Coaching					
Foil Q: Video Analysis					
Foil R: Psychology					
Foil S: Yearly Planning					

C = Competent

NYC= Not Yet Competent

UNITS OF COMPETENCY	ELEMENTS OF COMPETENCY	DATE	C / NYC	COMMENTS
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C = Competent

NYC = Not Yet competent

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____

DATE: / /

Foil A: Rules and Refereeing	Hold National (AFF) Referee qualification			
Foil B: Competition Organisation	Respond to questions on situations that might arise as Director of Technique.			
	Organise a state A grade competition			
	Use computer technology (Engarde) to organise a fencing competition.			
Foil C: Fundamentals of foil and the foil game	Use terminology related to the fundamentals of foil, the foil game and defence during individual lessons			
	Teach fundamentals of foil and principles of defence during individual lessons			
Foil D: Individual lessons & Planning lessons	Plan a minimum of 3 individual lessons			
	Teach selected lessons to a student			
Foil N: Group Lessons	Prepare group lesson for fencers who have fenced for over 3 years.			
	Present section of lesson to group of athletes			
Foil O: Electrics	Use terminology related to electrical equipment and scoring apparatus			
	Demonstrate the methodology for fault finding in electrical equipment and scoring apparatus			
	Demonstrate remedies for basic and common faults in electrical equipment and scoring apparatus			

UNITS OF COMPETENCY	ELEMENTS OF COMPETENCY	DATE	C / NYC	COMMENTS
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C = Competent

NYC = Not Yet competent

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____

DATE: / /

Foil P: Coaching during competitions	Teach selected lesson (s) to a student			
	Present -Written or verbal (taped) – psychological/technical advice to athlete in a particular situation			
Foil Q: Analysis of Fencer and Opponent (Refer to Research Project)	Present – Written or verbal (taped) – advice to fencer on technique and tactics and to the fencers opponent.			
Foil R: Psychology	Present a short paper on psychological techniques in fencing			
Foil S: The yearly Plan in fencing	Present a yearly plan for an athlete of the coach			

ELEMENTS OF COMPETENCY	UNITS OF COMPETENCY (√)			
	Foil E			
	Simple Attacks		Simple Parries & Ripostes	
	C	NYC	C	NYC
Demonstrate mastery of terminology related to;				
Demonstrate the appropriate pedagogy to facilitate the student becoming competent in performing the;				

C = Competent

NYC = Not Yet competent

AFF LEVEL 2 FENCING COACH ASSESSMENT

Weapon _____

ELEMENTS OF COMPETENCY	UNITS OF COMPETENCY																	
	(√)																	
	Foil F				Foil G				Foil H						Foil I			
	Beat		Pressure		Counter Ripostes		Successive Parries		Compound Attacks		Compound Ripostes		Counter Ripostes		Attacks by Prise de fer		Ripostes by Prise de fer	
	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC
Demonstrate mastery of terminology related to;																		
Demonstrate the appropriate pedagogy to facilitate the student becoming competent in performing the;																		

ELEMENTS OF COMPETENCY	UNITS OF COMPETENCY													
	(√)													
	Foil J						Foil K		Foil L				Foil M	
	Remise		Reprise		Redouble		Counter Attacks		Preparations		Attacks on the Preparation		Counter time	
	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC
Demonstrate mastery of terminology related to;														
Demonstrate the appropriate pedagogy to facilitate the student becoming competent in performing the;														

AFF LEVEL 2 FENCING COACH ASSESSMENT

Weapon _____

Assessment tasks

1. Plan and conduct a minimum of 3, thirty minute individual lessons* based on demonstrating appropriate coaching comportment, lesson composition, technical execution and communication strategies to meet the individual needs of the student.
2. Satisfactorily complete the written assignments for the weapon being assessed, answering a choice of 3 of the 6 questions specified by the AFF.
3. Satisfactorily complete a research project on a topic related to the weapon being assessed, as agreed in advance with the assessor.
4. Demonstrate all units of competency as outlined in the Level 2 Fencing Coaching Course appropriate to the weapon being assessed.

Purpose of assessment:

1. Enable the candidate to demonstrate competency in coaching comportment, lesson composition, technical execution and communication strategies.
2. Enable the candidate to demonstrate competency of their technical understanding of the weapon being assessed.
3. Enable the candidate to demonstrate competency in the analysis of competitive situations and develop strategies to assist athletes in dealing with these situations.

Assessment conditions:

The candidate will;

1. Have access to an appropriate sporting venue to undertake the assessment task. (Provided by course provider).
2. Be permitted to represent for assessment, at a time agreed to with the assessor.

Evidence required:

1. The candidate is required to demonstrate competence in all Units of Competency in the Level 2 Fencing Coaching Course appropriate to the weapon being assessed.
2. The candidate may be questioned by the assessor(s) to further demonstrate their underpinning knowledge and their mastery of appropriate terminology.
3. The candidate must demonstrate the performance criteria consistently throughout the assessments (ie at least once, preferably more than once.)
4. The candidate must satisfactorily complete the written assignments and research project.

Assessment arrangements: The assessment activity will take place on the / /

at the _____ (Assessor to fill in details)

Name of candidate: _____

Organisation/Club: _____

Candidate contact: Phone _____ Fax: _____

Assessor(s) name: _____

Assessor(s) contact: Phone: _____ Fax: _____

* the same lesson can only be conducted once while being assessed at Level 2.

AFF LEVEL 2 FENCING COACH ASSESSMENT

Weapon _____

Lesson Topic: _____

Assessors please indicate (✓) number of times competency demonstrated

Performance Criteria	Competent (✓)	Comments Further comments on attached page	Not yet competent
COACHING COMPORTMENT			
Presents target to student appropriate to the exercise.			
Demonstrates correctly. actions student is required to perform.			
Presents blade and point to student in manner appropriate to exercise.			
Uses appropriate* non-verbal communications (ie body Language			
COMMUNICATION			
Implements positive and appropriate communication strategies in one to one situations.			
Provide constructive feedback to the student in a positive manner.			
Communicate clear and concise instructions to the pupil what is required in lesson, using appropriate fencing terminology.			
LESSON COMPOSITION			
Demonstrates correct fencing terminology in lesson plan, during instruction and during interview.			
Chooses exercises appropriate to the lesson			
Demonstrates an understanding of the progression of exercises.			
Demonstrates the ability to provide variation on the theme of the lesson.			
TECHNICAL EXECUTION			
Uses signals and actions appropriate to the exercise.			
Maintains correct distance appropriate to the actions being performed.			
Demonstrates changes in tempo and rhythm during lesson, while keeping the lesson mobile.			
Analyses strength and weaknesses of own teaching methods*			

* Refer to ASSESSOR COMMUNICATION PERFORMANCE CRITERIA SHEET (page 3)

AFF LEVEL 2 FENCING COACH ASSESSMENT

Weapon _____

EXTRA COMMENTS

COACHING COMPORTMENT

COMMUNICATION

LESSON COMPOSITION

TECHNICAL EXECUTION

AFF LEVEL 2 FENCING COACH ASSESSMENT

Weapon _____

Result:

☐ Candidate has achieved competency

☐ Candidate is not yet competent

Reason for decision (if unsuccessful)

Assessor signature(s): _____ Candidate signature: _____

Date: _____ Date: _____

Comments/feedback on assessment process from assessor.

(Ie comment on any problems, recommendations for modification to assessment procedures)

If the candidate has comments or feedback please ask them to fill out the candidate feedback form.

ASSESSOR COMMUNICATION PERFORMANCE CRITERIA SHEET

ELEMENT	PERFORMANCE CRITERIA
Uses appropriate non-verbal communications (ie body language)	Tone of voice Body Language (open and positive) Spatial behaviour
Analyses strength and weaknesses of own teaching Methods	This competency can be demonstrated during an interview or in a role-play situation.

LEVEL 2 WRITTEN ASSIGNMENTS - FOIL

AFF LEVEL 2 FENCING COACH ASSESSMENT

Weapon _____

Answer **three questions** of your choice from the six questions given below. Assignments should be in essay form and should not be longer than two A4 (typed) pages per question. Your answers should reflect an understanding of designated coaching manuals and the course material, as well as your own thoughts and ideas.

Question 1

Describe the tactical and teaching considerations that should be taken into account when teaching the cut-over (coupe) to an advanced pupil.

Question 2

Discuss the technical principles involved and the common (pupil) faults the coach should be aware of when teaching successive parries.

Question 3

Discuss both the technique involved in their execution and the tactical considerations which the coach should be mindful of when teaching

- a) parries executed with opposition.
- b) parries executed by beat.

If you wish you may use specific examples to illustrate your answer.

Question 4

" *Counter-time* is an offensive action that is executed after having parried an opponent's counter offensive action" The Fencer's Workbook (Generalities) p.4

Discuss the technical and tactical principles to be considered when teaching counter-time. Your answer should make specific reference to the three distinct phases of execution namely:

- the preparation
- the defensive action
- the final offensive action.

Question 5

Discuss which technical and teaching considerations are most important when teaching a compound attack. Use a specific compound attack (eg. 1-2) to illustrate your answer.

Question 6

Discuss the technique involved when executing takings of the blade. Your answer should include not merely a description of the four simple takings of the blade (opposition, bind, croise, envelopment) but also, and more importantly, the general conditions of execution which must be respected whichever taking of the blade is used.

LEVEL 2 RESEARCH PROJECTS

AFF LEVEL 2 FENCING COACH ASSESSMENT

Weapon _____

View video from one of the following competitions that has been held in the last year. The competition must have had a minimum of 20 fencers.

- Video of national (AFF) junior competitions – U15 / U17 / U20.
- Video of one of the 4 open national (AFF) competitions.
- Video of international event – World Cup OR World Championships.

From the video, view a minimum of seven, 5 hit bouts and three 15 hit bouts. From these bouts collect data and use the information to complete your project.

Possible research projects could include;

- Work to rest ratios in 5 hit bouts and 15 hit bouts. Make suggestions regarding fitness training that would be relevant.
- Follow one fencer, taking note of number of offensive/defensive/counter-offensive actions they perform that are successful and unsuccessful. Make recommendations as both the fencers' coach and coach of the opponents based on information obtained.
- Follow one fencer, taking note of offensive/defensive/counter-offensive actions that were successful/unsuccessful against them. Make recommendations as both the fencers' coach and coach of the opponents based on information obtained.
- Follow a fencer, taking note of where, on the target, their hits land. Make recommendations as the fencers' coach and coach of opponents based on information obtained.

Coaches can suggest/undertake a research project of their own creation after discussion with the course presenter and OFMA Head Coach.

NB: A copy of the relevant video or video extracts must be supplied with the research project. Bouts studied must be clearly indicated in the research project.

The following lessons are in groups of 3, this is to ensure when a group is selected a coach will be demonstrating the ability to coach lessons developing skills in offensive, defensive and counter offensive actions. Each lesson will have the following components: warm-up, body of lesson, warm down. The coach

AFF LEVEL 2 FENCING COACH ASSESSMENT

Weapon _____

should expect that the student has a basic knowledge of the skills being coached so the lesson will have elements of further skill development and changes in tempo resembling a bout situation. Coaches will demonstrate the skills required and include variations (eg counter ripostes, or change of distance) to test the students adaptability. The lesson will be between 25 and 30 minutes in length.

Coaches are required to demonstrate a minimum of 2 variations of skills and a maximum of 4 skills. For example if the lesson plan is; Parries, simple and successive, Ripostes direct, indirect and compound. A coach must demonstrate a minimum of 2 simple parries, 2 successive parries and 2 each of direct, indirect and compound ripostes.

Group 1

1. Attacks on the blade. As preparations of attacks, starting from sixte (6)
2. Counter offensive actions including the stop-hit (by evasion, opposition and interception)
3. Parries, simple and successive, Ripostes direct, indirect and compound

Group 2

1. Attacks by Prise de fer starting from octave and septime engagements. Prise de fer as preparations of attacks starting from octave and septime engagements.
2. Simple parries followed by direct and indirect ripostes and counter ripostes.
3. Parries and appropriate counteroffensive actions used against cutover.

Group 3

1. **Simple parries, successive parries beginning in the high line and ripostes finishing in the low lines**
2. Parries and stop hits by opposition and interception.
3. Different offensive actions starting with a beat followed by simple attacks. Parries and ripostes to various lines.

Group 4

1. Different offensive actions against the opponent's preparation by feint and against point in line. Attacks on the preparation and parries.
2. Appropriate defensive and counter offensive actions against an opponents prise de fer actions.
3. Appropriate defensive and counter offensive actions against an opponents counter time.

Group 5

1. Attacks that finish in the low line
2. Offensive actions on the return to guard.

AFF LEVEL 2 FENCING COACH ASSESSMENT

Weapon _____

3. The line and appropriate actions against the opponents line.

Group 6

1. Simple and compound attacks preceded by beat, finishing in the low line
2. Successive parries finishing in the low line preceded by counter attack or false counter attacks
3. Simple and compound attacks followed by appropriate renewal of attacks (remise and redoublement)

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____

DATE: / / _____

Name of Candidate: _____

Unit of Competency	Date Assessed	C/NYC	Comments	Assessor Signature	Assessor Name
Epee A: Rules and Refereeing					
Epee B: Competition Organisation					
Epee C: Fundamentals of Epee					
Epee D: Individual lessons & Planning lessons					
Epee E: Simple & Counter Attacks					
Epee F: Renewals					
Epee G: Simple Parries & Ripostes					
Epee H: Compound Actions					
Epee I: Taking of the Blade					
Epee J: Attacks on the Blade					
Epee K: Counter Time					
Epee L: Attacks on the Preparations					
Epee M: Second Intention					
Epee N: Group Lessons					
Epee O: Electrics					
Epee P: Video Analysis					
Epee Q: Yearly Planning					

C = Competent

NYC= Not Yet Competent

C = Competent

NYC = Not Yet competent

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____

DATE: / /

UNITS OF COMPETENCY	ELEMENTS OF COMPETENCY	DATE	C / NYC	COMMENTS
Foil A: Rules and Refereeing	Hold National (AFF) Referee qualification			
Foil B: Competition Organisation	Respond to questions on situations that might arise as Director of Technique.			
	Organise a state A grade competition			
	Use computer technology (Engarde) to organise a fencing competition.			
Foil C: Fundamentals of foil and the foil game	Use terminology related to the fundamentals of foil, the foil game and defence during individual lessons			
	Teach fundamentals of foil and principles of defence during individual lessons			
Foil D: Individual lessons & Planning lessons	Plan a minimum of 3 individual lessons			
	Teach selected lessons to a student			
Foil N: Group Lessons	Prepare group lesson for fencers who have fenced for over 3 years.			
	Present section of lesson to group of athletes			
Foil O: Electrics	Use terminology related to electrical equipment and scoring apparatus			
	Demonstrate the methodology for fault finding in electrical equipment and scoring apparatus			
	Demonstrate remedies for basic and common faults in electrical equipment and scoring apparatus			

C = Competent

NYC = Not Yet competent

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____

DATE: / /

UNITS OF COMPETENCY	ELEMENTS OF COMPETENCY	DATE	C / NYC	COMMENTS
Foil P: Coaching during competitions	Teach selected lesson (s) to a student			
	Present -Written or verbal (taped) – psychological/technical advice to athlete in a particular situation			
Foil Q: Analysis of Fencer and Opponent (Refer to Research Project)	Present – Written or verbal (taped) – advice to fencer on technique and tactics and to the fencers opponent.			
Foil R: Psychology	Present a short paper on psychological techniques in fencing			
Foil S: The yearly Plan in fencing	Present a yearly plan for an athlete of the coach			

ELEMENTS OF COMPETENCY	UNITS OF COMPETENCY (√)			
	Foil E			
	Simple Attacks		Simple Parries & Ripostes	
	C	NYC	C	NYC
Demonstrate mastery of terminology related to;				

C = Competent

NYC = Not Yet competent

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____

DATE: / /

Demonstrate the appropriate pedagogy to facilitate the student becoming competent in performing the;				
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C = Competent

NYC = Not Yet competent

MASTER SHEET
AFF LEVEL 2 FENCING COACH ASSESSMENT

ELEMENTS OF COMPETENCY	UNITS OF COMPETENCY																	
	(√)																	
	Foil F				Foil G				Foil H						Foil I			
	Beat		Pressure		Counter Ripostes		Successive Parries		Compound Attacks		Compound Ripostes		Counter Ripostes		Attacks by Prise de fer		Ripostes by Prise de fer	
	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC
Demonstrate mastery of terminology related to;																		
Demonstrate the appropriate pedagogy to facilitate the student becoming competent in performing the;																		

ELEMENTS OF COMPETENCY	UNITS OF COMPETENCY													
	(√)													
	Foil J						Foil K		Foil L				Foil M	
	Remise		Reprise		Redouble		Counter Attacks		Preparations		Attacks on the Preparation		Counter time	
	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC	C	NYC
Demonstrate mastery of terminology related to;														
Demonstrate the appropriate pedagogy to facilitate the student becoming competent in performing the;														

C = Competent

NYC = Not Yet competent

MASTER SHEET
AFF LEVEL 2 FENCING COACH ASSESSMENT

Assessment tasks

1. Plan and conduct a minimum of 3, thirty minute individual lessons* based on demonstrating appropriate coaching comportment, lesson composition, technical execution and communication strategies to meet the individual needs of the student.
2. Satisfactorily complete the written assignments for the weapon being assessed, answering a choice of 3 of the 6 questions specified by the AFF.
3. Satisfactorily complete a research project on a topic related to the weapon being assessed, as agreed in advance with the assessor.
4. Demonstrate all units of competency as outlined in the Level 2 Fencing Coaching Course appropriate to the weapon being assessed.

Purpose of assessment:

1. Enable the candidate to demonstrate competency in coaching comportment, lesson composition, technical execution and communication strategies.
2. Enable the candidate to demonstrate competency of their technical understanding of the weapon being assessed.
3. Enable the candidate to demonstrate competency in the analysis of competitive situations and develop strategies to assist athletes in dealing with these situations.

Assessment conditions:

The candidate will;

1. Have access to an appropriate sporting venue to undertake the assessment task. (Provided by course provider).
2. Be permitted to represent for assessment, at a time agreed to with the assessor.

Evidence required:

1. The candidate is required to demonstrate competence in all Units of Competency in the Level 2 Fencing Coaching Course appropriate to the weapon being assessed.
2. The candidate may be questioned by the assessor(s) to further demonstrate their underpinning knowledge and their mastery of appropriate terminology.
3. The candidate must demonstrate the performance criteria consistently throughout the assessments (ie at least once, preferably more than once.)
4. The candidate must satisfactorily complete the written assignments and research project.

Assessment arrangements: The assessment activity will take place on the / /
at the _____ (Assessor to fill in details)

Name of candidate: _____

Organisation/Club: _____

Candidate contact: Phone _____ Fax: _____

Assessor(s) name: _____

Assessor(s) contact: Phone: _____ Fax: _____

* the same lesson can only be conducted once while being assessed at Level 2.

MASTER SHEET

AFF LEVEL 2 FENCING COACH ASSESSMENT

Lesson Topic: _____

Assessors please indicate (✓) number of times competency demonstrated

Performance Criteria	Competent (✓)	Comments Further comments on attached page	Not yet competent
COACHING COMPORTMENT	DATE: / /		
Presents target to student appropriate to the exercise.			
Demonstrates correctly. actions student is required to perform.			
Presents blade and point to student in manner appropriate to exercise.			
Uses appropriate* non-verbal communications (ie body Language			
COMMUNICATION			
Implements positive and appropriate communication strategies in one to one situations.			
Provide constructive feedback to the student in a positive manner.			
Communicate clear and concise instructions to the pupil what is required in lesson, using appropriate fencing terminology.			
LESSON COMPOSITION			
Demonstrates correct fencing terminology in lesson plan, during instruction and during interview.			
Chooses exercises appropriate to the lesson			
Demonstrates an understanding of the progression of exercises.			
Demonstrates the ability to provide variation on the theme of the lesson.			
TECHNICAL EXECUTION			
Uses signals and actions appropriate to the exercise.			
Maintains correct distance appropriate to the actions being performed.			
Demonstrates changes in tempo and rhythm during lesson, while keeping the lesson mobile.			
Analyses strength and weaknesses of own teaching methods*			

* Refer to ASSESSOR COMMUNICATION PERFORMANCE CRITERIA SHEET (page 3)

C = Competent

NYC = Not Yet competent

**MASTER SHEET
AFF LEVEL 2 FENCING COACH ASSESSMENT
EXTRA COMMENTS**

COACHING COMPORTMENT

COMMUNICATION

LESSON COMPOSITION

TECHNICAL EXECUTION

C = Competent

NYC = Not Yet competent

MASTER SHEET
AFF LEVEL 2 FENCING COACH ASSESSMENT

Result:

- ☐ Candidate has achieved competency
- ☐ Candidate is not yet competent

Reason for decision (if unsuccessful)

Assessor signature(s): _____ Candidate signature: _____
Date: _____ Date: _____

Comments/feedback on assessment process from assessor.

(Ie comment on any problems, recommendations for modification to assessment procedures)

If the candidate has comments or feedback please ask them to fill out the candidate feedback form.

ASSESSOR COMMUNICATION PERFORMANCE CRITERIA SHEET

ELEMENT	PERFORMANCE CRITERIA
Uses appropriate non-verbal communications (ie body language)	Tone of voice Body Language (open and positive) Spatial behaviour
Analyses strength and weaknesses of own teaching Methods	This competency can be demonstrated during an interview or in a role-play situation.

C = Competent

NYC = Not Yet competent

AFF LEVEL II FENCING COACH ASSESSMENT

LEVEL 2 WRITTEN ASSIGNMENTS - EPEE

Answer **three questions** of your choice from the six questions given below. Assignments should be in essay form and should not be longer than two A4 (typed) pages per question. Your answers should reflect an understanding of designated coaching manuals and the course material, as well as your own thoughts and ideas.

Question 1

Describe the tactical and teaching considerations that should be taken into account when teaching simple attacks to a pupil.

Question 2

Discuss the technical principles involved and the common (pupil) faults the coach should be aware of when teaching the beat.

Question 3

Discuss both the technique involved in their execution and the tactical considerations which the coach should be mindful of when teaching

- a) parries executed with opposition.
- b) parries executed by beat.

If you wish you may use specific examples to illustrate your answer.

Question 4

" *Counter-time* is an offensive action that is executed after having parried an opponent's counter offensive action" The Fencer's Workbook (Generalities) p.4

Discuss the technical and tactical principles to be considered when teaching counter-time. Your answer should make specific reference to the three distinct phases of execution namely:

- the preparation
- the defensive action
- the final offensive action.

Question 5

Discuss which technical and teaching considerations are most important when teaching a compound attack. Use a specific compound attack (eg. 1-2) to illustrate your answer.

Question 6

Discuss the technique involved when executing takings of the blade. Your answer should include not merely a description of the four simple takings of the blade (opposition, bind, croise, envelopment) but also, and more importantly, the general conditions of execution which must be respected whichever taking of the blade is used.

AFF LEVEL II FENCING COACH ASSESSMENT

LEVEL 2 RESEARCH PROJECTS: EPEE

You may suggest your own research project. Please discuss your suggested project with the National Coaching Director or Chair of the Coaching Commission to ensure it meets the requirements of a research project.

A number of suggestions are below.

View video from one of the following competitions that has been held in the last year. The competition must have had a minimum of 20 fencers.

- Video of national (AFF) junior competitions – U15 / U17 / U20.
- Video of one of the 4 open national (AFF) competitions.
- Video of international event – World Cup or World Championships.

From the video, view a minimum of seven, 5 hit bouts and three 15 hit bouts. From these bouts collect data and use the information to complete your project.

Possible research projects could include;

- Work to rest ratios in 5 hit bouts and 15 hit bouts. Make suggestions regarding fitness training that would be relevant.
- Follow one fencer, taking note of number of offensive/defensive/counter-offensive actions they perform that are successful and unsuccessful. Make recommendations as both the fencers' coach and coach of the opponents based on information obtained.
- Follow one fencer, taking note of offensive/defensive/counter-offensive actions that were successful/unsuccessful against them. Make recommendations as both the fencers' coach and coach of the opponents based on information obtained.
- Follow a fencer, taking note of where, on the target, their hits land. Make recommendations as the fencers' coach and coach of opponents based on information obtained.

Coaches can suggest/undertake a research project of their own creation after discussion with the course presenter and OFMA Head Coach.

NB: A copy of the relevant video or video extracts must be supplied with the research project. Bouts studied must be clearly indicated in the research project.

AFF LEVEL II FENCING COACH ASSESSMENT

The following lessons are in groups of 3, each lesson requires coaches to demonstrate skills in offensive, defensive and counter offensive actions during the lesson. Each lesson will have the following components; warm-up, body of lesson, warm down. The lesson will be between 25 and 30 minutes in length. Other standard components, where appropriate, required in epee lessons are actions with distance, choice reactions exercises, attacks finishing with opposition, counter attacks preceding defensive actions and renewals of the attack.

Coaches are required to demonstrate a minimum of 2 variations of skills and a maximum of 4 skills. For example if the lesson plan is; Parries, simple and successive, Ripostes direct, indirect and compound. A coach must demonstrate a minimum of 2 simple parries, 2 successive parries and 2 each of direct, indirect and compound ripostes.

Epee

Each lesson will have a component of offensive, defence and counter offensive that the coach will be required to teach.

Epee Lessons

Group 1

1. Attacks by Prise de fer. Prise de fer as preparations of attacks, starting from sixte (6) engagement (opposition, croise, bind & envelopment)
2. Counter offensive actions derobements, stop-hits, finta in tempo
3. Appropriate defensive and counter-offensive actions against on opponent's prise de fer.

Group 2

1. Simple and Compound attacks to the limbs (hand, arm, thigh & foot)
2. Simple parries followed by direct ripostes and ripostes by prise de fer.
3. Offensive and counter offensive actions which finish by angulation

Group 3

1. Different offensive and counter offensive actions starting with attack by disengagement, followed by simple parries and ripostes.
2. Parries and stop hits by opposition and interception.
3. Different offensive actions starting with a beat followed by simple attacks. Parries and ripostes to various lines.

Group 4

1. Different offensive actions against the opponent's preparation.
2. Appropriate defensive actions against an opponents counter time.
3. Attacks on the withdrawal of the opponent's hand preceded by distance parry (step back)

AFF LEVEL II FENCING COACH ASSESSMENT

Group 5

1. Prise de fer attacks that finish to the body followed by parries and ripostes finishing to the advanced target.
2. Offensive and counter offensive actions on the return to guard preceded by distance parry (step back).
3. Successive parries with ripostes by prise de fer actions to body, middle and advanced targets

Group 6

1. Simple attacks to advanced target, Compound attacks to the body.
2. Circular and Diagonal parries, beat parries and ceding parries followed by ripostes
3. Attack on the preparation and simple counter attacks to advanced target

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____ Name of Assessor(s) _____

DATE: / /

Unit of Competency	Date Assessed	C/NYC	Comments	Assessor Signature	Assessor Name
Sabre A: Rules and Refereeing					
Sabre B: Competition Organisation					
Sabre C: Fundamentals of Sabre					
Sabre D: Individual lessons & Planning lessons					
Sabre E: Simple Attacks, Parries & Ripostes					
Sabre F: Compound Attacks					
Sabre G: Successive Parries					
Sabre H: Attacks and Ripostes to the advanced target					
Sabre I: Attacks on the Blade					
Sabre J: Counter Attacks					
Sabre K: Counter Ripostes					
Sabre L: Compound Ripostes					
Sabre M: Attacks on the Preparation					
Sabre N: Counter Time					
Sabre O: Renewals of the Attack					
Sabre P: The Line					
Sabre Q: Electrics					
Sabre R: Video Analysis					
Sabre S: Competition Coaching					
Sabre T: Psychology					
Sabre U: Yearly Planning					

C = Competent

NYC= Not Yet Competent

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____ Name of Assessor(s) _____

DATE: / /

UNITS OF COMPETENCY	ELEMENTS OF COMPETENCY	DATE	C / NYC	COMMENTS
Sabre A: Rules and Refereeing	Hold National (AFF) Referee qualification			
Sabre B: Competition Organisation	Respond to questions on situations that might arise as Director of Technique.			
	Organise a state A grade competition			
	Use computer technology (Engarde) to organise a fencing competition.			
Sabre C: Fundamentals of Sabre and the Sabre Game	Use terminology related to the fundamentals of Sabre, the Sabre game and principles of defence			
	Teach fundamentals of Sabre, the Sabre Game and principles of defence during individual lessons			
Sabre D: Individual lessons & Planning lessons	Plan a minimum of 3 individual lessons			
	Teach selected lessons to a student			
Sabre Q: Electrics	Use terminology related to electrical equipment and scoring apparatus			
	Demonstrate the methodology for fault finding in electrical equipment and scoring apparatus			
	Demonstrate remedies for basic and common faults in electrical equipment and scoring apparatus			

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____ Name of Assessor(s) _____

DATE: / /

UNITS OF COMPETENCY	ELEMENTS OF COMPETENCY	DATE	C / NYC	COMMENTS
Sabre R: Coaching during the competition	Teach selected lesson (s) to a student			
	Present -Written or verbal (taped) – psychological/technical advice to athlete in a particular situation			
Sabre S: Analysis of Fencer and Opponent (Refer to Research Project)	Present – Written or verbal (taped) – advice to fencer on technique and tactics and to the fencers opponent.			
Sabre T: Psychology	Present a short paper on psychological techniques in fencing			
Sabre U: The yearly Plan in fencing	Present a yearly plan for an athlete of the coach			

ELEMENTS OF COMPETENCY	UNITS OF COMPETENCY (✓)
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AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____ Name of Assessor(s) _____

DATE: / /

	Sabre E				Sabre F		Sabre G		Sabre H				Sabre I	
	Simple Attacks		Simple Parries & Ripostes		Compound Attacks		Successive Parries		Attacks to advanced target		Ripostes to advanced target		The Beat	
Demonstrate mastery of terminology related to;														
Demonstrate the appropriate pedagogy to facilitate the student becoming competent in performing the;														

ELEMENTS OF COMPETENCY	UNITS OF COMPETENCY (√)							
	Sabre J		Sabre K		Sabre L		Sabre M	
	Counter Attacks		Counter Ripostes		Compound Ripostes		Attacks on Preparation – Simple, compound	
Demonstrate mastery of terminology related to;								
Demonstrate the appropriate pedagogy to facilitate the student becoming competent in performing the;								

Assessor to write C (C=Competent at skill being assessed), once student is assessed as competent, otherwise leave blank. Assessor to initial each skill assessed as competent

ELEMENTS OF COMPETENCY	UNITS OF COMPETENCY (√)
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AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____ Name of Assessor(s) _____

DATE: / /

	Sabre N		Sabre O						Sabre P	
	Counter Time		Remise		Reprise		Redouble		The Line	
Demonstrate mastery of terminology related to;										
Demonstrate the appropriate pedagogy to facilitate the student becoming competent in performing the;										

Assessor to write C (C=Competent at skill being assessed), once student is assessed as competent, otherwise leave blank. Assessor to initial each skill assessed as competent.

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____ Name of Assessor(s) _____

DATE: / /

Assessment tasks

1. Plan and conduct a minimum of 3, thirty minute individual lessons* based on demonstrating appropriate coaching comportment, lesson composition, technical execution and communication strategies to meet the individual needs of the student.
2. Satisfactorily complete the written assignments for the weapon being assessed, answering a choice of 3 of the 6 questions specified by the AFF.
3. Satisfactorily complete a research project on a topic related to the weapon being assessed, as agreed in advance with the assessor.
4. Demonstrate all units of competency as outlined in the Level 2 Fencing Coaching Course appropriate to the weapon being assessed.

Purpose of assessment:

1. Enable the candidate to demonstrate competency in coaching comportment, lesson composition, technical execution and communication strategies.
2. Enable the candidate to demonstrate competency of their technical understanding of the weapon being assessed.
3. Enable the candidate to demonstrate competency in the analysis of competitive situations and develop strategies to assist athletes in dealing with these situations.

Assessment conditions:

The candidate will;

1. Have access to an appropriate sporting venue to undertake the assessment task. (Provided by course provider).
2. Be permitted to represent for assessment, at a time agreed to with the assessor.

Evidence required:

1. The candidate is required to demonstrate competence in all Units of Competency in the Level 2 Fencing Coaching Course appropriate to the weapon being assessed.
2. The candidate may be questioned by the assessor(s) to further demonstrate their underpinning knowledge and their mastery of appropriate terminology.
3. The candidate must demonstrate the performance criteria consistently throughout the assessments (ie at least once, preferably more than once.)
4. The candidate must satisfactorily complete the written assignments and research project.

Assessment arrangements: The assessment activity will take place on the / /

at the _____ (Assessor to fill in details)

Name of candidate: _____

Organisation/Club: _____

Candidate contact: Phone _____ Fax: _____

Assessor(s) name: _____

Assessor(s) contact: Phone: _____ Fax: _____

* the same lesson can only be conducted once while being assessed at Level 2.

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____ Name of Assessor(s) _____

DATE: / /

Lesson Topic: _____

Assessors please indicate (✓) number of times competency demonstrated

Performance Criteria	Competent (✓)	Comments Further comments on attached page	Not yet competent
COACHING COMPORTMENT	DATE: / /		
Presents target to student appropriate to the exercise.			
Demonstrates correctly. actions student is required to perform.			
Presents blade and point to student in manner appropriate to exercise.			
Uses appropriate* non-verbal communications (ie body Language			
COMMUNICATION			
Implements positive and appropriate communication strategies in one to one situations.			
Provide constructive feedback to the student in a positive manner.			
Communicate clear and concise instructions to the pupil what is required in lesson, using appropriate fencing terminology.			
LESSON COMPOSITION			
Demonstrates correct fencing terminology in lesson plan, during instruction and during interview.			
Chooses exercises appropriate to the lesson			
Demonstrates an understanding of the progression of exercises.			
Demonstrates the ability to provide variation on the theme of the lesson.			
TECHNICAL EXECUTION			
Uses signals and actions appropriate to the exercise.			
Maintains correct distance appropriate to the actions being performed.			
Demonstrates changes in tempo and rhythm during lesson, while keeping the lesson mobile.			
Analyses strength and weaknesses of own teaching methods*			

* Refer to ASSESSOR COMMUNICATION PERFORMANCE CRITERIA SHEET (page 3)

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____ Name of Assessor(s) _____

DATE: / /
EXTRA COMMENTS

COACHING COMPORTMENT

COMMUNICATION

LESSON COMPOSITION

TECHNICAL EXECUTION

Result:

☐ Candidate has achieved competency

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____ Name of Assessor(s) _____

DATE: / /

☐ Candidate is not yet competent

Reason for decision (if unsuccessful)

Assessor signature(s): _____ Candidate signature: _____

Date: _____ Date: _____

Comments/feedback on assessment process from assessor.

(Ie comment on any problems, recommendations for modification to assessment procedures)

If the candidate has comments or feedback please ask them to fill out the candidate feedback form.

ASSESSOR COMMUNICATION PERFORMANCE CRITERIA SHEET

ELEMENT	PERFORMANCE CRITERIA
Uses appropriate non-verbal communications (ie body language)	Tone of voice Body Language (open and positive) Spatial behaviour
Analyses strength and weaknesses of own teaching Methods	This competency can be demonstrated during an interview or in a role-play situation.

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____ Name of Assessor(s) _____

DATE: / /

LEVEL 2 WRITTEN ASSIGNMENTS - SABRE

Answer **three questions** of your choice from the six questions given below. Assignments should be in essay form and should not be longer than two A4 (typed) pages per question. Your answers should reflect an understanding of designated coaching manuals and the course material, as well as your own thoughts and ideas.

Question 1

Describe the tactical and teaching considerations that should be taken into account when teaching compound attacks to an advanced pupil.

Question 2

Discuss the technical principles involved and the common (pupil) faults the coach should be aware of when teaching successive parries.

Question 3

Discuss both the technique involved in their execution and the tactical considerations which the coach should be mindful of when teaching

- a) second defensive system parries.
- b) counter attacks.

If you wish you may use specific examples to illustrate your answer.

Question 4

" *Counter-time* is an offensive action that is executed after having parried an opponent's counter offensive action" The Fencer's Workbook (Generalities) p.4

Discuss the technical and tactical principles to be considered when teaching counter-time. Your answer should make specific reference to the three distinct phases of execution namely:

- the preparation
- the defensive action
- the final offensive action.

Question 5

Discuss which technical and teaching considerations are most important when teaching a compound attack. Use a specific compound attack to illustrate your answer.

Question 6

Discuss the technique involved when executing attacks on the blade. Your answer should include not merely a description of the actions but also, and more importantly, the general conditions of execution which must be respected whichever taking of the blade is used.

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____ Name of Assessor(s) _____

DATE: / /

LEVEL 2 RESEARCH PROJECTS

View video from one of the following competitions that has been held in the last year. The competition must have had a minimum of 20 fencers.

- Video of national (AFF) junior competitions – U15 / U17 / U20.
- Video of one of the 4 open national (AFF) competitions.
- Video of international event – World Cup OR World Championships.

From the video, view a minimum of seven, 5 hit bouts and three 15 hit bouts. From these bouts collect data and use the information to complete your project.

Possible research projects could include;

- Work to rest ratios in 5 hit bouts and 15 hit bouts. Make suggestions regarding fitness training that would be relevant.
- Follow one fencer, taking note of number of offensive/defensive/counter-offensive actions they perform that are successful and unsuccessful. Make recommendations as both the fencers' coach and coach of the opponents based on information obtained.
- Follow one fencer, taking note of offensive/defensive/counter-offensive actions that were successful/unsuccessful against them. Make recommendations as both the fencers' coach and coach of the opponents based on information obtained.
- Follow a fencer, taking note of where, on the target, their hits land. Make recommendations as the fencers' coach and coach of opponents based on information obtained.

Coaches can suggest/undertake a research project of their own creation after discussion with the course presenter and OFMA Head Coach.

NB: A copy of the relevant video or video extracts must be supplied with the research project. Bouts studied must be clearly indicated in the research project.

AFF LEVEL 2 FENCING COACH ASSESSMENT

Name of Candidate: _____ Name of Assessor(s) _____

DATE: / /

SABRE LESSONS

The following lessons are in groups of 3, this is to ensure when a group is selected a coach will be demonstrating the ability to coach lessons developing skills in offensive, defensive and counter offensive actions. Each lesson will have the following components: warm-up, body of lesson, warm down. The coach should expect that the student has a basic knowledge of the skills being coached so the lesson will have elements of further skill development and changes in tempo resembling a bout situation. Coaches will demonstrate the skills required and include variations (eg counter ripostes, or change of distance) to test the students adaptability. The lesson will be between 25 and 30 minutes in length.

Coaches are required to demonstrate a minimum of 2 variations of skills and a maximum of 4 skills. For example if the lesson plan is; Parries, simple and successive, Ripostes direct, indirect and compound. A coach must demonstrate a minimum of 2 simple parries, 2 successive parries and 2 each of direct, indirect and compound ripostes.

Group 1

1. Attacks on the blade. As preparations of attacks, starting from tierce (3)
2. Counter offensive actions including the stop-hit
3. Simple parries and ripostes direct, indirect and compound

Group 2

1. Attacks to the flank and chest.
2. Simple parries followed by direct and indirect ripostes and counter ripostes.
3. Parries and appropriate counteroffensive actions.

Group 3

1. Simple parries – prime, seconde and quinte ripostes to head and flank
2. Parries and stop hits by opposition and interception.
3. Different offensive actions starting with a beat followed by simple attacks. Parries and ripostes to various lines.

Group 4

1. Different offensive actions against the opponent's preparation by feint. Attacks on the preparation and parries.
2. Appropriate defensive actions against an opponents attack on the preparation.
3. Appropriate defensive actions against an opponents counter time.

Group 5

1. Simple and compound attacks preceded by beat.
2. Parries (prime, seconde and quinte) preceded by counter attack or false counter attacks
3. Simple and compound attacks followed by appropriate renewal of attacks (remise and redoublement)

Appendix 7: Notes on Assessment

In competency based education and training, assessment is carried out to see if coaches have met the requirements of the training program. Significant emphasis is placed on learning strategies that lead to coaches developing competencies. That is, a program of education and training should develop the competencies that are identified for that level of accreditation.

This approach to education requires the training program to develop competent coaches. Less emphasis is placed on pass/fail grading. A candidate who “fails” will be guided to attend to those learning outcomes where additional work is required for them to meet the standard.

The aim is thus to produce a competent coach.

Principles of assessment

Assessments should always be valid, reliable, fair and flexible. In designing the training program, the proponent should select assessment methods that adhere to these principles and are feasible to implement within the resource constraints faced by the sport.

Validity

Assessments are considered to be valid when they actually assess what they claim to assess. A written test for example, may not be a valid assessment of a coach’s ability to actually coach a group of children.

Consider the following questions:

- Does the assessment tool actually assess what it claims to assess?
- Does it relate to the competency being assessed?
- Will enough evidence be gathered to measure whether the competency has been met?
- Have candidates demonstrated the range of skills and knowledge needed to demonstrate competence?
- Have they demonstrated this competence in a practical setting?

Reliability

Reliable assessment uses methods and procedures that can be applied consistently from learner to learner and context to context.

Consider the following questions:

- Will the assessment be applied consistently from learner to learner and context to context?
- Are the standards of performance required clearly stated and easy for both candidate and assessor to interpret?
- Will the assessment be consistent if repeated on a number of occasions, in different settings, by different assessors?

Flexibility

Assessment methods should be sufficiently flexible to allow candidates with differing needs to demonstrate their competence.

- Will the assessment be flexible enough to work in a variety of settings eg. isolated coaches, coaches with poor literacy skills?
- Will it allow credit for prior learning and experience?
- Will it be flexible enough to allow candidates to progress through the modules of the training program at their own pace?

Fairness

Assessment is fair if it does not disadvantage particular learners. Learners should understand clearly what is expected of them and what form the assessment will take. Assessment should place all learners on equal terms, and the assessment procedure should support their learning.

To assess fairness, consider the following questions:

- Will the assessment processes be equitable for all candidates (consider gender, race, disability, social and educational background)?
- Will the candidates know what is required and on what criteria they will be assessed?
- Will there be avenues for appeal/re-assessment should candidates challenge the assessment that has been made?

Forms of assessment

There is a wide variety of methods to assess candidates. In developing the training program assessment methods should be chosen that adhere to the principles of assessment outlined above. Some common assessment methods in competency based training programs include:

- Observation, where an assessor observes the learner actually performing a task in the real life situation. This observation may occur during training program or during the coaching practice component. Questioning may also complement observation.
- Simulations and role plays where actual tasks and conditions are as similar as possible to real life situations.
- Pen and paper tests, essays and projects, which are often used to measure the extent of knowledge.
- Oral tests which can be used as an adjunct to practical demonstration.

More examples of assessment methods are provided on the following pages.

Effective Assessment Methods

Methods of collecting evidence

There is a variety of methods of collecting evidence. The method used will usually depend on the purpose of the assessment (eg. performance or knowledge). Methods of collecting evidence include:

Observation of the trainee performing work or a specific task

Observation usually provides the best evidence of a candidate's competence in a practical setting. This method can be used to gain an accurate picture of the candidate's performance of simple tasks or more complex integrated skills.

Practical Demonstration Demonstrates capabilities via steps and/or processes to produce a product or a work sample. (Note: video may be used to provide the demonstration in certain situations, rather than 'face to face').	Problem Solving Implement problem-solving techniques to analyse a product or process for errors or problems.
Practical Experience Candidate fulfils certain criteria within the work environment, demonstrating job specific skills.	Simulation The candidate is required to demonstrate certain skills, but in simulated work conditions.

Written tests

The type of written test used will depend on the intention of the assessment (eg. assessing candidate's knowledge, comprehension, problem solving, or specific writing skills).

Extended essay An open-ended type of written assessment.	Matching Two lists are presented, one with statements and the other responses, which must be matched.
Restricted essay A written response which is more detailed than a short answer but less open-ended than an extended essay.	Multiple choice A question or incomplete statement, followed by four or five options from which the trainee must select the correct one.
Short answer A question with a predetermined answer which requires a written response of no more than a few words.	Multiple response A variant on multiple choice where there is more than one correct response.
Structured question An assessment instrument made up of a diagram, text, picture, etc followed by a series of related questions.	True/False A statement, which the trainee is required to indicate as true or false.
Alternate response A statement with two possible responses from which the trainee must select the correct one.	Completion An incomplete statement in which the trainee is required to supply the missing words.

Oral tests or questioning

This method can be used to assess the learner's ability to listen, interpret and communicate ideas about information. Sometimes written material or other information is provided as the basis for the questions. This will vary depending on whether the assessment is designed to test the candidate's skills in analysis, comprehension, description or straight recall.

Oral presentation

The candidate presents arguments or evidence on a particular topic to the assessor. The presentation may involve use of audio visual aids where appropriate.

Interview schedule

A series of questions designed to check understanding of underpinning knowledge and probe doubtful areas. May be conducted one to one or in a panel format.

Simulation/role-play/case study

When it is not possible to assess competence directly in a practical setting, an artificial situation can be created which imitates the 'real thing'.

Case study

Response to a specified situation. Used to ascertain the candidate's problem-solving techniques, background knowledge.

Simulation

A structured resource based exercise, which seeks to simulate real life situations and requires the trainee to achieve a specific task.

Role-play

A person-centred simulation used to present candidates with the opportunity to display behavioural and inter-personal skills.

Note: When using simulations and role-plays, it is important that appropriate briefings and de-briefings are given to participants (these may be other course participants or athletes).

Reports

Reports can be used in both practical and simulated training environments. They are a useful supplementary assessment tool to support other evidence obtained (i.e. in a practical setting). They can also be used in conjunction with another assessment method (eg. the candidate provides written details of their knowledge and also responds to oral questions about their reasoning).

Project

An assessment tool consisting of any exercise or investigation with relaxed time constraints and which usually requires a significant part of the work to be done without close supervision.

Project report

A written overview of a project, which may also require an oral presentation.

Portfolio

Evidence for a portfolio can be gathered over a suitable period of time and may include a range of direct, indirect and supplementary sources. The assessor may want to clarify details about the evidence via an interview after submission of the portfolio.

Portfolio of evidence

Documentary material which links the evidence of their performance to a set of criteria used for assessment (eg. transcripts from previous training and assessment, reports from employers).

Appendix 8: ASC Resources

The following resources may be of assistance in the design and delivery of coaching and officiating training programs. For information on prices and how to order, please visit <http://www.ausport.gov.au/pubcat/>.

Beginning Coaching Level 1 Coaching Principles Curriculum

The curriculum outlines the content for the Level 1 Coaching Principles component of NCAS accreditation.

Better Coaching Level 2 Coaching Principles Curriculum

The curriculum outlines the content for the Level 2 Coaching Principles component of NCAS accreditation.

Officiating General Principles Syllabus

Provides an overview of the Officiating Principles Syllabus with details of individual modules and learning outcomes.

Beginning Coaching Manual (Level 1)

This manual provides an easy to read introduction to the principles of coaching. It includes information on the role of the coach and physiological principles of training, and special topics regarding coaching children, female athletes and veterans.

Beginning Coaching Workbook (Level 1)

This user friendly workbook can be used by coaches for home study, or in-training program to complement and reinforce presentations. Based on the *Level 1 Coaching Principles Curriculum*, it closely follows information presented in the *Beginning Coaching* manual.

Better Coaching Manual (Level 2)

This manual details the principles of coaching athletes at the intermediate level. It includes information on the acquisition of sport skill, biomechanics, the physiology of training and the development of psychological skills. Information on nutrition, drugs, injuries, environmental stress and planning considerations ensure coaches obtain a thorough understanding of the needs of athletes.

Beginning Coaching Level 1 Presenter's Kit

This kit provides examples of methods, which may be used in the delivery of Level 1 Coaching principles. It is not intended to be exhaustive or prescriptive, merely a thought provoker for those who may be looking for alternative methods.

Better Coaching Workbook (Level 2)

This workbook provides a study guide for home use. It guides users through the *Better Coaching* manual, reinforcing the information presented through practical activities and questions.

Coaching Better - Video and Home Study Pack (Level 1)

This study pack provides coaches with practical skills to evaluate and improve the quality of their coaching. It leads them through a self-reflection process, using a diary and video self-analysis, to identify areas of their coaching that need improvement. It also helps coaches to plan and implement practical strategies to ensure improvement does occur.

A Lens on Coaching - Video and Home Study Pack (Level 2)

This pack builds on the self-reflection process introduced in *Coaching Better* and focuses on video self analysis to improve coaches' effectiveness.

Game Sense: Developing Thinking Players - Video and workbook (Level 1 and 2)

This video and accompanying workbook introduces coaches to the tactical side of coaching. The use of games to develop problem solving and decision making skills in athletes is the main concept in this approach to coaching.

The Coach in Action-Video and Worksheets (Level 1)

This video and worksheet set presents the basic principles of effective coaching through practical examples from a variety of sports. It shows coaches how to teach, organise and plan their training sessions and introduces the importance of effective communication.

Fit for Sport - Video and Worksheets (Level 1)

This video and worksheet set introduces coaches to the five components of fitness and outlines practical ways to develop these components in their athletes. The relative importance of strength, speed, power, endurance and flexibility is considered for various sports. Coaches are shown that the most effective way to develop these components in their athletes is by integrating fitness training with skill sessions and games.

Mental Skills Training for Sport (Level 2)

This manual assists serious athletes and coaches to perform mental activities to enhance sporting achievements and minimise problems. It contains self-administered exercises, described in a step by step format.

Periodization Training for Sports

This book outlines a complete set of short and long-term workouts for 35 sports, tailored to the functional needs of each sport.

Theory and Methodology of Training (Level 2 and 3)

This book outlines the theories and practices of advanced planning and periodisation. It gives in-depth explanations of the theory of training and explains how to apply this theory when planning training programs

Training for Sport and Fitness (Level 2 and 3)

This book provides comprehensive coverage of the principles and practices of training and links skill development and psychology to the physiology of training. Effective coaching programs are planned around the balanced linking of these three components.

Coaching Athletes with Disabilities: General Principles (Level 1 and 2)

This manual outlines the terminology, structure of sport, inclusion methods and coaching principles necessary to coach athletes with disabilities.

Coaching Amputee and Les Autres Athletes

This manual has been developed to help coaches who work with athletes with an amputation or a number of other conditions, which make them eligible to compete in sport for people with a disability in the Les Autres (the others) class. It provides practical information on relevant coaching considerations and general disability information for athletes with an amputation or who compete in the Les Autres class for sports.

Coaching Athletes with an Intellectual Disability

This manual provides coaching techniques and general disability information appropriate for coaches of athletes with an intellectual disability. It is designed to help coaches make sound judgements in planning effective and enjoyable training programs for athletes with an intellectual disability.

Coaching Athletes with Vision Impairments

This manual has been developed for people who are interested in coaching athletes who are blind or vision impaired. It focuses on coaching considerations and provides general information on vision impairment.

Coaching Athletes with Cerebral Palsy

This manual has been designed to assist coaches to better cater for the specific needs of athletes with cerebral palsy. The manual covers coaching considerations and specific disability information for athletes with cerebral palsy.

Coaching Deaf Athletes

This manual has been developed for coaches working with athletes who are deaf or hard of hearing. It provides practical coaching strategies and techniques, which are particularly relevant for these athletes. The manual outlines the structure of sport for deaf athletes and appropriate techniques for including them in sport and physical activity.

Advanced Legal Responsibilities & Risk Management for Sports Officials: Presenter's Kit.

The legal responsibilities and risk management module is a core module identified by the National Officiating Committee on behalf of the National Officiating Accreditation Scheme that all sports officials should complete. This module is one element that goes to addressing the competency of 'applying health and safety principles for officials'. Sports may choose to utilise this package at an accreditation level or use units at various levels of their officials' education.

Making Mentors

This resource has been written to help sports develop mentoring programs for the initial and ongoing education and training of coaches and officials. It also helps organisations to develop their own programs that will suit their own unique needs.

Recreation Industry Assessor Participation Manual

This manual, in conjunction with course work, is designed to assist people improve their skills in the area of assessment. Assessment processes and techniques are discussed along with the development process of assessment tools.

Coaching Wheelchair Athletes

This manual is a comprehensive guide to coaching athletes who use a wheelchair to participate in sporting activities. This manual provides specific coaching strategies and techniques, which are relevant for these athletes. Specific information on a number of disabilities is also comprehensively covered.

Officiating Better: Becoming a More Effective Official

The guide will assist individual referees, umpires and national sporting organisations wishing to improve the quality of their referees/umpires by encouraging a culture of self-reflection amongst their officials. By including 'Officiating Better' in education and training programs, national sporting organisations will be assisting in the performance improvement of their sports referees/umpires.

Advanced Legal Responsibilities and Risk Management for Sports Officials: Resource Manual.

This resource will be of great assistance to those who will be delivering modules on legal responsibilities and risk management for sports officials. The resource gives sports officials a basic understanding of the workings of the Australian legal system, the laws of negligence and how they apply to officiating, the workings of tribunals, and a thorough knowledge of their roles and responsibilities.

Course Presenter's Manual

This manual will help presenters gain the skills and confidence to make presentations. It guides presenters through workshops on adult learning, taking theory out of the classroom, powerful presentations, using audio-visual aids, and people power. Worksheets, copyright free material and overhead transparencies are included.

Appendix 9: Mentoring

What is Mentoring?

Mentoring is nothing new – particularly in sport. We have all turned to an experienced friend or colleague for advice, especially when we are learning something new or are facing a new challenge. Most sports people and many coaches would freely admit that they have sought the advice of an experienced player, coach at some point in their career. What is new however, is the concept of using a mentor in a more structured way to help guide you through a challenging learning process.

Mentoring is a highly effective way for new coaches and officials 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 coaching skills, be a sounding board for problems, help the coach to identify some weaknesses or just be a source of motivation and a reminder that the coach is doing a great job! Mentoring relationships can be formally structured, with mentors assigned to coaches, or they can grow out of a chance encounter with a like-minded coach and remain very informal. They can be equally useful for a new coach just starting out in their sport, as for an elite coach with many years of experience. It doesn’t matter what form a mentoring relationship takes, as long as both the coach and the mentor see value in the relationship and it helps them to develop and become better at their job.

Many sporting organisations are now beginning to realise the value of mentoring in the development of coaches and officials and have implemented a formal process for coaches to work with a mentor. Some sports even demand that a coach spend some structured time with a mentor, as part of the process of becoming qualified. Even in such cases though, 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 coaching practice - for the better. The way in which this occurs may be different from sport to sport and person to person.

Why Mentor?

There are many benefits to mentoring for coaches.

Benefits to the coach

- Mentoring can increase confidence and motivation.
- It can provide constructive feedback on performance.
- It helps coaches 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 to the organisation

- Mentoring can ease the difficulty and costs involved in conducting lengthy residential training courses.
- It taps into the expertise of experienced coaches in your sport.

- It re-energises experienced coaches who take on mentoring roles.
- Coaches who have been mentored often become mentors and better people managers.
- It encourages coaches to progress to the next level of accreditation through the motivation and assistance they receive from a mentor.

Types of mentoring relationships

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

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

The Mentoring Process

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

1. **Identifying needs** – by identifying the needs of the coach 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.
2. **Goal setting** – after identifying both party's needs it should be possible to set some specific goals for the relationship – for both the coach and the mentor. An example of a goal for a coach being mentored might be *"to improve the quality of feedback provided to individual athletes at training"*, whereas a mentor might have a goal *"to spend 10 minutes reflecting on my own coaching after each training session, so that I am better able to explain the rationale for my actions to the coach I am mentoring"*.
3. **Establishing an agreement** – the agreement does not need to be a formal written one (although this might be appropriate), but the coach and mentor should at least discuss and agree upon some ground rules for the relationship, eg. how often they will meet and where, whether its 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.
4. **Observation** – observation of the coach in action should focus on the needs and goals that they have already identified. It might be helpful for the coach and the mentor to develop a simple observation checklist to ensure that the mentor focuses their attention on the coach's areas of need.
5. **Analysis and feedback** – this should be a shared process, with the coach being given the opportunity to analyse their own performance, as well as the mentor providing their analysis. This will encourage the development of reflective coaches, who have the ability to analyse the own performance and improvements. Questioning can be an extremely valuable tool for mentors at this step of the process. By asking supportive, but challenging, questions of the coach, the mentor will empower them to make their own analyses and subsequent improvements to their performance.
6. **Action planning** – once the mentor has observed and analysed the performance of the coach, together they can explore ways of improving the coach'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.
7. **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 coach 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:

- **At training.** A mentor can be invited to observe some of the coach sessions, or they may even take a part of a session to give the coach an opportunity to see them in action.
- **At competitions.** A mentor can be invited to observe at competitions, however the mentor needs to consider the effect that any mentoring will have on the performance of the athletes. Perhaps scheduling some time with a mentor after competition to review the coach's performance is the best compromise.
- **Video analysis.** It may be difficult to have a mentor attend a practice session or competition, particularly for coaches in rural areas. A good alternative is to video tape the coach in action and send the tape to the mentor for comment. It is also important to provide the mentor with some background and the goals and plan for the session, as they will not be aware of the context in which the video is taken. The video process should ideally be a catalyst for discussion of the coach's performance, not become the focus of the exercise in itself.
- **Analysis of a video of an athlete performing.** This can be a good way to obtain some mentoring on the technical aspects of the sport, but it can also be an opportunity to discuss communication skills. Mentors can encourage coaches to role-play how they might talk to the athlete about their performance or change their technique.
- **Planning of sessions/seasons.** Having a mentor comment on plans can help to identify any shortcomings and enable coaches to build better plans for the future.
- **Interacting with sports scientists and support staff.** Developing coaches often have little opportunity to work with sports scientists. Learning from a mentor how to best use these personnel can be a valuable experience.

Appendix 10: Monitoring NCAS Training Programs

Background

The NCAS and NOAS provide a framework for the accreditation of coaching and officiating training programs. Training programs submitted for approval must meet the requirements set out in *Guidelines for the Design and Registration of NCAS & NOAS Training Programs*. The ASC has introduced a training program monitoring process to ensure that providers are in fact delivering their training programs in accordance with the approved curricula. The emphasis is on self-monitoring, with a back-up auditing process where necessary.

Policy

- Training program proponents must include within their training programs the quality control monitoring systems that they will implement (eg. candidate and presenter feedback sheets, complaints/appeal mechanisms, delivery monitoring by the National Coaching Director).
- Proponents are responsible for ensuring that training program deliverers keep on file a summary of candidate/presenter feedback sheets for one year and implement a process to act on recommendations of candidates. They must also agree to release this information to the ASC where a complaint is made directly to the ASC.
- A complaints mechanism will be provided by the ASC, that coaches and officials with legitimate complaints about training program delivery can access. Complaints will be referred to the proponent to deal with in the first instance. If the complainant is unable to resolve the problem with the proponent, they may request that the ASC review the complaint.
- Complaints must be lodged formally and must include:
 - the complainant's name and telephone number
 - details of their complaint
 - the steps they have taken with the course deliverer/proponent to have their complaint addressed.
- The training program proponent will be required to formally respond to the ASC regarding the complaint and demonstrate if/how they will address the issues raised.
- Should the proponent fail to address the issues appropriately and further complaints are received, the proponent will be required to pay the expenses for an ASC representative to attend a training program and conduct an audit. This audit will assess whether the training program is being delivered in accordance with the registered training program previously submitted and may involve discussions with presenters and training program candidates. Recommendations will be made to address any deficiencies in delivery and if these are not acted upon within the stipulated time period, the proponent's training program will be removed from the NCAS and no new coaches will be accredited until the recommendations have been acted upon.
- The ASC also reserves the right to conduct random audits on proponents' training programs. The processes outlined above would also apply to random audits.

Appendix 11: Example 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. (eg. sections to eliminate, time allocation, timetabling)

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

6. Was the venue suitable for the needs of the course?
Not at All 1 2 3 4 5 Completely

7. Were the accommodation and meals adequate?
Not at All 1 2 3 4 5 Completely

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

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

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

10. Was the pre-course correspondence sufficient?

Not at All 1 2 3 4 5 Completely

If no, why?

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

Not at All 1 2 3 4 5 Completely

12. Was the supervision of and feedback on coaching practice adequate?

Not at All 1 2 3 4 5 Completely

13. As a club or school coach was the training program useful and relevant?

Not at All 1 2 3 4 5 Completely

14. Do you understand all the procedures involved to gain your qualification?

Not at All 1 2 3 4 5 Completely

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

16. General Comments
