



AUSTRALIAN FENCING
FEDERATION

LEVEL 1
FENCING
COACHING
COURSE

FOIL
EPEE
SABRE



AUSTRALIAN FENCING FEDERATION

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ASC/NOP COURSE DESIGN GUIDELINES

Section 1: General Information

1.1 Course Provider details

Name: Australian Fencing Federation

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Authorisation of the Organisation:

National Coaching/Officiating Director
(Signature)

Print Name

National President
(Signature)

Print Name

1.2 Australian Fencing Federation Level 1 Foil/Epee/Sabre Coaching Course

1.2.1 Type of Submission

Re-accreditation. Last course submitted 2007

1.2.2 Copyright Information

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1.3 Separate General Principles component

Coaches must complete a Level 1 Coaching Principles course through their State Coaching Centre or the ASC on-line course. The cost for this component will be met by the participant.

1.3.1 Nominal Duration of course

The course comprises:

Sport Specific Course	28 hours
Coaching Practice	30 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 \$200 - \$300 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 NCAS 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 1 Coach. If specialists are used for aspects of the course then they will not be required to have a Level 1 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 www.ausport.gov.au/coachofficial/education

1.7 Assessor qualifications

Assessor of Level 1 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 5: 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 1. 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.

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 6)

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 16 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 1). The candidate may be required to demonstrate their expertise in a particular area by written or practical demonstration.

2.5 cont

Recognition of coaching principles courses- in each case, applicants must supply the course coordinator with such letters, transcripts, certificates and descriptions of courses as is necessary to satisfy the various requirements of each level of accreditation.

Candidates with evidence of having achieved the following may gain credit:

- Sport Education Centre/Coaching Principles Agency Level 1 Coaching Principles course
- Physical Education or Sports Coaching degree course
- Equivalent overseas qualifications

See Appendix 1 for further details on the process that the AFF uses for RPL.

2.6 Updating

To retain their level 1 status coaches must

- complete another level 1 course within 4 years
- achieve Level 1 within 4 years
- achieve 16 points of updating activity over a 4 year period

This 24 hours must be accumulated through the following:

Practical Coaching	12 hours
Self Education	12 hours

For details on updating please refer to the Australian Fencing Federation updating policy and number of points earned for relevant activities. (See Appendix 4)

Section 3: Competency Statements

Level 1 Fencing Coaches will be able to:

1. Plan, organise and conduct a safe introductory class (1 - 3 weeks) or course (8-10 weeks) for all age groups
2. Construct and teach an individual lesson for beginner and intermediate fencers.

Specifically Level 1 Coaches will be able to:

1. Write a plan for a 8 to 10 week course and present it to a group of beginner fencers, introducing the sport of fencing. The plan will outline the technical and tactical skills and fitness development to be acquired as appropriate for the age, fitness and growth of the participants.
2. Write a plan for a seasons training program for a fencer competing at state novice and intermediate level competitions. The plan will cover individual skill development, tactical development and fitness development appropriate to the level of the participants.
3. Teach individual lessons correcting basic skills and develop in the students an understanding of fencing tactics, technique and rules.
4. Apply the rules of the sport and ensure that they are taught at training sessions.

3.2: Assessment

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

Assignments – Written: The assignments aim at assessing underpinning knowledge regarding technical aspects of the sport. Two (2) short answer 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 a group lesson lasting 40 – 50 minutes and 1 individual lesson of between 10 – 15 minutes each. The coach preferably should work with a group they have worked with for 3- 4 weeks prior. 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. The assessment panel will consist of suitably qualified coaches and assessors as outlined in Appendix 5.

The AFF Level 1 Assessment tools for Foil/Epee/Sabre can be found in Appendix 7

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 7: Notes on Assessment can be substituted as an assessment method.

Section 4: Course Syllabus:

4.1 Training Program Overview

4.1.1 FOIL

Unit	Nominal Duration:	Unit Delivery	Assessment
Introduction (Foil)	30 minute	In Course	N/A
Teaching Fundamental Skills	6 hours	In Course	Satisfactory completion of terminology worksheets Formulate and implement a plan for one coaching session Practical Assessment <ul style="list-style-type: none">teach a basic skill to a group
Offensive Actions	10 hours	In course	Satisfactory completion of terminology worksheets Formulate an individual lesson and group lesson of 30 minutes each. Practical Assessment <ul style="list-style-type: none">teach 2 selected actions to a group and individual
Defensive Actions	8 hours	In course	Satisfactory completion of terminology worksheets Formulate an individual lesson and group lesson of 30 minutes each. Practical Assessment <ul style="list-style-type: none">teach 2 selected actions to a group and individual
Counter-Offensive Actions	4 hours	In Course	Satisfactory completion of terminology worksheets Formulate an individual lesson and group lesson of 30 minutes each. Practical Assessment <ul style="list-style-type: none">teach selected actions to a group and individual
Coaching Practise	<ul style="list-style-type: none">20 hrs supervised10 hrs unsupervised	Post Course	Practical assessment <ul style="list-style-type: none">Conduct a 30 minute group training sessionConduct a 15 minute individual lesson

4.1.2 EPEE

Unit	Nominal Duration:	Unit Delivery	Assessment
Introduction (Epee)	30 minute	In Course	N/A
Teaching Fundamental Skills	4 hours	In Course	Satisfactory completion of terminology worksheets Formulate and implement a plan for one coaching session Practical Assessment <ul style="list-style-type: none"> • teach a basic skill to a group
Offensive Actions	8 hours	In course	Satisfactory completion of terminology worksheets Formulate an individual lesson and group lesson of 30 minutes each. Practical Assessment <ul style="list-style-type: none"> • teach 2 selected actions to a group and individual
Defensive Actions	8 hours	In course	Satisfactory completion of terminology worksheets Formulate an individual lesson and group lesson of 30 minutes each. Practical Assessment <ul style="list-style-type: none"> • teach 2 selected actions to a group and individual
Counter-Offensive Actions	8 hours	In Course	Satisfactory completion of terminology worksheets Formulate an individual lesson and group lesson of 30 minutes each. Practical Assessment <ul style="list-style-type: none"> • teach selected actions to a group and individual
Coaching Practise	<ul style="list-style-type: none"> • 20 hrs supervised • 10 hrs unsupervised 	Post Course	Practical assessment <ul style="list-style-type: none"> • Conduct a 30 minute group training session • Conduct a 15 minute individual lesson

4.1.3 SABRE

Unit	Nominal Duration:	Unit Delivery	Assessment
Introduction (Sabre)	30 minute	In Course	N/A
Teaching Fundamental Skills	4 hours	In Course	Satisfactory completion of terminology worksheets Formulate and implement a plan for one coaching session Practical Assessment <ul style="list-style-type: none"> • teach a basic skill to a group
Offensive Actions	10 hours	In course	Satisfactory completion of terminology worksheets Formulate an individual lesson and group lesson of 30 minutes each. Practical Assessment <ul style="list-style-type: none"> • teach 2 selected actions to a group and individual
Defensive Actions	8 hours	In course	Satisfactory completion of terminology worksheets Formulate an individual lesson and group lesson of 30 minutes each. Practical Assessment <ul style="list-style-type: none"> • teach 2 selected actions to a group and individual
Counter-Offensive Actions	6 hours	In Course	Satisfactory completion of terminology worksheets Formulate an individual lesson and group lesson of 30 minutes each. Practical Assessment <ul style="list-style-type: none"> • teach selected actions to a group and individual
Coaching Practise	<ul style="list-style-type: none"> • 20 hrs supervised • 10 hrs unsupervised 	Post Course	Practical assessment <ul style="list-style-type: none"> • Conduct a 30 minute group training session • Conduct a 15 minute individual lesson

Unit Outlines

4.2.1 Foil

Unit Name:	Teaching Fundamental Skills (Foil)
Nominal Duration:	6 Hours
Pre-requisites:	No Pre-requisites for this unit
Learning Outcomes:	On successful completion of this unit the coach will be able to; Teach and correct basic technique Apply fundamental techniques in competitive situation
Assessment Tasks:	Teach 2 selected fundamental skills as part of an individual lesson and to a group giving appropriate feedback to fencers.
Content:	The theory and practice of the following techniques Fundamental positions and movements Grip, stance, on- guard, gaining and breaking ground, fencing measure, lunge and return to guard, the hit, target area, fencing positions (lines), fleche Fencing and Group lessons Coach's presence, dynamism, control of group General pedagogy: presentation of exercise, ability to demonstrate: DEMONSTRATION/EXPLANATION/PRACTICE/OBSERVATION/FEED BACK
Delivery Strategies:	Presentation and definition of terms In field session with practical demonstrations/examples
Resource Requirements:	<u>The Fencers Workbook Foil</u> 'A simple guide to fencing terms' photocopy from <u>Fencing with the Foil</u> by Roger Crosnier

4.2 Unit Outlines

4.2.1 Foil

Unit Name:	Offensive Actions (Foil)
Nominal Duration:	10 Hours
Pre-requisites:	Completion of Teaching Fundamental Skills
Learning Outcomes:	On successful completion of this unit the coach will be able to; Teach and correct techniques relevant to offensive actions. Apply the techniques of offensive actions in a competitive situation
Assessment Tasks:	Teach 2 selected offensive actions as part of an individual lesson and to a group giving appropriate feedback to fencers.
Content:	Simple Attacks, Compound Attacks, Preparations of Attack
Delivery Strategies:	Presentation and definition of terms In field session with practical demonstrations and participants taking on Coach and student roles
Resource Requirements:	<u>The Fencers Workbook - Foil</u> 'A simple guide to fencing terms' photocopy from <u>Fencing with the Foil</u> by Roger Crosnier

4.2 Unit Outlines

4.2.1 Foil

Unit Name:	Defensive Actions (Foil)
Nominal Duration:	8 Hours
Pre-requisites:	Completion of Teaching Fundamental Skills
Learning Outcomes:	On successful completion of this unit the coach will be able to; Teach and correct techniques relevant to Defensive actions. Apply the techniques of defensive actions in a competitive situation
Assessment Tasks:	Teach 2 selected defensive actions as part of an individual lesson and to a group giving appropriate feedback to fencers.
Content:	Simple Parries and Ripostes, Successive Parries, Compound Ripostes, Counter Ripostes
Delivery Strategies:	Presentation and definition of terms In field session with practical demonstrations and participants taking on Coach and student roles
Resource Requirements:	<u>The Fencers Workbook - Foil</u> 'A simple guide to fencing terms' photocopy from <u>Fencing with the Foil</u> by Roger Crosnier

4.2 Unit Outlines

4.2.1 Foil

Unit Name:	Counter Offensive Actions - Foil
Nominal Duration:	4 Hours
Pre-requisites:	Completion of Teaching Fundamental Skills
Learning Outcomes:	On successful completion of this unit the coach will be able to; Teach and correct techniques relevant to counter offensive actions. Apply the techniques of counter offensive actions in a competitive situation
Assessment Tasks:	Teach 2 selected counter offensive actions as part of an individual lesson and to a group giving appropriate feedback to fencers.
Content:	stop hits, time hits, remise, redoublement, reprise
Delivery Strategies:	Presentation and definition of terms In field session with practical demonstrations and participants taking on Coach and student roles
Resource Requirements:	<u>The Fencers Workbook - Foil</u> 'A simple guide to fencing terms' photocopy from <u>Fencing with the Foil</u> by Roger Crosnier

4.2 Unit Outlines

4.2.1 Epee

Unit Name:	Teaching Fundamental Skills (Epee)
Nominal Duration:	4 Hours
Pre-requisites:	No Pre-requisites for this unit
Learning Outcomes:	On successful completion of this unit the coach will be able to; Teach and correct basic technique Apply the fundamental techniques in a competitive situation
Assessment Tasks:	Teach 2 selected fundamental skills as part of an individual lesson and to a group giving appropriate feedback to fencers.
Content:	The theory and practice of the following techniques Fundamental positions and movements Epee specific fundamental skills – return to guard, target changes, distance, footwork, on guard position, no priority
Delivery Strategies:	Presentation and definition of terms In field session with practical demonstrations/examples
Resource Requirements:	<u>The Fencers Workbook - Epee</u>

4.2 Unit Outline

4.2.2 Epee

Unit Name:	Offensive Actions (Epee)
Nominal Duration:	8 Hours
Pre-requisites:	Completion of Teaching Fundamental Skills
Learning Outcomes:	On successful completion of this unit the coach will be able to; Teach and correct techniques relevant to offensive actions. Apply the techniques of offensive actions in a competitive situation
Assessment Tasks:	Teach 2 selected offensive actions as part of an individual lesson and to a group giving appropriate feedback to fencers.
Content:	simple attacks, compound attacks, renewed attacks, preparation of attacks, attacks on the preparation
Delivery Strategies:	Presentation and definition of terms In field session with practical demonstrations and participants taking on Coach and student roles
Resource Requirements:	<u>The Fencers Workbook - Epee</u>

4.2 Unit Outlines

4.2.2 Epee

Unit Name:	Defensive Actions
Nominal Duration:	8 Hours
Pre-requisites:	Completion of Teaching Fundamental Skills
Learning Outcomes:	On successful completion of this unit the coach will be able to; Teach and correct techniques relevant to defensive actions. Apply the techniques of defensive actions in a competitive situation
Assessment Tasks:	Teach 2 selected defensive actions as part of an individual lesson and to a group giving appropriate feedback to fencers.
Content:	Simple Parries and Ripostes, Successive Parries, Compound Ripostes, Counter Ripostes, Ripostes by taking of blade
Delivery Strategies:	Presentation and definition of terms In field session with practical demonstrations and participants taking on Coach and student roles
Resource Requirements:	<u>The Fencers Workbook - Epee</u>

4.2 Unit Outlines

4.2.2 Epee

Unit Name:	Counter Offensive Actions
Nominal Duration:	8 Hours
Pre-requisites:	Completion of Teaching Fundamental Skills
Learning Outcomes:	On successful completion of this unit the coach will be able to; Teach and correct techniques relevant to counter offensive actions. Apply the techniques of counter offensive actions in a competitive situation
Assessment Tasks:	Teach 2 selected counter offensive actions as part of an individual lesson and to a group giving appropriate feedback to fencers.
Content:	stop hits, time hits, remise, counter time, second intention
Delivery Strategies:	Presentation and definition of terms In field session with practical demonstrations and participants taking on Coach and student roles
Resource Requirements:	<u>The Fencers Workbook - Epee</u>

4.2 Unit Outlines

4.2.3 Sabre

Unit Name:	Teaching Fundamental Skills (Sabre)
Nominal Duration:	4 Hours
Pre-requisites:	No Pre-requisites for this unit
Learning Outcomes:	On successful completion of this unit the coach will be able to; Teach and correct basic technique Apply fundamental techniques in competitive situation
Assessment Tasks:	Teach 2 selected fundamental skills as part of an individual lesson and to a group giving appropriate feedback to fencers.
Content:	The theory and practice of the following techniques Fundamental positions and movements Grip, stance, on- guard, gaining and breaking ground, fencing measure, lunge and return to guard, hitting with the edge, the point, target area, fencing positions (lines),
Delivery Strategies:	Presentation and definition of terms In field session with practical demonstrations/examples
Resource Requirements:	<u>The Fencers Workbook - Sabre</u>

4.2 Unit Outlines

4.2.3 Sabre

Unit Name: Offensive Actions

Nominal Duration: 10 Hours

Pre-requisites: Completion of Teaching Fundamental Skills

Learning Outcomes: On successful completion of this unit the coach will be able to;
Teach and correct techniques relevant to offensive actions.
Apply the techniques of offensive actions in a competitive situation

Assessment Tasks: Teach 2 selected offensive actions as part of an individual lesson and to a group giving appropriate feedback to fencers.

Content: Simple Attacks, Compound Attacks, Preparations of Attack, Attacks on the preparation.

Delivery Strategies: Presentation and definition of terms
In field session with practical demonstrations and participants taking on Coach and student roles

Resource Requirements: The Fencers Workbook - Sabre

4.2 Unit Outlines

4.2.3 Sabre

Unit Name:	Defensive Actions
Nominal Duration:	8 Hours
Pre-requisites:	Completion of Teaching Fundamental Skills
Learning Outcomes:	On successful completion of this unit the coach will be able to; Teach and correct techniques relevant to Defensive actions. Apply the techniques of defensive actions in a competitive situation
Assessment Tasks:	Teach 2 selected defensive actions as part of an individual lesson and to a group giving appropriate feedback to fencers.
Content:	Simple Parries and Ripostes, Successive Parries, Compound Ripostes, Counter Ripostes, Defensive triangles
Delivery Strategies:	Presentation and definition of terms In field session with practical demonstrations and participants taking on Coach and student roles
Resource Requirements:	<u>The Fencers Workbook - Sabre</u>

4.2 Unit Outlines

4.2.3 Sabre

Unit Name:	Counter Offensive Actions - Sabre
Nominal Duration:	6 Hours
Pre-requisites:	Completion of Teaching Fundamental Skills
Learning Outcomes:	On successful completion of this unit the coach will be able to; Teach and correct techniques relevant to counter offensive actions. Apply the techniques of counter offensive actions in a competitive situation
Assessment Tasks:	Teach 2 selected counter offensive actions as part of an individual lesson and to a group giving appropriate feedback to fencers.
Content:	stop hits, time hits, remise, redoublement, reprise
Delivery Strategies:	Presentation and definition of terms In field session with practical demonstrations and participants taking on Coach and student roles
Resource Requirements:	<u>The Fencers Workbook - Sabre</u>

Section 4.3: Flexible Delivery

Delivery of the AFF Level 1 training program will be through face-to-face seminars, a Distance Education (DE) program for participants in remote locations will be offered if it can be demonstrated (equipment acquired, venue available, interested participants) a club will be established. A range of resources have been developed to assist with flexible delivery (with all material available via email & coaching manuals) which can be made available on request to any participant. Some training programs will be offered over a number of weekends, while others may be offered during evening classes over a six week period.

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

Section 4.4: Implementation Strategy

Training programs will be made available to train presenters, assessors and mentors involved with the AFF training program. This will occur once in the four year registration cycle of the training program. Quality monitoring procedures will identify further training needs during the following three years and state/territory or national training sessions will be conducted accordingly.

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.

The AFF will target certain states/territories in the first instance and implement a flexible delivery approach. The AFF's flexible delivery approach will be rolled out to all state/territories over a four year period.

AFF will provide assistance to every state/territory to ensure that at least one Level 1 course is delivered in each state/territory. The AFF will discuss individually with certain states/territories higher targets for the delivery of Level 1 courses through the Regional Coach.

Section 5: Coaching Practice

5.1 Timing of Coaching Practice

To achieve a Level 1 accreditation coaches must perform a minimum of 30 hours of practical coaching. This practical aspect of the course must be completed within 12 months after the completion of the course and recorded in a log book.

Coaching experience gained 6 months prior to the beginning of the level 1 course can comprise a maximum of 10 hours of the practical component. Any practical experience gained in this manner must be verified in a logbook entry signed by an accredited fencing coach.

5.2 Supervision of the Coaching Practice

An accredited coach (minimum level 1) 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.
- Setting tasks for the trainee coach to undertake at their own session and report back on
- assisting the trainee coach to analyse a video tape of their coaching
- 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 1 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:

1. Ongoing presenter and assessor training as outlined in sections 1.6 & 1.8
2. Evaluation of presenters by course participants using course evaluation forms (see Appendix 3)

6.2 Training program evaluation and review processes

In addition to the 'Evaluation Pro-forma' contained in Appendix 3 the following methods will be used to assess and review the course:

- Brief informal discussions with the course presenters will follow the course. These discussions will focus on the organisation of the course and the need for changes to the delivery methods.
- Data on numbers of participants completing this course, and progressing to Level 2 will be analysed on a regular basis.
- The course will undergo a thorough review every four years, and input sought from state coaching/officiating directors and national development committee members. Appropriate amendments will be made and the course will be submitted to the ASC for renewed registration.

6.3 Design and review committee

The following position holders will form the AFF's Training Program Design Committee:

- National Coaching Director
- A Level 3 Coach (OFMA Head Coach)
- National Coach (National Epee Coach)
- A State Coaching Director (Regional Coach)
- Education expert (Accredited Coach and Registered teacher)

APPENDIX

1. Recognition of Prior Learning Assessment Form
2. Code of Practice for Training Program Deliverers
3. Course Evaluation Questionnaire
4. General Updating information & AFF Level 1 Updating Points
5. AFF Accreditation and Reaccreditation information
6. AFF Coaches Code of Ethic Agreement Form
7. Level 1 Assessment tools

Appendix 1: 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.** Formal qualifications obtained outside the four year requirement must be shown to have been regularly utilised since completion of the qualification. 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

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. An RPL application form will then be forwarded to the applicant.

Step 2 – complete application and send to course coordinator

Applicants will utilise the information contained within the RPL application form to conduct a self-assessment against the training program learning outcomes.

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.

1. Applicants will need to gather all relevant supporting documentation and complete the RPL application form with honest, clear, complete and concise information.
2. 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?).
 1. *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.
1. The RPL panel will complete and return the assessors' reports with recommendations for the applicant.
 2. The relevant person will collate the recommendations from the RPL panel and submit a report and decision to the applicant.
 3. 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.
 4. 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

Please refer to relevant assessment criteria (unit and elements of competency) for the level applying for.

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.

Examples	Examples
Unit 1. Refereeing	FIE License/National Referee License/Certificate of participation in referee course - copy of relevant item(s) attached
Unit 2. Competition Organisation	Evidence of competition organisation (eg member of DT)
Unit 4 Simple Actions	Coaching Certificate / Qualification from recognized coaching body. Include course details/outline
Unit 15 Psychology	Written paper/Participation in Seminar/Formal education (university/TAFE) in topic

<<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 (Level 1 Weapon_____)

Applicant's name:.....

Learning outcomes / Assessment criteria	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
Teaching Fundamental Skills	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	
Offensive Actions	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	
Defensive Actions	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	
Counter-Offensive Actions	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	
Coaching Practise	Yes o No o	Yes o No o	Yes o No o	Yes o No o	Yes o No o	

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 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.

Sanctions

The ASC may withdraw NCAS and NOAS training program registration from proponents who breach this code of practice.

Equal Employment Opportunities (EEO) Principles and Practices

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

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

Evaluation Questionnaire

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

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

Not at All 1 2 3 4 5 Completely

2. Was the balance between practical and theoretical material adequate?

Not at All 1 2 3 4 5 Completely

3. Were the sessions well organised?

Not at All 1 2 3 4 5 Completely

What improvements are needed?

4. Comment on the program format. (e.g. Sections to eliminate, time allocation, timetabling)

5. Was the course too long?

Yes / No (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

1. 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? If no, why?

Not at All 1 2 3 4 5 Completely

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

Not at All 1 2 3 4 5 Completely

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

Not at All 1 2 3 4 5 Completely

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

Not at All 1 2 3 4 5 Completely

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

Not at All 1 2 3 4 5 Completely

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

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/NOAS accreditation after completing a training program, the 'update clock' starts. The coach/official 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/official:	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/NOAS depending on the agreement between the NSO and ASC. National and/or state sporting organisations or coaching/officiating 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/officials. These coaches/officials will be notified in writing by the ASC when their requirements are due. Coaches/officials must ensure that they sign the coach's/official'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/official 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/officials 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/official is to:

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



LEVEL 1 COACHING RE – ACCREDITATION PROFESSIONAL DEVELOPMENT POINTS

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 as Level 1 coaches on the ASC database. If a coach wishes to progress to a higher Level qualification they need to refer to the relevant course in the Level they wish to progress to.

Progression to a higher level qualification cannot be done through updating.

- Maintain AFF affiliation as a coach
- Demonstrate 40 hours (10 hours/year) of hands-on fencing coaching

and

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

General Coaching (4 points required)

Activity	Evidence Required	Points
First aid / Sports Trainer's Course.	Certificate Receipt of payment or other evidence of participation	4
Approved ASC Level 1 Coaching or Officiating Course		4
Approved ASC Level 2 Coaching or Officiating Course		16
ASC organised event or course discussing sport, coaching, officiating		4
Sports Seminar / Workshop		4
Maintain a professional library of sports related texts (min 2/year)	Receipts of new purchases	2

Fencing Specific (12 points required)

Activity	Points/year	
Assistant to Presenter of Level 1 Fencing Coach Course	Evidence of participation	3
Practical Fencing Coaching Workshop (3 hrs)	Certificate, Receipt of payment or other evidence of participation	3
Practical Fencing Coaching Workshop (6 + hrs)		6
Weekend / Live-in workshop or camp (6 + hours)	Evidence of participation	6
Present lecture/session at Level 1 Course (min 1 hour)	Evidence of participation	3
Coaching/Assistant Coach at State Training sessions (min 2 x 2hrs)	Evidence of participation	3
Coaching/Assistant Coach at elite athlete State camps (min 4 hours)	Evidence of participation	3
Work with State / Elite / Master Coach (min 3 x 2hrs)	Evidence of participation	3
State Coach to Australian Championships	Evidence of appointment	6
Complete / Conduct AFF Refereeing Course	Evidence of participation	3
Maintain a professional library of fencing texts (min 2 books/year)	Receipts of new purchases	2
Attend regular fencing coach network meetings (min 3 x per year)	Evidence of participation	3
Mentor or Supervise trainee (Level 0 or 1) coaches 5+ hours	Copy of notes	3
Referee a pool or 2+ DE Matches at AFF Fencing Tournaments	Evidence of participation	2
Any other event / course approved by AFF NCD		As appropriate

ACCREDITATION AND REACCREDITATION FOR ALL LEVELS OF FENCING COACHES

PROCESS FOR ACCREDITATION FOR LEVEL 1, 2 & 3 COACHES

1. Applicant must be assessed as competent at the level they are being assessed at and have completed all other requirements for the level they are being assessed at.
2. Applicant must pay a fee (may be included in course fees) of \$22 for accreditation. (Cheque to be made payable to the Australian Fencing Federation.)
3. Applicant must be an affiliated member of the fencing association in their state of residence or geographically closest affiliated State Association.
4. Applicant must read the AFF Coaches Code of Ethics document and sign the AFF Coaches Code of Ethics Agreement form.
5. Assessor(s) will forward the names of participants who have successfully completed all requirements for the level they are being assessed at to the relevant State Director of Coaching (SCD). Requirements for each level of coaching is available from the Australian Sports Commission (ASC) or from the AFF National Coaching Director (NCD)).
6. SCD will forward information (inc. fee, affiliation acknowledgment and Signed Ethics form) to the NCD who will forward payment and request for accreditation to the ASC.
7. An accreditation card and other documentation will be sent by the ASC directly to the newly accredited coach.

Accreditation is valid for a period of 4 years. After 4 years coaches who wish to maintain their current level of accreditation must reaccredit. This can be done by meeting the AFF updating requirements.

PROCESS FOR REACCREDITATION OF ALL LEVEL 1, 2 & 3 COACHES

1. Coaches must submit a log book or other detailed record of their coaching activities over a four year period. Activities must be signed off/verified by an appropriate responsible person eg. Course Presenter, State Association Executive Member, SDC, NCD, OFMA Head Coach, Manager of venue where event is run. (If requested, contact details for these people verifying the activities must be made available by the reaccrediting coach to the NCD/AFF.)
2. Coaches must show they have the required number of updating points for the level they currently hold.
3. Applicant must pay a fee of \$22 for accreditation. (Cheque to be made payable to the Australian Fencing Federation.)
4. Applicant must be an affiliated member of the fencing association in their state of residence or geographically closest affiliated State Association.
5. Applicant must read the AFF Coaches Code of Ethics document and sign the AFF Coaches Code of Ethics Agreement form.
6. Coaches reaccrediting should send this information to the State Director of Coaching (SCD).
7. SCD will forward information (inc. fee, affiliation acknowledgment and signed Ethics forms) to the National Coaching Director (NCD) who will forward payment and request for re-accreditation to the ASC.
8. An accreditation card and other documentation will be sent by the ASC directly to the newly accredited coach.

ASSESSMENT OF COACHES IN AFF COACHING COURSES

With the advent of the National Workplace Assessment scheme, the Australian Sports Commission (ASC) will require changes to the assessment of candidates for Level 1,2 and 3 Fencing Coaching Qualifications. The AFF Coaching Commission is committed to providing suitably qualified coaches with assessor training at ASC organised Assessor Training Workshops, by June 2000. In the transition period until June 2000, coaches who assess candidates at Level 1 and Level 1 will not be required to be trained assessors, however they will need to be appointed by the AFF Coaching Commission.

The following information will be included in the AFF Level 1 and 2 Coaching Courses when they are next updated.

LEVEL 1

2.9.3.1 Assessors (Page 7)

The assessment panel must include an assessor with a current Level 1 (or higher) Fencing Coaching qualification, and who wherefore has the competencies that are to be assessed. If the assessor isn't a qualified industry approved assessor then an additional assessor will be required, who will have the national workplace assessor competencies, having completed an ASC approved Assessor Training Workshop. The members of the panel will be appointed by the AFF Coaching Commission.

2.10.1 Assessment (Page 8)

Assessment will be carried out by a currently qualified coach with a Level 1 (or higher) Fencing Coaching qualification and who mat also have the national workplace assessor competencies. If the coach/assessor isn't a qualified industry approved assessor, then an additional assessor will be required who will have the national workplace assessor competencies. All members of the panel must be appointed by the AFF Coaching Commission.

LEVEL 2

2.9.3.1 Assessors (Page 7)

The assessment panel must include 3 individuals with a Level 3 (or higher) Fencing Coaching qualification and who therefore have the competencies that are to be assessed. One assessor must have the national workplace assessor competencies, having completed an ASC approved Assessor Training Workshop. This person may be one of the Level 3 Coaches or be an additional member of the assessment panel. The members of the panel will be appointed by the AFF Coaching Commission.

2.10.1 Assessment (Page 8)

Assessment will be carried out by three currently qualified coaches with Level 3 (or higher) Fencing Coaching qualifications and who may also have the national workplace assessor competencies. If none of the coaches/assessors is a qualified industry approved assessor, then an additional assessor will be required who will have the national workplace assessor competencies. All members of the panel must be appointed by the AFF Coaching Commission.

LEVEL 3

This information is taken from the Level 3 Coaching Course that is currently being submitted to the Australian Sports Commission (ASC).

2.9.3.1 Assessors (Page 7)

The assessment panel must include 3 individuals with a Level 3 (or higher) Fencing Coaching qualification and who therefore have the competencies that are to be assessed. One assessor must have the national workplace assessor competencies, having completed an ASC approved Assessor Training Workshop. This person may be one of the Level 3 (or higher) Coaches or be an additional member of the assessment panel. The members of the panel will be appointed by the AFF Coaching Commission.

2.10.1 Assessment (Page 8)

Assessment will be carried out by three currently qualified coaches with Level 3 (or higher) Fencing Coaching qualifications and the national workplace assessor competencies. If none of the coaches/assessors is a qualified industry approved assessor, then an additional assessor will be required who will have the national workplace assessor competencies. All members of the panel must be appointed by the AFF Coaching Commission.



AFF CODE OF BEHAVIOUR

- Operate within the rules and spirit of your sport, promoting fair play over winning at any cost.
- Encourage and support opportunities for people to learn appropriate behaviours and skills.
- Support opportunities for participation in all aspects of the sport.
- Treat each person as an individual.
- Display control and courtesy to all involved with the sport.
- Respect the rights and worth of every person regardless of their gender, ability, cultural background or religion.
- Respect the decisions of officials, coaches and administrators in the conduct of the sport.
- Wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under the age of 18 years.
- Adopt appropriate and responsible behaviour in all interactions.
- Adopt responsible behaviour in relation to alcohol and other drugs.
- Act with integrity and objectivity, and accept responsibility for your decisions and actions.
- Ensure your decisions and actions contribute to a safe environment.
- Ensure your decisions and actions contribute to a harassment free environment.
- Do not tolerate harmful or abusive behaviours.

Coaches

- Place the safety and welfare of the athletes above all else.
- Help each person (athlete, official etc) reach their potential - respect the talent, developmental stage and goals of each person and compliment and encourage with positive and supportive feedback.
- Any physical contact with a person should be appropriate to the situation and necessary for the person's skill development.
- Be honest and do not allow your qualifications to be misrepresented.

_____/_____/_____/_____

Signature (if under 18, parent / guardian signature) Date

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

TO: Australian Fencing Federation (AFF)

Address cont.

Level

Sport

Discipline (if applicable)

1. I agree to abide by the AFF Code of Ethics overleaf.
2. I acknowledge that the AFF may take disciplinary action against me if I breach the code of ethics. I understand that AFF 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.

_____/_____/_____
Signature (if under 18, parent / guardian signature) Date

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1. Organise and conduct a group (10 - 20 participants) session demonstrating appropriate coaching comportment, lesson composition, technical execution and communication strategies to meet the individual needs of the participant and the lesson theme.
2. Demonstrate the ability to instruct a student on a one-one basis.
3. Demonstrate the ability to take an individual lesson from a coach.

Purpose of assessment:

1. Enable the candidate to demonstrate competency in coaching comportment lesson composition, technical execution and communication strategies while presenting to a group.
2. Enable the candidate to demonstrate competency in coaching comportment, lesson composition, technical execution and communication strategies for individual instruction.
3. Enable the candidate to demonstrate competency in technical execution and adaptation to instructions when instructed.

Assessment conditions:

The candidate will;

1. Have access to an appropriate sporting venue to undertake the assessment task. (provided by VAFA).
2. The lesson theme will be randomly selected from the themes on page 4
3. Organise the attendance of at least 10 individuals to be involved in the group lesson they intend to teach.
4. Be permitted to represent for assessment, at a time agreed to with the assessor.

Evidence required

1. The candidate is required to demonstrate all of the performance criteria as set out in the checklist(s) below.
2. The candidate may be questioned after the session to further demonstrate their competency.
3. The candidate must demonstrate the performance criteria consistently throughout the session (ie at least once, preferably more than once.)

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: _____

Group Lesson Theme: _____

Assessors please indicate (√) number of times competency demonstrated.

Performance Criteria	Competency Demonstrated (√)	Comments	Not yet competent
COACHING COMPORTEMET			
Demonstrates correctly, actions students are required to perform.			
Organises group in manner to ensure all participants can view and listen to instructions			
COMMUNICATION			
Demonstrates a variety* of Verbal communication methods.			
Provide constructive feedback to the students in a positive manner.			
Demonstrates flexibility in communication with group to suit situation.			
Communicates in a style appropriate* to the group			
Communicate clear and concise instructions to the pupils what is required in lesson, using appropriate fencing terminology.			
Analyses strength and weaknesses of own teaching methods*			
Justify to the group why and when the action being presented could be used			
Respond appropriately to individual/group question(s)*			
LESSON COMPOSITION			
Constructs lesson plan according to required* procedures and in relation to lesson theme.			
Demonstrates correct fencing terminology in lesson plan, during instruction and during interview.			
Chooses exercises appropriate to the level of participants.			
Demonstrates an understanding of the progression of exercises.			
TECHNICAL REQUIREMENTS			
Demonstrates fundamental position and movements.			
Demonstrate all exercises with variety in distance.			

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
Variety of communication methods:	Speech/lecture Group discussion Individual instruction Dialogue with individual athletes
Communicate in a style appropriate to the group:	Take in consideration age, attention level, ability level
Demonstrates flexibility in communication with group to suit situation.	Can explain in detail or simplify explanation Changes level of voice (eg. loud to soft) Can be serious or humorous
Uses appropriate non-verbal communications (ie body language)	Tone of voice Body Language (open and positive) Spatial behaviour
Demonstrates ability to discipline group or individual if necessary	This competency can be demonstrated during an interview or in a role-play situation.
Respond appropriately to individual/group question(s)*	Asks follow up questions Answers question clearly and explanation is understood.
Analyses strength and weaknesses of own teaching methods	This competency can be demonstrated during an interview or in a role-play situation.
Required procedures.	Lesson plan must have following elements Warm-up Demonstration of action Explanation of action Practice of action Attack or defence of demonstrated action Warm down

Lesson Themes: Group and Individual

In all lesson themes the fundamental positions and movements appropriate to the lesson theme are to be taught. All actions are to be done with reference to distance. The lesson should be between 12 – 15 minutes in length.

Group and Individual Lesson Themes: Foil

One theme will be selected for a group lesson and another for an individual lesson. If the assessment occurs as part of a beginners course then the topic can be negotiated.

1. Choice of a simple and compound attack finishing in the high line,
Simple and successive parries defending attacks in the high line, followed by a simple riposte finishing in the high line.
2. Choice of a simple and compound attack finishing in the low line,
Simple parry and successive parries defending attack in the low line, followed by simple riposte finishing in the high line.
3. A simple attack finishing in the low line. Choice of one preparation of attack followed by a simple attack or a parry or a taking of the blade.
4. Choice of a simple and compound attack finishing in the high line,
Simple parry and successive parries defending attack in the high line, followed by simple riposte finishing in the low line.

Individual Lesson Theme _____

Assessors please indicate (√) number of times competency demonstrated.

Performance Criteria	Competency Demonstrated (√)	Comments	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.			
TECHNICAL EXECUTION			
Uses signals and actions appropriate to the exercise.			
Maintains correct distance appropriate to the actions being performed.			
TAKING A LESSON			
Maintains good technique while performing actions.			
Demonstrates ability to follow instructions of coach and cues.			
Maintains distance and changes tempo rhythm if required.			

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

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.