

National Coaching Development Programme

Irish Fencing Federation

Level One Syllabus – All Weapons

Course Outcomes

The coach will be able to:

Coaching Capacities

Knowledge (of the sport and the fencer)

Describe the beginner adult fencer in this phase of training (Learning to Train)
List the fencer capacities at this phase of training
Show an understanding of the different ways in which people learn new skills and conceptualize how this affects fencing.

Coaching Roles, Style, Value and Ethics

List the roles and responsibilities of a level 1 coach.
List the personal capacities of a Level 1 coach
Outline how the Code of Conduct, Child Protection policy are/can be implemented in different situations
Display evidence of all-inclusive/non-discriminatory coaching stance.
Provide positive reinforcement to all participants.
Identify personal qualities which contribute to the coaching process.
Be able to provide support to fencers at competitions

Needs analysis and Planning

plan a session, based on previously determined outcomes, which incorporates 2 or 3 different elements + warm-up/cool-down
plan series of progressive sessions
'risk assess' session
ensure kit and venue available
ensure safety of all involved
basic knowledge injury prevention*
basic knowledge first aid and reporting procedures*

*Coaches will be advised that they should attend an external first aid course.

Coaching performance

The level 1 coach will be able to:

deliver prepared and planned sessions unsupervised
assist a more qualified coach in the salle
teach basic moves to beginners who have no prior knowledge of fencing
show a logical progression of strokes in the syllabus
break down the stroke into parts

explain tactical use of action (where, when and why an action is used and logical progression of action.
give feedback on performance
be able to explain basic rules and regulations of competitive fencing, including priority at foil and sabre

Communication and Teamwork

Communicate effectively with all club/community members
Work as a team alongside other coaches – coaching as an individual but towards a common goal.
Give feedback on performance
Actively seek out higher qualified/more experienced coaches and fencers to enhance learning and understanding about fencing and the coaching of it.
Ability to express an opinion on a skill/exercise/fencer using clear, concise and technically accurate fencing terminology
Ability to express a different opinion without confrontation.

Review, Evaluate and Self-reflect

Evaluate each section of a session independently and collectively
Assess whether session aims were met
Evaluate coach's input (positive and negative)
Verbally report on and then accurately document a session with implications for subsequent sessions.

Relating to Technical Capacities

Teach a class to beginner level in a an adult club/college. Ideally they will also be able to take these skills to a school/holiday camp but will need further training and supervision so to do.
Demonstrate a systematic and structured approach to teaching basic fencing skills
Lead general warm-ups and fencing related exercises for a group
Demonstrate complete fencing actions in normal fencing time
Demonstrate part actions where appropriate to enable students to acquire the necessary skills to execute the whole action

Relating to Tactical Capacities

Explain the tactical use of the action (where, when and why an action is used) and describe the logical progressions of the stroke or the action.
Answer theory questions on fencing, refereeing, safety and tactical elements.

Relating to Physical Capacities

Conduct warm-up and cool-down activities, including sport specific activities relevant to the level of the course and the fencers.
Use fencing specific and general coordination exercises to emphasise the unusual coordination fencing demands.

Perform basic flexibility and strength exercise specific to en garde and lunge/recovery. Also on having shoulder relaxed on arm extension to enable fine control of blade with fingers and wrist.

Relating to Mental Capacities

Encourage and acknowledge individual progress.

Provide scenario based sparring and exercises to use a variety of skills to develop confidence, ability and technique.

Use games and exercises to develop relaxation and concentration.

Use games and exercises to develop decision making ability

Relating to Lifestyle Capacities

Identify why young adults and students take part in sport

Support participants to take part in sport as a healthy habit as part of a balanced lifestyle

Promote good practice habits among fencers

Identify and endorse good nutrition and hydration practice

Assist fencers in gaining access to facilities

Encourage individual responsibility for getting to training punctually

Relating to Personal Capacities

Conduct structured, well-planned and progressive sessions

Demonstrate understanding of relationships between effort and outcome and communicate this to fencers

Encourage fencers to respect referees and their decisions

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Fencer Capacities

Learning to Train capacities:

Technical

- stance, en garde, the target
- the salute and fencing etiquette*
- steps forward and backwards
- lunge + recovery, step-lunge + recovery
- the grip, blade manipulation and hitting from stationary position
- hitting skills
- simple direct attacks with lunge and step lunge
- simple parries and ripostes
- 1st counter ripostes (sabre/foil)
- remises (epee)

*NB Fencing etiquette includes:

- saluting before and after bout
- shaking hands with non-sword hand at end of bout after salute
- when fencing, acknowledging hits.

Tactical

- simple fencing-related games/exercises
- foot work to support simple attacks and defence; distance awareness and stance.
- concept of priority, attack and defence (sabre and foil)
- concept of fencing time, attack and defence (epee) i.e. hitting more than 40ms before opponent

Physical

Coaching Capacities/Knowledge

Knowledge of fencing/the fencer

- Learning to Train: balance, coordination, agility, concentration games. en garde, basic footwork, basic blade-work, pairs work, structured non-competitive fencing.

Coaching roles, style, value + ethics

- Able to assist more qualified coach in salle
- Able to deliver pre-prepared and planned lessons unsupervised
- Able to teach a progressive and structured beginners course in college/school/club/holiday camp
- Able to lead general warm-ups and fencing specific games/exercises
- begin to develop personal coaching philosophy
- Code of Ethics, Child Protection + Coaches' Code of Conduct put into practice
- Non-discriminatory and all-inclusive coaching put into practice
- positive reinforcement of fencers
- identification of personal qualities which enhance the coaching process

Needs analysis and planning

- plan a session which incorporates 2 or 3 different elements + warm-up/cool-down
- plan series of progressive sessions
- 'risk assess' session

- try to develop agility, balance, coordination and change of speed with specific acknowledgement of fencing's specific coordination requirements
- develop speed (change of), distance and control through games and footwork exercises.
- basic flexibility, emphasis on lunges
- warm-up/down and stretching.

Mental

- understanding the role of practise/sparring
- perseverance
- who
- confidence – develop confidence in using skills in 'fight' situations
- concentration with relaxation
- achieve success and receive positive reinforcement

Personal

- enjoyment/fun
- fair play
- positive attitude
- understand relationship between effort/outcome
- teamwork/interaction skills in an individual sport
- positive communication
- economic and independence issues addressed (especially relevant to students at university)

Lifestyle

- learn safe practices
- develop good practice habits
- practise good nutrition and hydration
- have access to facilities
- inclusion of sport in lifestyle
- rest and recovery
- time management

- ensure kit and venue available
- ensure safety of all involved
- basic knowledge injury prevention
- basic knowledge first aid and reporting procedures.

Coaching practice/performance

The level 1 coach will be able to:

- deliver pre-prepared and planned session unsupervised
- assist a more qualified coach in the salle
- teach basic moves to beginners

have no prior knowledge of fencing

- show a logical progression of strokes in the syllabus
- break down the stroke into parts
- explain tactical use of action (where, when and why an action is used and logical progression of action.
- give feedback on performance.

Communication and Teamwork

- ability to communicate effectively with all members of club/community
- ability to work with one or more coaches in club environ to same goal

- observe and interact with level 2 and above coaches to enhance learning
- able to convey opinion about observed practice
- ability to express different opinion without confrontation.
- outline history of fencing and development of modern weapons
- be able to discuss and show differences between weapons.

Review, Evaluate and Self-reflect.

- evaluate effectiveness of a session and whether goals were met
- evaluate coach's input to session
- accurately report on and document a session with implications for successive sessions.

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Course Aim

The aims of the course are:

1. Provide coaches with the ability to introduce participants to fencing in one of the three weapons in a safe, enjoyable and progressive way.
2. Prepare coaches to develop an all-round ability of participants on which to base future involvement.
3. Develop specific coaching capacities in 6 areas and be able to provide specific assistance to fencers in these areas (see below).
4. Provide coaches with the ability BOTH to assist a more qualified coach in the salle AND to deliver pre-prepared and planned lessons unsupervised. The emphasis of this course is on teaching beginners. This means being able to impart basic and new information assuming no prior knowledge on the part of the participants. Candidates are expected to show a logical progression of strokes in the syllabus, not just a completed, isolated action. Candidates will be able to break down actions into parts to allow participants to learn the skills required.
5. Prepare coaches for assessment for the award of an IFF Level One Coach qualification at the chosen weapon.

Pathway Phase

Learning to Train. Participants, with whom the coach will work, will primarily be students at college/university over the age of 18 who have come to fencing as beginners. It is hoped that the level 1 coach will also be able to go into school and holiday camps to teach beginners courses to young people; although additional training/supervision may be recommended for this

The design of the course will therefore predominantly be aimed at teaching adult beginners. This may change as coaches try to increase participation in fencing among young people across Ireland.

Entry Requirements

Course candidates will be 18 years or over. Candidates must undertake (in writing) to have read and apply the recommended procedures and practices of the Code of Ethics and Good Practice for Children's Sport (2000).

Especially as there are sometimes under 18s in the first year of university.

Course Duration	Approx. 25 contact hours (to include assessment) and 5-15 logged hours of coaching; as much of which as possible will be observed by a CDPI Tutor and at least 1 session MUST be observed by same.
Course Format	3 weekends.
Course Cost	<i>100 euro</i>
Personal Dress/Materials	Candidates will require trainers, tracksuit trousers/ breeches, fencing jacket and under plastron or coaching jacket, glove, mask and own weapon for course .It is the candidates' responsibility to ensure their personal kit is safe. Although some materials will be provided, candidates may also like to bring writing materials with them.
Methodology	During classroom-based, salle-based and distance learning activities (e.g. external reading, keeping logbook etc.), coaches will be involved in experiencing practical coaching skills (plan, devise, organise, demonstrate, analyse, provide feedback, evaluate) as a basis for developing skills in participants. Discussion, activity, provision of core principles and frameworks will underpin the development of coaching capacities and the independence and adaptability of each coach.
Tutors	At least 75% of the course will be delivered by CDPI Tutors.
Facilities and Equipment	IFF will provide a venue with sufficient hall and classroom space for course. Candidates should provide their own personal equipment as above. Candidates should try to bring their own students to work with during presentations.
Coaching Materials	Handouts/worksheets and logbook will be provided by IFF as part of course fee.
Assessment	Level 1 assessment will comprise 5 elements: 1. Attendance at whole course, a catch up day/days will be arranged if required 2. Practical session (max 15 mins.) observed by the Tutor in which the coach leads a fencing related warm-up, game, exercise or footwork practice with the group.

3. Practical session (max 15 mins.) observed by the Tutor in which the coach teaches a lesson from the required technical content list.
4. A written test (multiple choice and short written answers) on theory, rules and regulations including health and safety in the sale and codes of conduct. The pass mark will be 80%.
5. Logbook to be maintained and marked against set criteria. Logbook should be submitted prior to certification (5-15 hours of coaching)

Certification

A CDPI Level 1 Certificate will be awarded to those who attend the full course and satisfactorily complete the course assessments. The certificate will be awarded by IFF, with Coaching Ireland accreditation.

Evaluation

Course candidates and tutors will complete an evaluation of the course.

CPD and On-going support This is the first level of real coaching ability in the CDPI. CPD will be provided for coaches by IFF and others and will be a requirement for continued accreditation.