

CANADIAN FENCING FEDERATION

NATIONAL COACHING CERTIFICATION PROGRAM

STANDARDS

**FOR LEVEL 3 (PREVOST LEVEL) AND LEVEL 4 (FENCING MASTER LEVEL)
FENCING COACHES**

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**Acknowledgements: Coaching Association of Canada
Fencing Academy of Canada**

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INTRODUCTION

At the writing of this introduction in June of 1991, the refining and revision of the evaluation procedures for Level 3 and Level 4 fencing coaches continues. We began in 1989 from a sound base and have continued towards developing a set of evaluation tools which truly test the coaching candidate to standards equal to or better than any in the world.

We have now developed three separate evaluation tools for fencing coaches. They include the evaluation of one lesson for practical Level 3 and two lessons at practical Level 4. In order to discuss the structure, procedures, and criteria for evaluation followed in each of these lessons, it is necessary to first of all discuss the fundamental differences between a Level 3 and a Level 4 fencing coach.

The Level 3 Fencing Coach

This coach is a very capable technical coach (refer to pages 37-41 and 50-53). She or he is capable of giving a competent individual lesson to any level of student (beginner to international level competitor). This coach is capable of delivering any set of technical actions (offence, defence, counter-offence, and preparations) in any form (simple, compound, with or without blade contact) in a variety of lesson types depending on the needs of the athlete at a particular time of the season (teaching, technical, tactical, correction, warm-up, stamina, combat). Ideally this coach would be found working in a club under the direction of a fencing master (Level 4 in all three weapons).

The Level 4 Fencing Coach

This coach has mastered the technical aspects of the individual lesson and is now capable of directing the formation and development of a fencer from basic levels to international class. To do this, the Level 4 coach has an advanced understanding of the tactical solutions to combat situations. He or she is able to control the rate of success attained by an athlete during the lesson. The goals and objectives of a training session and training program are very clear. She or he is *very* good at exploiting unforeseen opportunities which happen to arise in the lesson. This means that the Level 4 coach is able to think quickly and adapt a lesson quickly to imposed conditions (refer to pages 37-41 and 50-53).

Evaluating a Level 3 Coach

To evaluate a candidate at Level 3, the candidates are paired the day before the exams so that they know ahead of time with whom they will be working. Approximately fifteen minutes prior to the exam, the candidate draws a lesson theme at random from a list including the following:

- simple actions
- compound actions
- actions of the blade
- renewed actions
- counter-offensive actions

The candidate then draws a lesson type at random from the following range of choices:

- teaching lesson
- technical lesson
- warm-up lesson
- combat lesson

With approximately fifteen minutes to prepare, the candidate writes down a basic lesson plan for submission to the evaluation panel. He or she then has a few minutes to prepare the lesson with her or his partner/student. The candidate then gives a fifteen minute lesson. The lesson is evaluated according to five main categories with a total of 25 performance criteria.

Each criterion is rated on a scale from one to ten. The categories and criteria are as follows:

A. Teaching Style

1. Does the candidate explore the theme thoroughly? Is the theme, or any part thereof, avoided?
2. Does the candidate deliver the appropriate type of lesson to the student? Is the goal of the lesson clear and is it met?
3. Do the drills within the lesson match or slightly challenge the skill level of the athletes?
4. Is there dramatically more action than explanation in the lesson? Is the athlete allowed to do the exercise rather than discuss it?
5. Are the verbal instructions clear and concise prior to the start of an exercise?
6. Is the feedback delivered immediately? Is it positive? On task? Is it descriptive and/or prescriptive? Does the subsequent feedback relate to the prescription just given to the athlete?

NCCP Fencing Standards

B. Pedagogy

7. Does the candidate use the correct terminology when describing technical or tactical actions?
8. Does the candidate demonstrate a thorough knowledge of the subject?
9. Are the conventions of the weapon respected in the drills?
10. Does the lesson start easily and build into the main body of the lesson? Does one exercise lead logically into the next? Are unforeseen situations in the lesson handled to some degree or are they completely ignored to the detriment of the lesson?
11. Is a skill developed in a series of logical steps (i.e.. perceive, pattern, adapt, refine as described in pages 24-27)?
12. Are the actions presented in a variety of ways? From the athlete's initiation? In choice exercises? With surprise? In a variety of tactical situations?

C. Distance

13. Are the drills started from the correct distance?
14. Is the correct distance maintained during the drills?
15. Does the distance presented by the candidate allow the athlete to perform the exercise without disturbing the logic and realism of the exercise?
16. Is the candidate aware of the distance in the exercise to the point where she or he can correct it if need be?

D. Blade/Target Presentation

17. Is the blade and/or target presentation of the candidate effective and appropriate in terms of alignments (direction and angle) and depth?
18. Depending on the exercise, the blade and/or target must be presented with varying degrees of stiffness and at various heights. Are these appropriate?
19. Are the size and speed of the candidate's blade movements and/or target openings appropriate to the skill level of the athlete?
20. Are the blade and target conditions presented clearly?

E. Timing

21. Is the candidate able to establish and maintain a rhythm in the drills and the lesson as a whole?
22. Is the candidate able to communicate effectively without words, i.e. use signals to start an exercise or effect a change in the drill?
23. Does the timing of a movement or series of movements maintain the logic and realism of the drill?
24. Are the visual and oral signals well co-ordinated?
25. Are the arms and legs well co-ordinated?

NCCP Fencing Standards

A candidate scoring six out of ten on a criterion is considered to have achieved the level of performance required of a Level 3 coach. A candidate scoring eight out of ten is considered to have met that criterion to the level of performance required of a Level 4 coach. Each category is marked out of 20. A candidate receiving an average score from the evaluation panel of 12 or more out of 20 in all five categories is awarded a PASS (12 x 5 = 60/100) at Level 3 practical. A candidate receiving an average score of approximately 80/ 100 or more from the evaluation panel will be recommended to attempt the Level 4 examination.

It is important to understand that 80% on the Level 3 exam simple reflects a level of technical abilities which would be regarded as acceptable in the level 4 exam. However, this alone is not sufficient to pass the Level 4 exam.

Evaluating a Level 4 Coach

Part A - Prepared Lesson for a Specific Training Period

Level 4 candidates are asked to select a student/partner from among the Level 3 and 4 candidates present the day before the exams so that they prepare and practise the lesson before the exam starts. The candidate is required to select a specific training period in the training year (preparatory, competitive, direct competition preparation) and a specific mezzo-cycle within that period (refer to page 28 - "Characteristics of a Lesson given in each Mezzo-Cycle of the Training Program"). The candidate is then required to design and submit in writing a basic lesson plan for the selected mezzo-cycle. The candidate must pay close attention to the capabilities of the specific student/partner he or she is working with and design the lesson accordingly.

The lesson will be twenty minutes long and must include at least one exercise demonstrating each of the following conditions:

- choice reaction exercise
- open eyes exercise
- exercise with surprise

The lesson is evaluated according to five main categories with a total of 27 performance criteria. Each criterion is rated on a scale from one to ten. The categories and criteria are as follows:

A. Teaching Style

1. Does the lesson as a whole match the training requirements of the selected mezzo-cycle?
2. Does the candidate deliver the appropriate type of lesson to the student? Is the goal of the lesson clear and is it met?
3. Do the drills within the lesson match or slightly challenge the skill level of the athlete?
4. Is there dramatically more action than explanation in the lesson? Is the athlete allowed to do the exercise rather than discuss it?
5. Are the verbal instructions clear and concise prior to the start of an exercise?
6. Is the feedback delivered immediately? Is it positive? On task? Is it descriptive and/or prescriptive? Does the subsequent feedback relate to the prescription just given to the athlete?

B. Pedagogy

7. Does the candidate use the correct terminology when describing technical or tactical actions?

NCCP Fencing Standards

8. Does the candidate demonstrate the ability to exploit unforeseen opportunities and improvise the structure of the lesson without compromising the goals and objectives of the lesson?
9. Are the bulk of the drills in the lesson designed to develop the athlete's ability to create and control his or her own initiation of an action?
10. Does the lesson start easily and build into the main body of the lesson? Does one exercise lead logically into the next?
11. Is a skill developed in a series of logical steps (i.e.. perceive, pattern, adapt, refine as described in pages 24-27)?
12. Is the choice exercise appropriate for the skill level of the athlete and the mezzo cycle addressed? Are the choices offered logical and realistic?
13. Is the open eyes exercise appropriate for the skill level of the athlete and the mezzo-cycle addressed? Is the exercise executed clearly and deliberately?
14. Does the surprise exercise truly test the ability of the student to deal with unforeseen situations?

C. Distance

15. Are the drills started from the correct distance?
16. Does the distance presented by the candidate allow the athlete to perform the exercise without disturbing the logic and realism of the exercise?
17. Is the candidate aware of the distance in the exercise to the point where she or he can correct it if need be?
18. Is the candidate capable of altering the distance in order to control the athlete's rate of success?

D. Blade/Target Presentation

19. Is the blade and/or target presentation of the candidate effective and appropriate in terms of alignment (direction and angle), depth, and height?
20. Are the size, speed and dynamics (changes from stiff to supple, fast to slow, etc.) of the candidate's blade movements and/or target openings appropriate to the skill level of the athlete?
21. Is the candidate capable of altering the blade and target presentation in order to control the athlete's rate of success?
22. Are the blade and target conditions presented clearly?

E. Timing

23. Is the candidate able to establish and maintain a rhythm in the drills and the lesson as a whole?
24. Is the candidate able to communicate effectively without words, i.e. use signals to start an exercise or effect a change in the drill?

NCCP Fencing Standards

25. Does the timing of a movement or series of movements maintain the logic and realism of the drill?
26. Are the visual and oral signals well co-ordinated?
27. Are the arms and legs well co-ordinated?

A candidate scoring six out of ten on a criterion is considered to have achieved the level of performance required of a Level 4 coach. Each category is marked out of 20. A candidate receiving an average score from the evaluation panel of 12 or more out of 20 in all five categories is awarded a PASS ($12 \times 5 = 60/100$) for the first part of the Level 4 practical evaluation.

Evaluating the Level 4 Coach

Part B - Impromptu Problem-solving Lesson

Shortly after the first lesson is given and evaluated, the panel of judges select a problem from among a number of possibilities prepared by the panel the day before the exams. The type of problem will be one of the following:

- A specific **Technical** Problem, i.e. unable to handle the opponent's attempt at the line
- A specific **Tactical** Problem, i.e. unable to handle a very aggressive opponent
- A specific **Psychological** Problem, i.e. athlete becomes lethargic when faced with long waits between rounds
- A specific Technical, Tactical, or Psychological problem encountered **late in the season**
- A specific Technical problem **discovered in the student/partner being used for the first exam**

The athlete used in this second lesson maybe the same as the one used in the first exam or may be a completely new fencer. To begin with, the candidate is required to immediately discuss a variety of possible approaches which could be taken in order to deal with the problem. These discussions must address both the logical (what is the root of the problem and what are possible solutions) and pedagogical (how would the lesson be structured, what kind of progressions would be used over time, what kind of lesson would be used) approaches to the problem.

The evaluation consists of ten separate criteria each rated from one to ten. The final mark of the exam is the total of the marks given for all of the criteria and is scored out of 100 points. The criteria used in the exam are as follows:

Logical Approach

1. Does the candidate understand the full spectrum of technical solutions to the problem?
2. Does the candidate understand the full spectrum of tactical solutions to the problem?
3. Does the candidate understand the full spectrum of psychological solutions to the problem?

Pedagogical Approach

4. Does the structure and composition of the lesson approach the technical needs of the athlete in this problem situation?
5. Does the type of lesson address the tactical needs of the athlete with this problem?
6. Does the tone of the lesson and teaching style address the psychological needs of the athlete in this situation?

NCCP Fencing Standards

7. Does the candidate control the difficulty of the lesson? Is the rate of success achieved by the athlete appropriate for the goal of the lesson?
8. Does the candidate adapt quickly to the imposed conditions of the exam?
9. Can the candidate detect errors caused by her or his own presentation and correct/alter the presentation?
10. Does the candidate exploit unforeseen opportunities?

The candidate is awarded a PASS in the Problem Solving lesson of Level 4 when the average score of all the members of the evaluation panel is 60% or more. The candidate attains a pass at Level 4 practical when he or she has passed both exams in the Level 4 practical evaluation.

EVALUATION FORM

FOR THE

N.C.C.P. PRACTICAL EXAMINATION - FENCING

NATIONAL COACHING CERTIFICATION PROGRAM
PRACTICAL EXAM - FENCING

Revised: September 15,1989

**NATIONAL COACHING CERTIFICATION PROGRAM
LEVEL 3 PRACTICAL EXAMINATION - FENCING**

Candidate Name:

Date:

Examiner:

Weapon:

Level:

Lesson Subject:

Lesson Type:

TEACHING STYLE

	Excellent		Very Good		Good		Fair		Poor		Comments
Respect Lesson Theme	10	9	8	7	6	5	4	3	2	1	
Respect Lesson Type	10	9	8	7	6	5	4	3	2	1	
Drill to Skill Match	10	9	8	7	6	5	4	3	2	1	
Doing to Listening Ratio in the Session	10	9	8	7	6	5	4	3	2	1	
Verbal Instructions: Clarity, Conciseness	10	9	8	7	6	5	4	3	2	1	
Quality of Feedback	10	9	8	7	6	5	4	3	2	1	

SCORE for TEACHING STYLE

$$\frac{\quad}{60} = \frac{\quad}{20}$$

PEDAGOGY

	Excellent		Very Good		Good		Fair		Poor		Comments
Terminology	10	9	8	7	6	5	4	3	2	1	
Knowledge of Subject	10		8	7	6	5	4	3	2	1	
Conventions Followed	10	9	8	7	6	5		3	2	1	
Lesson Structure and Composition	10	9	8	7	6	5	4	3	2	1	
Skill Progressions	10	9	8	7	6	5	4	3	2	1	
Action Variations	10	9	8	7	6	5	4	3	2	1	

SCORE for PEDAGOGY

$$\frac{\quad}{60} = \frac{\quad}{20}$$

NCCP Fencing Standards

DISTANCE

	Excellent		Very Good			Good		Fair	Poor	Comments
Initial	10	9	8	7	6	5	4	3	2	1
During Drill	10	9	8	7	6	5	4	3	2	1
Maintaining the Logic of the Exercise	10	9	8	7	6	5	4	3	2	1
Correction of Distance (Awareness)	10	9	8	7	6	5	4	3	2	1

SCORE for DISTANCE

$$\frac{\quad}{40} = \frac{\quad}{20}$$

BLADE/TARGET

	Excellent		Very Good			Good		Fair	Poor	Comments
Presentation: Direction, Angle, Depth	10	9	8	7	6	5	4	3	2	1
Stiffness, Height	10	9	8	7	6	5	4	3	2	1
Movement: Amplitude, Speed	10	9	8	7	6	5	4	3	2	1
Correction of Distance (Awareness)	10	9	8	7	6	5	4	3	2	1
Clarity	10	9	8	7	6	5	4	3	2	1

SCORE for BLADE

$$\frac{\quad}{40} = \frac{\quad}{20}$$

TIMING

	Excellent		Very Good			Good		Fair	Poor	Comments
Rhythm	10	9	8	7	6	5	4	3	2	1
Clarity of Signals	10	9	8	7	6	5	4	3	2	1
Maintaining the Logic of the Exercise	10	9	8	7	6	5	4	3	2	1
Coordination: Visual and Oral	10	9	8	7	6	5	4	3	2	1
Legs and Arms	10	9	8	7	6	5	4	3	2	1

SCORE for TIMING

$$\frac{\quad}{50} = \frac{\quad}{20}$$

TOTAL SCORE

$$\frac{\quad}{20} + \frac{\quad}{20} + \frac{\quad}{20} + \frac{\quad}{20} + \frac{\quad}{20} = \frac{\quad}{100}$$

EVALUATION FORM

FOR THE

LEVEL 4 EXAMINATION #1

Revised: June 10, 1991

NCCP Fencing Standards

NATIONAL COACHING CERTIFICATION PROGRAM

LEVEL 4 PRACTICAL EXAMINATION #1- FENCING

Candidate Name: _____

Date: _____

Examiner: _____

Weapon: F / E / S

Period of Training Program Addressed - Prep. Comp. _____

DCP

Mezzo-Cycle Addressed _____

Lesson Type Selected _____

LESSON PLAN AND TEACHING STYLE

	Excellent		Very Good		Good		Fair		Poor		Comments
	10	9	8	7	6	5	4	3	2	1	
Lesson to Cycle Match	10	9	8	7	6	5	4	3	2	1	
Respect Lesson Type	10	9	8	7	6	5	4	3	2	1	
Drill to Skill Match	10	9	8	7	6	5	4	3	2	1	
Doing to Listening Ratio	10	9	8	7	6	5	4	3	2	1	
Verbal Clarity	10	9	8	7	6	5	4	3	2	1	
Quality of Feedback	10	9	8	7	6	5	4	3	2	1	

SCORE for LESSON PLAN AND TEACHING STYLE

$$\frac{\quad}{60} = \frac{\quad}{20}$$

PEDAGOGY

	Excellent		Very Good		Good		Fair		Poor		Comments
	10	9	8	7	6	5	4	3	2	1	
Terminology	10	9	8	7	6	5	4	3	2	1	
Exploit Opportunities	10	9	8	7	6	5	4		2	1	
Develops Initiation	10	9	8	7		5	4	3	2	1	
Lesson Structure	10	9	8	7	6	5	4	3	2	1	
Skill Progressions	10	9	8	7	6	5	4	3	2	1	
Choice exercise	10	9	8	7	6	5	4	3	2	1	
Open Eyes Exercise	10	9	8	7	6	5	4	3	2	1	
Exercise with Surprise	10	9	8	7	6	5	4	3	2	1	

SCORE for PEDAGOGY

$$\frac{\quad}{80} = \frac{\quad}{20}$$

NCCP Fencing Standards

DISTANCE

	Excellent		Very Good			Good		Fair	Poor		Comments
Initial	10	9	8	7	6	5	4	3	2	1	
During Drill	10	9	8	7	6	5	4	3	2	1	
Maintaining the Logic of the Exercise	10	9	8	7	6	5	4	3	2	1	
Correction of Distance (Awareness)	10	9	8	7	6	5	4	3	2	1	

SCORE for DISTANCE

$$\frac{\quad}{40} - \frac{\quad}{20}$$

BLADE/TARGET

	Excellent		Very Good			Good		Fair	Poor		Comments
Presentation: Direction, Angle, Depth	10	9	8	7	6	5	4	3	2	1	
Stiffness, Height	10	9	8	7	6	5	4	3	2	1	
Movement: Amplitude, Speed	10	9	8	7	6	5	4	3	2	1	
Correction of Distance (Awareness)	10	9	8	7	6	5	4	3	2	1	
Clarity	10	9	8	7	6	5	4	3	2	1	

SCORE for BLADE

$$\frac{\quad}{40} = \frac{\quad}{20}$$

TIMING

	Excellent		Very Good			Good		Fair	Poor		Comments
Rhythm	10	9	8	7	6	5	4	3	2	1	
Clarity of Signals	10	9	8	7	6	5	4	3	2	1	
Maintaining the Logic of the Exercise	10	9	8	7	6	5	4	3	2	1	
Coordination: Visual and Oral	10	9	8	7	6	5	4	3	2	1	
Legs and Arms	10	9	8	7	6	5	4	3	2	1	

SCORE for TIMING

$$\frac{\quad}{50} = \frac{\quad}{20}$$

TOTAL SCORE

$$\frac{\quad}{20} + \frac{\quad}{20} + \frac{\quad}{20} + \frac{\quad}{20} + \frac{\quad}{20} = \frac{\quad}{100}$$

EVALUATION FORM

FOR THE

LEVEL 4 EXAMINATION #2

Revised: June 10, 1991

NATIONAL COACHING CERTIFICATION PROGRAM
LEVEL 4 PRACTICAL EXAMINATION #2 - FENCING

Candidate Name: _____

Date: _____

Examiner: _____

Weapon: F / E / S

Problem Type: Technical - Tactical - Psychological

Specific Problem _____

Other Conditions (specify) _____

LESSON PLAN AND TEACHING STYLE

	Excellent		Very Good		Good		Fair		Poor		Comments
	10	9	8	7	6	5	4	3	2	1	
Knowledge of Technical Solutions	10	9	8	7	6	5	4	3	2	1	
Knowledge of Tactical Solutions	10	9	8	7	6	5	4	3	2	1	
Knowledge of Psychological Solutions	10	9	8	7	6	5	4	3	2	1	

PEDAGOGICAL APPROACH

	Excellent		Very Good		Good		Fair		Poor		Comments
	10	9	8	7	6	5	4	3	2	1	
Structure and Composition											
Meets Technical Needs	10	9	8	7	6	5	4	3	2	1	
Lesson Type											
Meets Tactical Needs	10	9	8	7	6	5	4	3	2	1	
Tone and Style Meet											
Psychological Needs	10	9	8	7	6	5	4	3	2	1	

TECHNICAL VERSATILITY

	Excellent		Very Good		Good		Fair		Poor		Comments
	10	9	8	7	6	5	4	3	2	1	
Controls Difficulty	10	9	8	7		5	4	3	2	1	
Adapts to Conditions	10	9	8	7	6	5	4	3	2	1	
Correction/Awareness of Own Presentation	10	9	8	7	6	5	4	3	2	1	
Exploits Opportunities	10	9	8	7	6	5	4	3	2	1	

TOTAL SCORE for PROBLEM-SOLVING

= $\frac{\quad}{100}$

DEFINITIONS AND STANDARDS

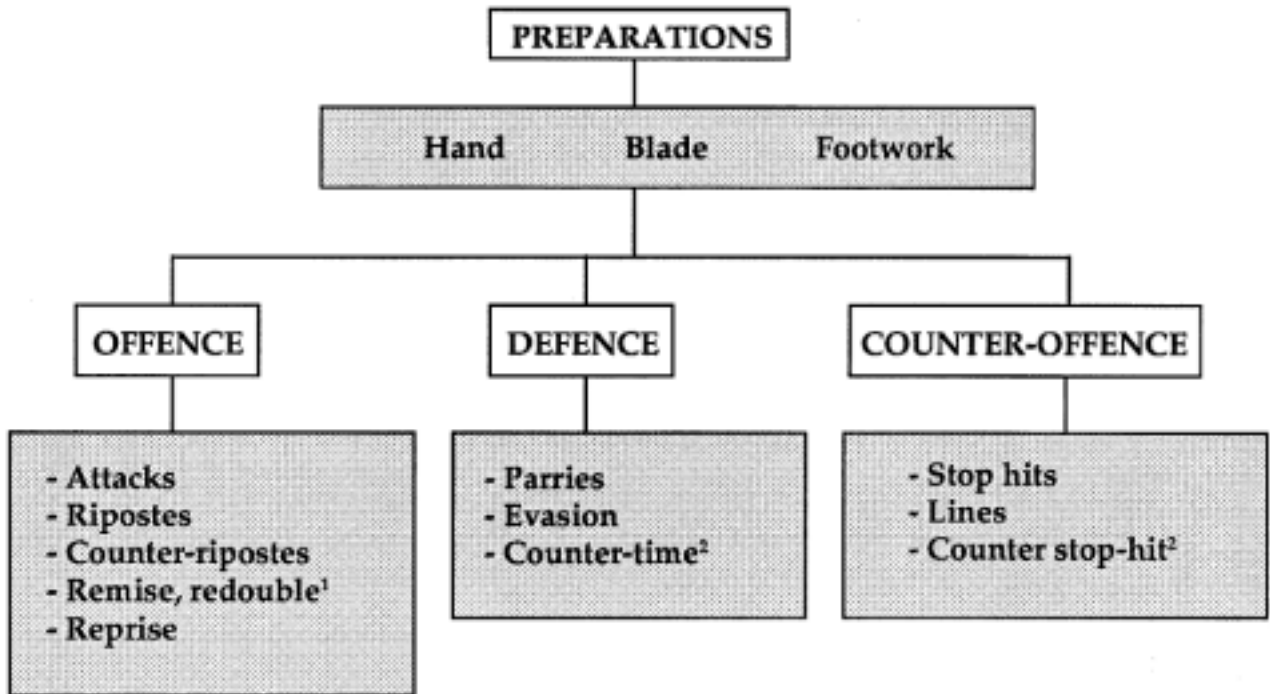
FOR THE

N.C.C.P.

PRACTICAL EXAMINATION PROCESS - FENCING

TECHNICAL CLASSIFICATION FOR FENCING

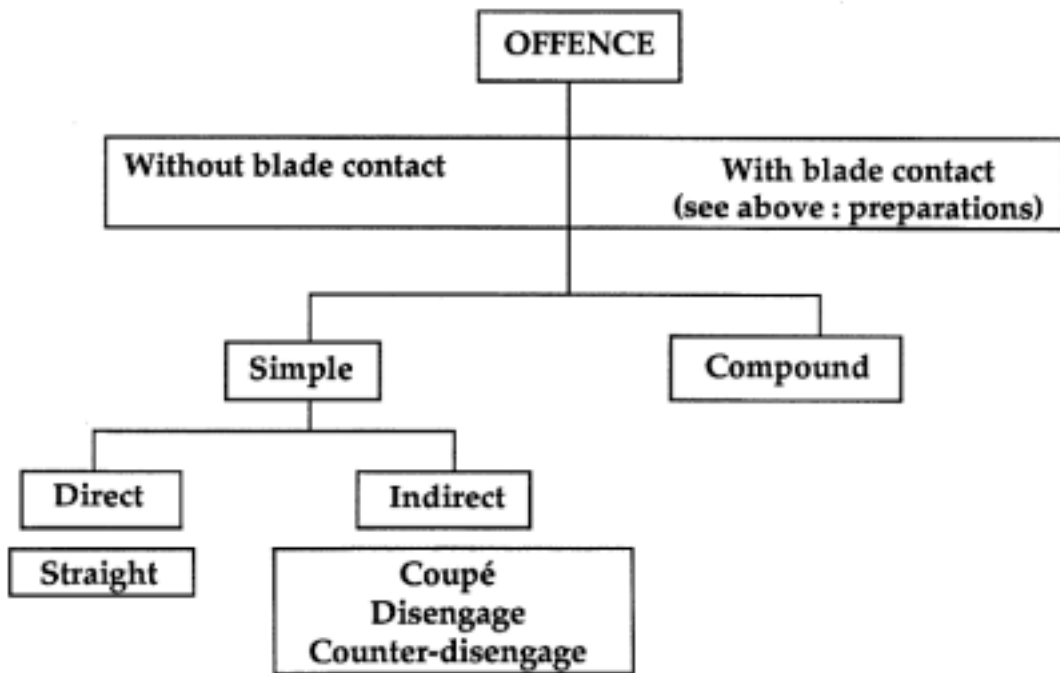
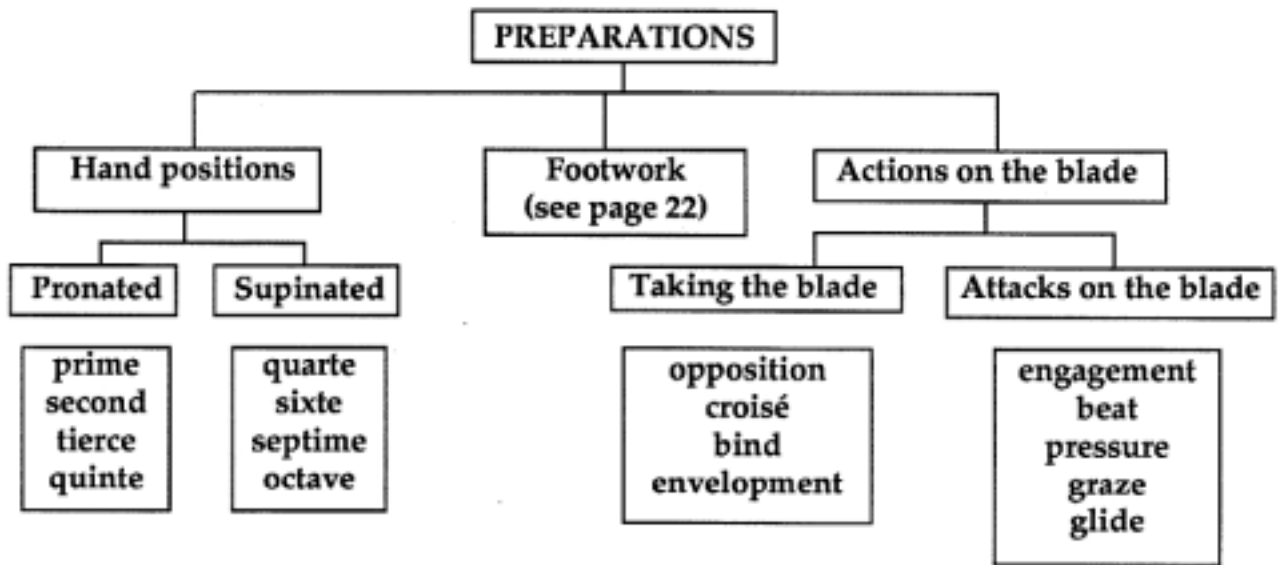
THE FENCING PHRASE

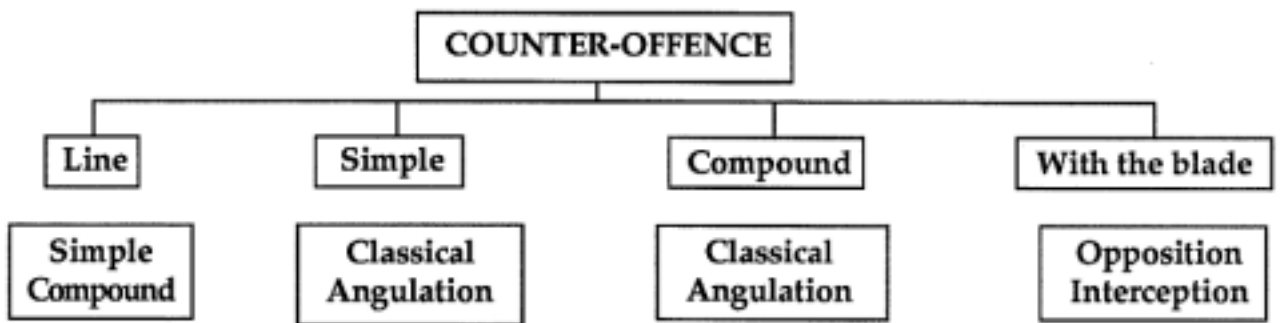
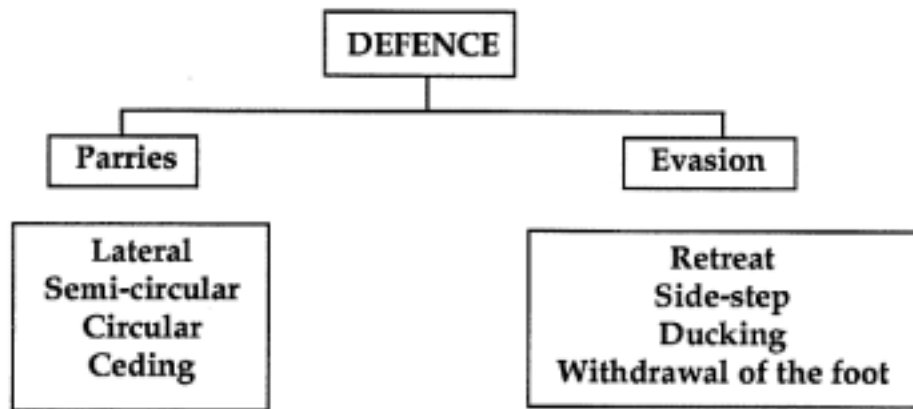


Note 1: Remise and redouble can also be done as counter-offensive actions against a riposte or a counter-riposte.

Note 2: Counter-time, i.e. parry and riposte of a counter-offensive action, includes a defensive action, followed by an offensive action.

Note 3: Some schools classify the counter stop-hit in the counter-time category, which they define as any action against counter-offensive actions.





FENCING FOOTWORK

1. Forward Steps
 - long, short
 - cross-over
2. Backward Steps
 - long, short
 - cross-over
3. Lunge
 - long, short
4. Fleche
 - standard
 - "Russian lunge"
5. Jumps
 - forward, backward
6. Glide Step
7. Half Steps
 - feint forward
 - feint backward
8. Reprise
 - short recovery with back leg (Epee)
 - full recovery with back leg (Foil, Sabre)
 - lunge, fleche
9. Sabre Steps
 - "en marchant" - Stutter steps
 - "check" step - variation of half step
10. Removal of front foot (epee)
11. Hesitations
 - forward, backward
12. Side stepping, ducking
13. Percussion steps
 - appel
 - patinando
 - balestra

HIERARCHY OF THE FENCING SEQUENCE

Note: The classification given here, as an example, is based on the chronological level of intervention of the fencers.

1. Attack (first level)
2. Parry-Riposte (second level)
3. First Counter-Parry and Counter-Riposte (third level)
4. Second Counter-Parry and Counter-Riposte (fourth level)
5. Third Counter-Parry and Counter-Riposte (fifth level)
6. Preparation - blade (preliminary level) footwork (preliminary level)
7. Line (second level)
8. Attack into the Preparation (second level)
9. Arret (second level)
10. Counter-Attack (second level)
11. Counter-Time or Counter-Stop-hit (third level)
12. Parry-Riposte of the Counter-Time or Counter-Stop-hit (fourth level)
13. Remise and Redoublement - offensive (2nd and 4th levels)
- counter-offensive (3rd and 5th levels)
14. Reprise (third level)
15. Close Quarters (breakdown of the hierarchy any time after the first level)

STAGE OF SKILL DEVELOPMENT - FENCING

- STAGE 1. PERCEIVING: The athlete demonstrates awareness of the movement, its positions, stances, and patterns.
- STAGE 2. PATTERNING: The athlete demonstrates the ability to execute the parts of the skill in the proper order.
- STAGE 3. ADAPTING: The athlete can modify and adapt a patterned movement to meet changing situations.
- STAGE 4. REFINING: The athlete has acquired smooth, efficient control of the skill and demonstrates precision in game-like situations.
- STAGE 5. VARYING: The athlete can employ tactical options of specific movements.
- STAGE 6. IMPROVISING: The athlete uses a movement or series of movements in novel ways, showing flair.
- STAGE 7. COMPOSING: The athlete creates unique movement patterns or tactical solutions to solve a particular problem posed during the game.

DRILL PROGRESSIONS IN THE DEVELOPMENT OF A FENCING SKILL

Skill: Attack by Counter-Sixte Engagement, Disengage to Hit (Epee)

1. PERCEIVING: The coach demonstrates the movement - engagement with step forward, disengage and hit delivered with a lunge. The athlete is asked to try it.

2. PATTERNING: The skill is practised with a partner or the coach, in front of a mirror, etc. until the movement sequence is properly ordered. At this stage no preliminary footwork is involved and the attacking distance is constant (the partner is stationary).

3. ADAPTING:

- a) The athlete executes the movement against a partner who is moving in and out of the proper distance;
- b) The athlete moves in and out of correct distance while the partner stays in place before the athlete executes the attack;
- c) Both the athlete and partner move back and forth. The athlete selects the correct distance and timing to deliver the attack;
- d) The athlete employs a variety of blade preparation actions and incorporates them into exercises b) and c). At this stage the partner does not attempt any blade resistance or evasion;
- e) Exercise d) except now the partner has the option of presenting the blade at different distances and timings and keeping it in place for varying lengths of time.

4. REFINING The coach presents the athlete with near competition level distance, timing, and blade movement conditions. The coach is allowed to give resistance to the engagement or move his blade to avoid the engagement altogether. The coach is allowed to attempt to parry the attack or evade the hit by side stepping, ducking, etc. The athlete must score ten (10) points against the coach.

If the athlete misses an attack:

- a) one point is removed from his total.
- b) his total goes to zero.

Further pressure can be placed on the athlete by imposing a time limit, e.g. three minutes, in which to reach the goal.

NCCP - Fencing standards

5. VARYING:

The coach trains the athlete to place the action in the context of the bout by means of choice exercises:

- a) if the coach stays in place when the engagement is made, the hit is delivered direct.
- b) if the coach stays in place and avoids the engagement to attempt an arret, the athlete executes a counter-time (Quarte parry, Riposte direct).
- c) if the coach attempts an arret while moving back thus avoiding the engagement, the athlete performs a prise defer (direct, semi-circle, circle, or diagonal).
- d) if the coach moves back and avoids the engagement (no attempt to hit), the athlete takes a second step before the lunge to execute a feint, disengage attack (the feint draws an quarte parry from the coach).
- e) if the coach attempts to disengage and hit once the engagement is taken, the athlete completes the action without alteration.
- f) if the coach parries the attack with quarte (no riposte), the athlete performs a remise (coach does not step back) or reprise (coach steps back) in the quarte line.
- g) if the coach parries the attack with counter-sixte (no riposte), the athlete performs a redoublement (coach does not step back) or reprise with disengage (coach steps back) in the sixte line.

6. IMPROVISING:

- A. The coach works with the athlete to develop a delivery of the action which suits the athlete's temperament. Some options are:
 - a) The opponent feels so threatened by the possibility of a direct attack from the engagement that he holds his blade position and steps back to prepare for the defence. The attack is delivered with such control and balance that the opponent has no other option.
 - b) The opponent is lulled into a false sense of safety as the athlete takes the engagement. The athlete quietly steals distance in the step forward, then explodes with the scoring action from apparent calm.

NCCP Fencing Standards

- B.** The coach devises bout situations which allow the athlete to develop the attack:
- a) The coach instructs two fencers to fence a regular bout up to 21 points. A successful counter-sixte engagement, disengagement attack is worth five (5) points while an arret against the attempted counter-sixte engagement and a counter-time or counter-arret against the attempted arret are worth three (3) points. Everything else is worth one (1) point. If a fencer exceeds the limit of 21 points, his or her score goes to zero.
 - b) The coach tells the athlete (privately) that he or she can only count the points scored using the counter-sixte engagement, disengagement attack. The athlete's opponent is given another action of preference. The fencers fence a bout of five (5) points. They can hit the opponent with any action but can only count points scored with the action of preference. They keep track of their own totals secretly and attempt to reach five points before the opponent.
 - c) Same as b) but the athlete's opponent can count hits scored with any action. In this case, the coach may choose to give the athlete two actions of preference.
- C.** The coach combines the choice type of lesson with mobility, transition, and improvisation demands:

The athlete has a choice of between three and five attacks - some with blade contact, some without, some with footwork preparation, some without. The counter-sixte engagement, disengage hit is among them. The coach presents a variety of distances, timings, and blade presentations but offers only slight resistance to the attack once it is launched. As soon as the hit arrives against the coach, the athlete goes on the defensive since the coach now delivers any type of attack he wishes - immediate or delayed, simple or compound, with or without blade contact. It is up to the athlete to score on the defence.

**LEVEL 4 PRACTICAL EXAMINATION - FENCING
PART A - PREPARED LESSON FOR A SPECIFIC TRAINING PERIOD**

Characteristics of a Lesson Given in each
Mezzo-Cycle of the Training Program

Refer to pages 24-27 "Stages of Skill Development" and "Drill Progressions in the Development of a Fencing Skill" for descriptions of the terms used below: perceive, pattern, adapt, refine, vary, improvise.

1. PREPARATORY PERIOD

A. General Fitness Mezzo-Cycle

- Develop all aspects of Fencing Technique (offence, defence, counter-offence, preparations)
- Teach new techniques, i.e. perceive, pattern
- Teach variations of established techniques, i.e. pattern, adapt
- Lessons are of low intensity with constant correction
- Lessons incorporate slow motion exercises with an emphasis on control and precision. Lessons consist of many repetitions of each technique and technical variation

B. Special Fencing Endurance Mezzo-Cycle

- Develop smooth, efficient control of both new and established techniques
- Develop precision in game-like situations, i.e. adapt and refine
- Lessons are of higher intensity than the previous mezzocycle with an emphasis on precision at more realistic speed, rhythms, timings (some surprise)

2. COMPETITIVE PERIOD

A. Form Increase Mezzo-Cycle

- Correct the fighting style of the athlete
- Develop the athlete's ability to place new techniques and variations within the context of the bout, i.e. vary (choice exercises)
- Improve weak areas of the athlete's bout, i.e. adapt and refine
- Perfect actions proven to be successful in the bout, i.e. refine, vary, and improvise (with surprise and open eyes)

B. Regeneration and Competitive Preparation Mezzo-Cycle (Super Compensation)

- Develop smooth, efficient control of favourite skills in game-like situations with an emphasis on speed, acceleration, and precision

C. Form Stabilization Mezzo-Cycle

- Lessons are of lower intensity (correction and mixed)
- Lessons consist of a variety of drills, i.e. adapt, refine, vary, and improvise

3. DIRECT COMPETITION PREPARATION PERIOD

A. Accumulation Mezzo-Cycle

- Emphasize speed and timing in repetitive group lessons, i.e. refine, vary, and improvise
- Use tactical games in the individual lesson and pair exercises, i.e. vary and improvise

B. Intensification Mezzo-Cycle

- Lessons are very short but very intense
- Lessons are combat lessons - mainly repeating the fencer's favourite actions in combat situations with high speed and acceleration, i.e. vary and improvise (exercises combining choice, open eyes, and surprise)

NCCP Fencing Standards

NATIONAL COACHING CERTIFICATION PROGRAM FENCING LEVEL 1

A COACH TO INSTIL THE ROMANCE OF THE SPORT IN NEWCOMERS

BEHAVIOURAL OBJECTIVES

- A. The coach makes fencing enjoyable to newcomers by making them feel good about themselves, proud of their accomplishments, and pleased with their progress in the sport.
- B. The coach teaches, analyzes, and evaluates an introductory fencing program.
- C. The coach develops and evaluates participants through the first three stages of skill development. They perceive, pattern, and adapt elementary skills in both group and individual instruction situations.
- D. The coach conveys the basics of fencing strategy.
- E. The coach applies proper safety precautions and procedures in a group setting. This includes proper physical preparation for the sport.

INSTRUCTIONAL OBJECTIVES

- A. The coach understands the basic technical curriculum of an introductory fencing program.
- B. The coach understands his or her coaching philosophy.
- C. The coach understands the importance of fair-play.
- D. The coach understands the reasons people participate in sport.
- E. The coach understands the principles of self-image development.
- F. The coach understands the basic elements involved in developing good coach-parent relationships.
- G. The coach can design an introductory fencing program bearing in mind his or her coaching philosophy as well as both sport safety and growth and development considerations.
- H. The coach demonstrates an understanding of and an ability to deal with a variety of injury situations.

NCCP Fencing Standards

- I. The coach can develop and implement an observation plan for the analysis of the basic fencing techniques.
- J. The coach understands the principles of learning and the limitations imposed on learning by such factors as the ability to: gather information, store information, make decisions, perform what is called for, perceive problems, and detect the source of a problem.
- K. The coach can apply knowledge of the teaching process to the design and conduct of a skill development session with both a group and an individual.
- L. The coach demonstrates the ability to provide effective and appropriate feedback to both a group and an individual during a skill development session.
- M. The coach understands the principle of matching drills to the skill level of the athlete or team. The coach can take a skill and select or design drills which would be used in a progression of the skill.
- N. The coach understands the importance of psychological skills and can use imagery and visualization in the development of fencing skills.
- O. The coach understands the basics of the skeletal system, muscular system, cardiovascular systems, and energy systems.
- P. The coach understands the basic physical performance parameters of fencing and can apply this understanding to the design and conduct of a fencing warm-up and cool-down.

STANDARDS OF PERFORMANCE FOR THE INSTRUCTIONAL OBJECTIVES

- A. The coach attends and participates fully in both Level 1 Theory and Level 1 Technical (Fencing) courses.
- B. The coach conducts one hundred (100) hours of coaching and instruction practise on his or her own.
- C. The coach evaluates his or her own abilities in planning, balance in a program, skill analysis, the delivery of effective feedback, the effective matching of drills and skill level, the use of imagery, and the delivery of appropriate physical training. The coach submits this evaluation to the CFF for proof of completion.

NCCP Fencing Standards

- D. The coach periodically checks his or her progress as a level 1 coach by having the students complete the following evaluation:

The coach has made fencing enjoyable for me by making me feel good about myself, proud of my achievements, and pleased with my progress.

Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
10	9	8	7	6	5	4	3	2	1

**NATIONAL COACHING CERTIFICATION PROGRAM
FENCING LEVEL 2**

A COACH TO DEVELOP PRECISION THROUGH GROUP LESSONS

BEHAVIOURAL OBJECTIVES

- A. The coach motivates the fencer to discover themselves, apply themselves to the discipline of the sport, and strive towards realistic but challenging goals both as an individual and as part of a team.
- B. The coach teaches, analyzes, and evaluates a skills program.
- C. The coach develops and evaluates athletes through the first three stages of skill development. They perceive, pattern, and adapt the basic skills and tactics of the weapon in both group and individual instruction situations.
- D. The applies a sound fundamental understanding of training methods and fencing's physical demands to the physical preparation of competitive athletes.
- E. The coach conducts club competitions and acts as a President de Jury.
- F. The coach applies proper safety precautions as well as injury prevention and treatment procedures to both training and competition situations.

INSTRUCTIONAL OBJECTIVES

- A. The coach understands the basic technical curriculum of an instructional program.
- B. The coach can recognize and obtain appropriate demonstrations of the basic technical components of an instructional program.
- C. The coach can present the appropriate conditions of blade position and movement, distance, timing, and event sequence during an individual lesson to challenge the athlete at the first three stages of skill development.
- D. The coach understands the roles played by a coach in a competitive program.
- E. The coach understands the principles of effective communication.
- F. The coach understands the importance of collaborative goal setting and demonstrates the ability to work as a facilitator.

NCCP Fencing Standards

- G. The coach understands the role of competition from a growth and development perspective and has informed opinions on a variety of issues pertaining to competition and training in youth programs.
- H. The coach can plan a competitive season bearing in mind the basic phases of a season.
- I. The coach understands the nature and prevention of injuries due to overuse and overtraining - including bone-growth injuries.
- J. The coach understands the basic terminology, concepts, and principles of biomechanics and can discuss these principles as they apply to fencing skills.
- K. The coach understands the effects of time, learning style, and activation level on the ability to learn fencing skills.
- L. The coach can incorporate a basic mental-training program into an athlete's seasonal plan. The coach understands a number of techniques to relaxation, concentration, and visualization skills.
- M. The coach can teach fencing skills to a group through direct instruction, task teaching, and guided discovery methods.
- N. The coach can develop an individual's fencing skills through the use of shaping, chaining, and simulation.
- O. The coach understands the principles of training cycles and the training effect.
- P. The coach understands the principles underlying the design of training programs (strength, flexibility, and energy systems) and can apply it to the design and conduct of basic training programs for one or more of the fencing weapons.
- Q. The coach understands the basic procedures in the running of a competition.
- R. The coach understands the rules of fencing and can preside over a dub-level competitive bout.

STANDARDS OF PERFORMANCE FOR THE INSTRUCTIONAL OBJECTIVES

- A. The coach attends and participates fully in both Level 2 Theory and Level 2 Technical (Foil, Epee, or Sabre) courses.
- B. Practical Exam:
- 1) The coach must be able to demonstrate any of the basic techniques in one of the competitive weapons at the level of patterning, i.e. able to execute the parts of the skill in the proper order.
 - 2) The coach must present the appropriate conditions of blade position and movement, distance, timing, and event sequence during an individual lesson to challenge the athlete in the first three stages of skill development.
 - 3) The coach must demonstrate competence in the following Level 1 objectives:
 - Apply knowledge of the teaching process in the design and delivery of a skill development session with a group.
 - Provide effective feedback to both a group and an individual during a skill development session.
 - Effectively match drills to the skill level of the athletes in a group.
 - Use imagery and visualization in the development of fencing skills:

In particular, the coach must:

- a) give CLEAR, CONCISE, INTERESTING INSTRUCTIONS accompanied by key words or phrases;
- b) secure a demonstration of the skill which is correct for the present level of the group;
- c) organize the group for effective viewing of the demonstration;
- d) maximize the activity of the group;
- e) move the group quickly and efficiently from demonstration to activity;
- f) provide feedback which tells the participants more about the performance than the result they already have;

NCCP Fencing Standards

- g) provide SPECIFIC, IMMEDIATE FEEDBACK which is directed at changeable behaviour, first in the form of a DESCRIPTION of the present behaviour followed by a PRESCRIPTION for the desired behaviour;
- h) observe an athlete once feedback has been given and provide further feedback only on the behaviour that the athlete has been asked to improve or alter;
- i) use his or her voice and body to good effect;
- j) select drills which develop skills that relate directly the skills of the actual game.
- k) select drills which are suited to the skill level of the athletes in the group.
- l) provide progressions of a skill which are natural and challenging but at the same time attainable.
- m) incorporate the use of visualization techniques (e.g.. try to see yourself perform, close your eyes and feel the skill, visualize it then do it, vivid analogies, key on the sound of the skill) in the development of a skill with a group or individual.

These are all components of Level 1 instructional objectives. Failure to meet any of the above requirements will result in failure of the Level 2 exam.

- C. The coach coaches for a total of 60 hours and has his or her performance rated by a peer coach. The rating is submitted to the CFF for proof of completion.
- D. The coach periodically checks his or her progress as a level 2 coach by having his or her athletes complete the following evaluation:

The coach motivates me to discover myself through fencing, apply myself to the discipline, and strive towards realistic but challenging goals both as an individual and as part of a team.

Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
10	9	8	7	6	5	4	3	2	1

**NATIONAL COACHING CERTIFICATION PROGRAM
FENCING LEVEL 3**

A COACH TO DEVELOP PRECISION THROUGH INDIVIDUAL LESSONS

BEHAVIOURAL OBJECTIVES

- A. The coach assumes a leadership role with the individual athletes in his or her charge by choosing appropriate times to dictate, guide, assist, and let go as they explore their physical, emotional, psychological, and skill potential as an individual athlete, a part of a team, and part of society.
- B. The coach assists the individual athletes as he or she develops a complete repertoire of fencing skills to the fourth stage of skill development and develops the basic techniques to the fifth stage.
- C. The coach assists in the yearly planning and periodization of the athlete's competitive calendar and helps him or her play an active role in all aspects of training and competition.
- D. The coach presides over provincial-level competitive bouts.

INSTRUCTIONAL OBJECTIVES

- A. The coach understands the complete technical array entailed in a comprehensive instructional program. This includes an understanding of the weapon logic and the inter-relationships of the techniques in the weapon.
- B. The coach can present appropriate conditions of blade position and movement, distance, timing, and event sequence during an individual lesson to challenge an athlete up to and including the fourth stage of skill development for advanced techniques and the fifth stage for basic techniques.
- C. The coach understands the social and emotional pressures encountered by a competitive athlete and has formed opinions on a variety of moral and ethical issues in competitive training and competition.
- D. The coach understands the principles of group dynamics and the fundamentals of being a good facilitator and leader.
- E. The coach can plan a yearly program for a competitive athlete bearing in mind the principles of periodization.

NCCP Fencing Standards

- F. The coach can design, implement, and monitor (by means of sport-specific field tests) detailed energy system training programs in at least one of the competitive weapons according to the needs of a particular athlete and the parameters determined from a demands analysis.
- G. The coach can design, implement, and monitor an athlete's psychological training program based on the needs and preferences of the individual.
- H. The coach understands the fundamentals of competition scheduling, peaking, goal setting, and analysis.
- I. The coach can design, implement, and evaluate an athlete's competition schedule based on the skill level and goals (long and short term) of the individual.

STANDARDS OF PERFORMANCE FOR THE INSTRUCTIONAL OBJECTIVES

- A. The coach attends and participates fully in both Level 3 Theory and Level 3 Technical (Foil, Epee, or Sabre) courses.
- B. The coach must design and submit a yearly program for a competitive fencer bearing in mind the principles of periodization. The program must include full details for technical, tactical, physical, and psychological training as well as competition scheduling.
- C. Practical Exam.
 - 1) The coach must attain at least 85% on a mastery exam (this term refers to a specific type of written exam usually given before a major evaluation to verify that the material has been read and understood) testing the knowledge, comprehension, and application of fencing techniques, tactics, hierarchy, rules and equipment.
 - 2) The coach must execute any of the basic techniques at the fourth stage of skill development, i.e. employ smooth, efficient control of the skill and demonstrate precision in game-like situations.
 - 3) The coach must execute any of the advanced techniques at the third stage of skill development, i.e. modify and adapt a patterned movement to meet changing situations.
 - 4) The coach must present appropriate conditions of blade position and movement, distance, timing, and event sequence during an individual lesson to challenge an athlete up to and including the fourth stage of skill development for advanced techniques and the fifth stage for basic techniques. Refer to frames of reference for descriptions of the appropriate conditions in the individual lesson.

NCCP Fencing Standards

- 5) The coach must demonstrate an understanding of the weapon logic and to implement this in the individual lesson.
- 6) The coach must demonstrate an understanding of basic tactical solutions to combat situations in the weapon.
- 7) The coach must demonstrate the ability to adapt to the skill level of the student and modify the individual lesson accordingly. This includes being able to exploit unforeseen opportunities in the lesson.
- 8) The coach must demonstrate competence in the following objectives:
 - Apply knowledge of the teaching process in the design and delivery of a skill development session with a group/individual.
 -
 - Provide effective feedback to both a group and an individual during a skill development session.
 -
 - Effectively match drills to the skill level of the athlete(s) involved.
 -
 - Use imagery and visualization in the development of fencing skills:
 -

In particular, the coach must:

- a) give **CLEAR, CONCISE, INTERESTING INSTRUCTIONS** accompanied by key words or phrases;
- b) secure a demonstration of the skill which is correct for the present level of the group/individual;
- c) organize the group for effective viewing of the demonstration;
- d) maximize the activity of the group/individual;
- e) move the group/individual quickly and efficiently from demonstration to activity;
- f) provide feedback which tells the participant(s) more about the performance than the result they already have;
- g) provide **SPECIFIC, IMMEDIATE 1 h FEEDBACK** which is directed at changeable behaviour, first in the form of a **DESCRIPTION** of the present behaviour followed by a **PRESCRIPTION** for the desired behaviour;

NCCP Fencing Standards

- h) observe an athlete once feedback has been given and provide further feedback only on the behaviour that the athlete has been asked to improve or alter;
- i) use his or her voice and body to good effect;
- j) select drills which develop skills that relate directly the skills of the actual game.
- k) select drills which are suited to the skill level of the athlete(s) involved.
- l) provide progressions of a skill which are natural and challenging but at the same time attainable.
- m) incorporate the use of visualization techniques (e.g.. try to see yourself perform, close your eyes and feel the skill, visualize it then do it, vivid analogies, key on the sound of the skill) in the development of a skill with a group or individual.

Failure to meet any of the requirements listed above will result in failure of the Level 3 exam.

- 9) The coach must demonstrate competence in the following Level 2 objectives:
 - Teach fencing skills through the use of direct instruction, task learning, and guided discovery methods.
 - Develop an individual's fencing skills through the use of shaping, chaining, and simulation.

Failure to meet these Level 2 requirements will result in failure of the Level 3 exam.

- D. The coach coaches for a total of 100 hours and has his or her performance rated by an outside evaluator. The rating is submitted to the CFF for proof of completion.

NCCP Fencing Standards

- E. Periodically, the coach checks his or her progress as a level 3 coach by having the athletes complete the following evaluation:

The coach takes a leadership role in my development' as an athlete as part of a team, and a part of society.

Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
10	9	8	7	6	5	4	3	2	1

The coach knows when to dictate, guide, assist, and let go as I explore my physical, emotional, psychological, and skill potential.

Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
10	9	8	7	6	5	4	3	2	1

**NATIONAL COACHING CERTIFICATION PROGRAM
FENCING LEVEL 4**

A COACH TO GARNER INDIVIDUAL AND TEAM EXCELLENCE

BEHAVIOURAL OBJECTIVES

- A. The coach helps well-trained fencers gain a thorough knowledge of and control over their long term athletic development so that they can achieve the highest levels of sport performance they are capable of.
- B. The coach co-ordinates the operation of a team which often consists of fencers living in many parts of the country and training regularly with their personal coaches.
- C. The coach liaises with coaches, officials, support staff, administrators, and volunteer committee and board members to ensure the pursuit of excellence. This may involve the co-ordination of specialized training camps, medical and fitness testing, technical and tactical match analysis, a sport psychologist, an exercise physiologist, a sport medicine doctor, a physiotherapist, and personal coaches.
- D. The coach assists individual athletes and acts as advisor to their personal coaches as they develop a personalized fencing game and reach the final stages of skill development (stages six and seven).
- E. The coach manages a team during high level national and international competitions.
- F. The coach helps the athlete come to terms with a life after high level competitive sport.
- G. The coach shares in the responsibility of ensuring that quality effective delivery of the sport occurs at the community and provincial levels.
- H. The coach is qualified to preside over national-level competitive bouts.

NCCP Fencing Standards

INSTRUCTIONAL OBJECTIVES

- A. The coach has a profound knowledge of the philosophy and rationale behind one school of fencing. All of the drills and exercises used by the coach are consistent with the school and/or fencing philosophy.
- B. The coach understands the basic philosophies and rationales behind a wide variety of fencing schools.
- C. The coach can present appropriate conditions of blade position and movement, distance, timing, and event sequence during an individual lesson to challenge an athlete up to including the sixth stage of skill development in a complete technical repertoire.
- D. The coach understands the elements of effective management as related to the problems of dealing with the personal coaches of team athletes, team selection, volunteer committees and boards, and team dynamics in training and competition.
- E. The coach understands the process of athlete retirement and understands the stresses and pressures of this process so that he or she can help an athlete deal effectively with the situation.
- F. The coach understands the process of long-term (15-20 year) planning and can develop procedures for the quality and quantity of community and club based fencing programs.
- G. The coach understands the principles of physical demands analysis and can design, conduct, and evaluate a fencing-specific demands analysis.
- H. The coach understands the methods for laboratory testing of elite athletes.
- I. The coach can design a protocol for fitness testing of elite level fencers and can use the data to monitor and alter physical training programs.
- J. The coach understands the principles involved in technical and tactical match analysis methods - in particular, computer-aided systems for real-time data collection, subsequent analysis, and bout simulation.
- K. The coach can collect, analyse, and interpret data collected from a variety of technical and tactical fencing analysis methods. The coach can also use the data to monitor and alter technical training programs.
- L. The coach can design specialized pre-competition training camps for a team of elite athletes.
- M. The coach understands the procedures necessary for co-ordinating, running, and evaluating a provincial level tournament.

STANDARDS OF PERFORMANCE FOR THE INSTRUCTIONAL OBJECTIVES

- A. The coach must design and submit a plan for a specialized pre-competition training camp bearing in mind the principles of peaking, overtraining, and individual variations to stress. The plan must include strategies for dealing with athletes travelling as many as ten time zones prior to arrival.
- B. The coach attains at least 75% on a written examination which includes questions requiring analysis, synthesis, and evaluation (this type of exam is known as a discrimination exam) of topics including fencing technique and tactics, fencing lesson design, physical training and fitness testing, team selection, and management techniques.
- C. Practical Exam:
- 1) The coach must demonstrate any of the basic techniques at the fifth stage of skill development, i.e. employ tactical options of specific movements.
 - 2) The coach must demonstrate any of the advanced techniques at the fourth stage of skill development, i.e. execute smooth, efficient control of the skill and demonstrates precision in game-like situations.
 - 3) The coach must present appropriate conditions of blade position and movement, distance, timing, and event sequence during an individual lesson to challenge an athlete up to and including the sixth stage of skill development for any technique. The drills used must be consistent with one fencing school or philosophy. Refer to frames of reference for descriptions of the appropriate conditions in the individual lesson.
 - 4) The coach must demonstrate the following abilities in the delivery of an individual lesson:
 - Understand all of the tactical solutions to combat situations.
 -
 - Control the level of difficulty of the exercise, i.e. the success rate achieved by the athlete.
 -
 - Give a lesson with the opposite hand. Adapt quickly to imposed conditions.
 -
 - Maintain a clear goal and objective in a drill and/or lesson.

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- Detect errors made by the athlete that are caused by the conditions imposed by the coach and make appropriate corrections or adjustments to the presentation of the drill.
 - Exploit unforeseen opportunities which arise in the lesson.
 - Demand a perfect execution of skills suitable to student level.
- 5) The coach must demonstrate excellent communication and teaching skills as per the Level 3 practical examination requirements.
- 6) The coach must also demonstrate competence in the following objectives:
- Apply knowledge of the teaching process in the design and delivery of a skill development session with a group/individual.
 - Provide effective feedback to both a group and an individual during a skill development session.
 - Effectively match drills to the skill level of the athlete(s) involved.
 - Use imagery and visualization in the development of fencing skills:

In particular, the coach must:

- a) give **CLEAR, CONCISE, INTERESTING INSTRUCTIONS** accompanied by key words or phrases;
- b) secure a demonstration of the skill which is correct for the present level of the group/individual;
- c) organize the group for effective viewing of the demonstration;
- d) maximize the activity of the group/individual;
- e) move the group/individual quickly and efficiently from demonstration to activity;
- f) provide feedback which tells the participant(s) more about the performance than the result they already have;
- g) provide **SPECIFIC, IMMEDIATE FEEDBACK** which is directed at changeable behaviour, first in the form of a **DESCRIPTION** of the present behaviour followed by a **PRESCRIPTION** for the desired behaviour;

NCCP Fencing Standards

- h) observe an athlete once feedback has been given and provide further feedback only on the behaviour that the athlete has been asked to improve or alter;
- i) use his or her voice and body to good effect;
- j) select drills which develop skills that relate directly the skills of the actual game.
- k) select drills which are suited to the skill level of the athlete(s) involved.
- l) provide progressions of a skill which are natural and challenging but at the same time attainable.
- m) incorporate the use of visualization techniques (e.g.. try to see yourself perform, close your eyes and feel the skill, visualize it then do it, vivid analogies, key on the sound of the skill) in the development of a skill with a group or individual.

The coach must demonstrate competence in the following Level 2 objectives:

- Teach fencing skills through the use of direct instruction, task learning, and guided discovery methods.
- Develop an individual's fencing skills through the use of shaping, chaining, and simulation.

Failure to meet these requirements will result in failure of the Level 4 exam.

FRAMES OF REFERENCE
FOR THE
EVALUATION OF THE INDIVIDUAL LESSON

Revised August 9,1989

FRAMES OF REFERENCE FOR EVALUATION OF THE INDIVIDUAL LESSON

Blade/Target Position and Movement

This component of the individual lesson presentation and drill conditions has perhaps the most profound effect on the difficulty of the drill. Factors being evaluated will be:

- direction of the point/edge
- angle of the blade/target
- depth of the blade/target
- stiffness/suppleness of the hand/blade
- height and position of the hand/target
- amplitude and speed of the movement

These factors, if incorrect, will make the drill either almost impossible to execute or completely illogical and unrealistic.

Distance

The distance is perhaps the most sensitive component of the individual lesson. Improper distance will affect the blade presentation and movement, the timing, the success rate achieved by the athlete, as well as the realism and logic of the drill. Factors considered in the evaluation of distance will be:

- appropriate for the drill and the speed of the action
- the fencer is able to execute the drill effectively, i.e. with full extension of the sword arm at the hit without loss of balance
- the coach can present the blade effectively (i.e.. realistic) without having to drastically alter the timing or blade position in order to afford the athlete's success in the drill
- maintains the logic of the drill

Timing

The logic of an event sequence or tactical situation is created in the lesson largely by the timing (and distance) presented by the coach. Factors considered in the evaluation of timing will be:

- rhythm of the drill.
- speed of the drill.
- smoothness of the drill.
- proper provocation of a technique within an event sequence.
- the logic of the drill is created and maintained.
- ability to adapt the timing of a drill in order to alter the difficulty of the drill or to change the entire nature of the drill.

Event Sequence

A knowledge of event sequence in a weapon will enable a coach to place a technical element in a proper context. It will also ensure that sequence taught are not violating the weapon conventions and rules. Evaluation of this factor will consider the following:

- convention of the weapon.
- logical placement of an element in a drill or event sequence.
- logical transition from one element to another in a sequence.
- logical evolution of the elements (tactical situations, tactical solutions) in a sequence.
- logical evolution of one technical element in a variety of tactical settings.

EVALUATION GRID FOR FENCING COACHES PRACTICAL EXAM

TASK	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Full attendance at the theory course	X	X	X	indiv.
Full attendance at the technical course	X	X	X	indiv.
Demonstrate basic skills at an appropriate level of skill development	-	3rd stage	4th stage	5th stage
Demonstrate advanced skills at an appropriate level of skill development	-	-	3rd stage	4th stage
Give an individual lesson in basic techniques which challenges an athlete up to and including a specified level	-	3rd stage	5th stage	6th stage
Give an individual lesson in advanced techniques which challenges an athlete up to and including a specified level	-	-	4th stage	6th stage
Apply knowledge of the teaching process to the design and delivery of a skill development session with a group/individual	-	group	indiv.	both
Provide effective feedback to both a group/individual during a skill development session	-	group	indiv.	both
Match drill selection to the skill level of the athlete(s) involved	-	group	indiv.	both
Use imagery and visualization in the development of skills	-	group	indiv.	both
Use direct instruction, task learning, and guided discovery methods	-	-	X	X
Use shaping, chaining, and simulation to develop skills	-	-	X	X

EVALUATION GRID FOR FENCING COACHES PRACTICAL EXAM

TASK	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Individual lesson:				
Demonstrate an understanding of tactical solutions to combat situations	basic	some	most	advanced
Control the level of difficulty of an exercise (i.e. the rate of success)	-	basic	some	fluent
Give a lesson with the opposite hand	-	-	-	some
Adapt quickly to imposed conditions	-	-	some	good
Maintain a clear goal and objective in a drill/lesson		basic	some	advanced
Detect errors made by the athlete that are caused by the coach and correct the presentation of the drill	-		some	good
Exploit unforeseen opportunities which arise in the lesson	-	-	some	good

NCCP Fencing Standards

EVALUATION GRID FOR FENCING COACHES PRACTICAL EXAM

Grid legend:

D - able to demonstrate a skill

L - able to develop a skill in a lesson

number (1-6) - the level of skill development

e.g. Lunge - D4. The coach is able to demonstrate smooth efficient control of the lunge with precision in game-like situations.

Counter-Time L5. The coach is able to give a lesson to an athlete which allows him or her to employ counter-time as a tactical option in a fighting context or to develop tactical variations of the counter-time movement.

TASK	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
FOOTWORK TECHNIQUES:				
Regular steps: forward, backward	L3	D2;L3	D4;L5	D5;L6
Cross-over steps: forward, backward	-	D2;L3	D4;L5	D5;L6
Lunge	L3	D2;L3	D4;L5	D5;L6
Fleche	L3	D2;L3	D4;L5	D5;L6
Jumps: forward, backward	-	-	-	D4;L6
Reprise with lunge, with fleche	-	-	D3;L4	D4;L6
Glide step	-	-	-	D4;L6
Half steps: forward, backward	-	-	-	D5;L6
En marchant stutter steps (sabre)	-	-	-	D4;L6
Removal of front foot (epee)	-	-	-	D4;L6
Hesitations: forward, backward	-	-	-	D4;L6
Side stepping, ducking	-	-	-	D4;L6
Percussion steps: appel, patinando, balestra, "check"	-	-	-	D4;L6

