

PRACTICAL ASSESSMENT FOR LEVEL 1 COACHING ACCREDITATION

Assessment tasks:

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 (Assessor to fill in details)

The assessment activity will take place on the _____ at _____

Name of candidate: _____

Organisation/Club: _____

Candidate contact: Phone: _____ Fax: _____

Assessor(s) name: _____

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

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Group Lesson

Theme: _____

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

Performance Criteria	Competency Demonstrated	Comments	Not yet competent
COACHING COMPORMENT			
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.			

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Result:

√ Candidate has achieved competency

√ Candidate is not yet competent

Reason for decision (if unsuccessful)

Assessor signature(s): _____ Date: _____

Candidate signature: _____ 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

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

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Individual Lesson

Theme _____

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

Performance Criteria	Competency Demonstrated (√)	Comments	Not yet competent
COACHING COMPORNTMENT			
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)

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↑ Candidate has achieved competency

↑ Candidate is not yet competent

Reason for decision (if unsuccessful)

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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.