

BWF Level 1 Coaching Course



Candidate assessment pack

Introduction

Welcome to the Badminton World Federation (BWF) Level 1 Coaching Award Assessment Pack. This pack contains all the tasks you need to complete in order to successfully achieve the BWF Level 1 Coaching Award. It also contains a lot of guidance on how to go about doing the tasks.

A BWF Level 1 coach will be able to:

“Demonstrate basic coaching competencies, enabling them to plan, deliver, review and evaluate an effective series of linked coaching sessions”

On page 4 and 5 there is a copy of the assessment and feedback sheet that lists the competencies you have to display in order to achieve the BWF Level 1 coaching award. Competence can be achieved by evidence from a variety of sources, including:

- On-going assessment of your behaviour throughout the course
- Theory questions
- Coaching logbook
- Practical coaching assessment
- Final interview with tutor

Your tutor will have a copy of this assessment sheet. At the end of each day you will have time to transfer any notes from the tutor copy to your copy in order to support your development.

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Assessment criteria

Candidate Name				Candidate number			Candidate signature			Date		
Venue				Tutor			Assessor					
The candidate has demonstrated that they can:			C/NYC	Day 1 comments	Day 2 comments	Day 3 comments	Day 4 comments					
Personal/ professional standards	present themselves appropriately for the role of a BWF Coach											
	maintain respect for all participants within the sport											
	coach responsibly											
	build and maintain relationships											
	respect the sport											
What to coach	Technique	identify the basic biomechanical principles that underpin hitting										
		identify appropriate grips for a variety of strokes										
		selects correct teaching points for a variety of strokes										
		identify movement components										
		organise movement components in a movement cycle model										
		describe appropriate movement patterns										
	Tactics	define tactics										
		select appropriate methods for developing singles tactics										
		select appropriate methods for developing doubles tactics										
	Physical	identify fitness components that support performance in badminton										
		suggest methods of training relevant components of fitness										
		choose appropriate activities for warm-up and cool-down										
	Psychological	distinguish between clinical, coaching and research psychology										
		select the components of a sports psychology model										
		suggest example of practical applications of sports psychology										
	Lifestyle	list lifestyle factors that influence performance										
		select effective injury prevention/ management techniques										

The candidate has demonstrated that they can:		C/NYC		Day 1 comments	Day 2 comments	Day 3 comments	Day 4 comments	
Coaching Process	Planning	establish a safe training environment					
		evaluate a groups of players						
		set effective goals for a series of sessions						
		provide linked session plans that build towards the set goals						
		provide session plans with enough detail to be delivered by others						
	Delivery	Communication	use short, simple, correct explanations					
			use basic questioning to support learning					
			provide short, precise feedback					
			use a tone and body language that is dynamic and engaging					
		Demos	provide technically accurate demonstrations					
		Practices	selects appropriate practices to develop physical, technical or tactical aspects					
			manages practices using an appropriate delivery structure					
			uses appropriate methods to practice a skill					
			progresses practices appropriately					
			differentiates practices for different levels within the group					
			maintains a safe environment					
		Group	bring the group together and disperse quickly and efficiently					
			use coaching methods that provide for different learning styles					
			enhances group cohesion by rotating practice partners					
		Feed	hand and racket feed accurately					
Review/ Evaluate	Can review (describe what happened) and evaluate (compare to best practice) accurately to inform future sessions							
Strengths				Development areas		Assessor signature and date	Overall assessment decision	
						Candidate signature and date		

1. Theory questions

Module 2 – Coaching Principles

1	The possible social benefits available in badminton are:	Self-confidence	
		Friendship, shared experiences, working in a group	
		Health and Fitness	
		Fun	
2	Tick 3 of the following choices that describe areas of responsibility for a coach.	Respect for participants	
		Coaching responsibly	
		Respect for the sport	
		Promoting a win at all costs attitude	
3	Tick 3 of the following choices that describe benefits of establishing your coaching philosophy.	Identifying personal coaching strengths	
		Letting players know what you demand	
		Identify personal coaching weaknesses	
		Improve self-awareness	
4	Tick one benefit of a democratic coaching style.	The coach controls everything	
		Players develop their self-reliance	
		Players are told what to do by the coach	
		Coach controls how to achieve goals	

Module 3 – The Coaching Process

1	The 4 components of the coaching process, in the correct order are:	Plan, deliver, evaluate and review	
		Review, plan, deliver and evaluate	
		Deliver, review, plan, evaluate	
		Plan, deliver, review and evaluate	
2	The 3 main types of learner are:	Visual, Kinaesthetic and Copying	
		Auditory, Visual and Kinaesthetic	
		Doing, hearing and Kinaesthetic	
		Auditory, listening and doing	
3	Messages can be delivered by:	Non-verbal communication	
		Para-verbal communication	
		Verbal communication	
		All the above	

4	Open questions tend to:	Encourage answers of only “yes”	
		Encourage a wide variety of possible responses	
		Encourage answers of only “no”	
		Encourage answers of “yes” or “no”	
5	Skills are best developed:	Simple-complex, slow-fast, predictable-unpredictable	
		Complex-simple, slow-fast, predictable-unpredictable	
		Simple-complex, fast-slow, predictable-unpredictable	
		Simple-complex, slow-fast, unpredictable-predictable	
6	“The power of the feed” is concerned with:	Speeding up the feed to make players work harder	
		Holding the shuttle with the thumb inside	
		Slowing the rate of feed	
		Delaying a feed until a correct technical point is established	
7	A coach that encourages player to use their own intrinsic feedback:	Is helping that player think for themselves	
		Give the player lots of verbal instruction	
		Tells the player what to do	
		Explains a great deal	
8	The autonomous stage of learning is:	the expert phase of learning	
		the beginner phase of learning	
		Requires a the player to put a lot of attention into how they produce a shot	
		the intermediate phase of learning	
9	Reviewing a session involves:	Listing what was good in the session	
		Describing what happening in a session	
		Deciding what you would do differently next time	
		Listing what was bad in the session	
10	Evaluating a sessions involves:	Listing what was good in the session	
		Describing what happening in a session	
		Deciding what you would do differently next time	
		Listing what was bad in the session	

Module 4 – Coaching Children

1	Solving a tactical issue in singles would be an example of a child developing what type of skill through badminton?	Physical	
		Social	
		Emotional	
		Intellectual	
2	Which of the following is not true?	Boys generally mature before girls	
		The 'growth spurt' can cause a loss in flexibility	
		Balance can be affected during the 'growth spurt'	
		Excessive, repetitious practices can lead to overuse injuries	
3	The growth plates, which are potential sites of injury during the growth spurt, are made of:	Muscle	
		Bone	
		Ligament	
		Cartilage	
4	A child's emotional age takes into consideration:	How intelligent they are compared to children of similar age	
		How tall they are compared to children of similar age	
		How long they have been training for	
		Their moods, temperament etc. compared to children of similar age	
5	Badminton can be adapted to help children learn by:	Using shorter rackets	
		Lowering the net	
		Altering the rules	
		All the above	

Module 5 – Introduction to Performance Factors

1	How many factors affect performance in badminton?	4	
		6	
		5	
		3	
2	What is the order of the developmental phases? Number 1-4	Train to Win	
		Train to Compete	
		Learn to Play	
		Train to Train	

Module 6 – Technical: movement skills

1	The movement cycle has four elements, listed in which order?	Hit-Approach-Start-Recover	
		Start-Hit-Approach-Recover	
		Recover-Approach-Hit-Start	
		Start-Approach-Hit-Recover	
2	Two parts of the movement cycle contain similar movements:	Approach and recovery	
		Hit and Start	
		Start and Recovery	
		Hit and Approach	
3	Which movement is not used to approach the forehand forecourt?	Running step	
		Chassé	
		Pivot on non-racket foot	
		Cross-behind	
4	Lunges can occur when striking the shuttle:	In the rearcourt	
		In the forecourt	
		In the midcourt	
		All the above	
5	An effective squatting shape involves:	Back and shins parallel	
		Heels off the ground	
		Weight through toes	
		Head looking down	
6	A split-step:	Involves a widening of the base	
		Helps to link movements	
		Helps to actively push off from the ground	
		All the above	
7	“One foot chases the other one but never quite catches it” is a description of:	Chassé	
		Running step	
		Cross behind	
		Hop	

8	The balance during a lunge to the net can be improved by:	Extending the rear arm	
		Keeping the distance between rear and front foot small	
		Leaning the body forwards	
		Keeping both feet pointing forwards	
9	Jumping technique can be improved by:	Keeping the arms by the side throughout the jump	
		Keeping the arms extended above the head throughout the jump	
		Swing the arms back and down then extending above the head	
		Keeping the arms crossed throughout the jump	
10	The approach phase to a backhand overhead involves:	A hop/pivot around non-racket leg	
		Running steps backwards	
		Lunge	
		Split step	

Module 7 – Technical: hitting skills

1	The grip to use for a forehand clear is:	thumb grip	
		corner grip	
		“V” grip	
		fixed grip	
2	In preparation for strokes, grips should be:	relaxed	
		tight	
		loose	
		short	
3	In the backswing of a forehand overhead the elbow should:	stay low	
		move out wide of the body	
		move around the head	
		go up and forwards	
4	Backhand low serves involve striking a:	shuttle from the hand	
		dropped shuttle	
		thrown shuttle	
		a wobbling shuttle	

5	On the backswing of a forehand lift, the backswing is best described as:	swinging from shoulder	
		reaching, bending wrist and supinating the forearm	
		taking racket head behind body	
		pushing the shuttle	
6	The impact point for a backhand overhead is:	in front of the player	
		slightly behind the player	
		level with the player	
		above the head of the player	
7	The grip for a backhand overhead is:	thumb grip	
		corner grip	
		V grip	
		fixed grip	
8	On striking a forehand net shot the racket head should be:	level with the hand	
		above the hand	
		below the hand	
		behind the hand	
9	Shuttles spin more at the net if they are hit:	Right to left	
		Left to right	
		Right to left (forehand), left to right (backhand)	
		Left to right (forehand), right to left (backhand)	
10	In preparing for a forehand overhead, to gain more power in the preparation phase:	In a sideways stance, bring the rear leg forwards	
		Adopt a square stance (parallel to net)	
		In a sideways stance, step back to load rear leg	
		In a sideways stance, keep both feet still	

Module 8 – Tactical


1	4 types of awareness that players need to have to support their decision making in singles badminton are:	Spatial, speed, balance, self	
		Opponent, partner, balance, fatigue	
		Spatial, self, opponent and pace	
		Strength, spatial, speed, surroundings	

2	Base can defined as:	The centre of the court	
		The court position from which you are best able to deal with your opponent's probable replies	
		The "T"	
		The back tramlines	
3	Hitting very high to the back of your opponent's court:	Gives both you and your opponent time to get into position	
		Gives you less time to get in position	
		Gives your opponent a good opportunity to intercept early	
		Gives your opponent less time to get in position	
4	The more under pressure your opponent is the more you:	Move your base backwards	
		Move your base forwards	
		Keep your racket down	
		Make your base diagonally opposite them	
5	In doubles smashes are generally directed more:	At the centre of the court and also the cross-court player	
		Between the players and also at the straight player	
		Equally at cross-court player and the straight player	
		Down the centre of the court only	
6	In order to make your low serve more effective you can:	Serve to the centre all the time	
		Vary your serve along the low service line	
		Serve wide all the time	
		Change you service action on each stroke	
7	In order to help develop tactical problem-solving skills coaches should:	Tell players as much as they can	
		Explain as much as possible	
		Demonstrate the answers as much as possible	
		Use questioning skills to encourage problem solving	
8	The two elements that define tactics are awareness and:	Decision making	
		Listening to the coach	
		Hitting mainly straight shots	
		Attacking all the time	
9	The preferred attacking formation for mixed doubles is:	Man at front, woman at the back	
		Side by side, man taking straight shot	
		Woman at the front, man at the back	
		Side by side, with cross-court player in an advanced position	

10	After returning a low serve straight to the mid court in men's doubles, that receiver should cover:	The cross-court replies to the midcourt	
		The rearcourt - straight	
		The rearcourt - crosscourt	
		The straight replies to net and midcourt	

Module 9 – Physical

1	The component parts of a cool down are:	Dynamic stretches then static stretches	
		Aerobic exercise then dynamic stretches	
		Dynamic stretches then aerobic exercise	
		Aerobic exercise then static stretches	
2	The 4 types of motor fitness are:	Co-ordination, dynamic balance, quickness, agility	
		Strength, co-ordination, quickness, agility	
		Co-ordination, dynamic balance, endurance, agility	
		Flexibility, speed, co-ordination, quickness	
3	Straight leg swings are used to train:	Speed	
		Endurance	
		Strength	
		Mobility	
4	“The capacity to change direction rapidly whilst retaining balance” is the definition of:	Agility	
		Strength	
		Flexibility	
		Body Composition	
5	In cool-down, static stretches should be held for:	0 – 5 seconds	
		15 – 30 sec	
		5 – 10 sec	
		1 – 2 minutes	
6	Ladder work is an opportunity to train:	Flexibility	
		Strength	
		Power	
		Quickness	

7	As well as mobility, straight leg swings can also train:	Endurance	
		Strength	
		Quickness	
		Dynamic balance	
8	The aerobic system relies on the bloodstream to provide:	Fats and carbohydrates	
		Carbon dioxide	
		Proteins and Minerals	
		Carbon dioxide and vitamins	
9	This picture shows a player stretching their: 	Upper calf	
		Triceps	
		Chest	
		Gluteals	

Module 10 – Psychological

1	Sports Psychology can be defined as:	The physical processes and behaviours of individuals within sport	
		The working relationships between parents, coaches and players	
		The mental processes and behaviours of individuals and groups within sport	
		The ability to control attitude on court	
2	Sports psychology can be split into:	Clinical, Exercise and Physiology	
		Research, Coaching and Clinical	
		Exercise, Coaching and Research	
		Research, Coaching and Technique	
3	Breathing techniques can be used to improve:	Cohesion	
		Commitment	
		Confidence	
		Control	
4	Imagery can be used to improve:	Commitment	
		Cohesion	
		Concentration	
		Control	

5	Rotating practice partners can be used to improve:	Cohesion	
		Control	
		Confidence	
		Commitment	

Module 11 – Lifestyle

1	Which of the following is a lifestyle factor that can influence sporting performance?	Tactics	
		Technique	
		Physical training	
		Time Management	
2	The most important source of energy for sporting performance is:	Carbohydrates	
		Fats	
		Proteins	
		Water	
3	An example of a chronic injury would be:	Impact injury to the eye	
		Sprained ankle	
		Patella Tendonitis	
		Pulled muscle	

2. Planning your coaching

2.1 Risk Assessment

Task

Complete the risk assessment template below. Make sure you cover potential hazards that:

- are concerned with the building itself
- are concerned with badminton activity

Why

The risk assessment is necessary to make sure you are:

- aware of hazards that may injury participants
- have methods by which you manage those hazards
- assign responsibility for managing those hazards

This process can assist in you delivering a safer badminton session for players in your sessions

Venue			Assessment completed by:				
Step 1	Step 2	Step 3	Step 3	Step 4	Step 5		
What are the hazards?	Who might be harmed and how?	What is the level of risk (1 = very low, 5 = very high)?	What are you already doing to manage these hazards?	What further action is necessary?	How will you put the assessment into action?		
					Action by whom	Action by when	Done

2.2 Player details

Task

Complete a player registration form for each player that you are coaching (a minimum of 4, a maximum of 8). Make sure that all sections are completed.

Why

You need to collect player details that:

- you have contact details in the case of an emergency
- you are aware of and can address medical issues

Player Registration Form		Club/Group name		
Surname	First name (s)	Title	M/F?	Date of Birth
Home address		Telephone (Home)		
		Telephone (Mobile)		
e-mail:				
I would describe my ethnic origin as:				
Has a doctor ever said that you have a heart condition and should only do physical activity if medically cleared to do so?			Yes	No
Do you ever feel pain in your chest when you do physical activity?			Yes	No
Do you ever feel pain in your chest when you are not doing physical activity?			Yes	No
Do you ever feel faint or have spells of dizziness?			Yes	No
Do you have a joint problem that could be made worse by exercise?			Yes	No
Have you ever been told you have high blood pressure?			Yes	No
Are you currently taking any medication that your coach should be made aware of? If so, what?			Yes	No
Are you pregnant or have you had a baby in the last 6 months?			Yes	No
Is there any other reason why you should not participate in physical activity? If so what?			Yes	No
Do you consider yourself to have a physical or learning disability? If so, please give details			Yes	No
If have answered yes to any of the above questions, contact your doctor before you participate and follow their advice	If you have answered no to all the questions, you can be reasonably sure about participating immediately in badminton, but build up gradually if you are not used to physical exercise	If your health changes so you would answer yes to any of the above questions, inform the coach and/or doctor immediately.		
I have read, understood and completed the information requested above	Signature			
Emergency Contact: this section is to be completed only if the above player is under 16				
Full Name		Relationship with player		
Address (if different from above)		Telephone (Home)		
		Telephone (Mobile)		
e-mail				

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e-mail:					
I would describe my ethnic origin as:					
Has a doctor ever said that you have a heart condition and should only do physical activity if medically cleared to do so?				Yes	No
Do you ever feel pain in your chest when you do physical activity?				Yes	No
Do you ever feel pain in your chest when you are not doing physical activity?				Yes	No
Do you ever feel faint or have spells of dizziness?				Yes	No
Do you have a joint problem that could be made worse by exercise?				Yes	No
Have you ever been told you have high blood pressure?				Yes	No
Are you currently taking any medication that your coach should be made aware of? If so, what?			Yes	No	
Are you pregnant or have you had a baby in the last 6 months?				Yes	No
Is there any other reason why you should not participate in physical activity? If so what?				Yes	No
Do you consider yourself to have a physical or learning disability? If so, please give details			Yes	No	
If have answered yes to any of the above questions, contact your doctor before you participate and follow their advice		If you have answered no to all the questions, you can be reasonably sure about participating immediately in badminton, but build up gradually if you are not used to physical exercise		If your health changes so you would answer yes to any of the above questions, inform the coach and/or doctor immediately.	
I have read, understood and completed the information requested above		Signature			
Emergency Contact: this section is to be completed only if the above player is under 16					
Full Name		Relationship with player			
Address (if different from above)		Telephone (Home)			
		Telephone (Mobile)			
e-mail					

Player Registration Form		Club/Group name			
Surname	First name (s)	Title	M/F?	Date of Birth	
Home address		Telephone (Home)			
		Telephone (Mobile)			
e-mail:					
I would describe my ethnic origin as:					
Has a doctor ever said that you have a heart condition and should only do physical activity if medically cleared to do so?				Yes	No
Do you ever feel pain in your chest when you do physical activity?				Yes	No
Do you ever feel pain in your chest when you are not doing physical activity?				Yes	No
Do you ever feel faint or have spells of dizziness?				Yes	No
Do you have a joint problem that could be made worse by exercise?				Yes	No
Have you ever been told you have high blood pressure?				Yes	No
Are you currently taking any medication that your coach should be made aware of? If so, what?				Yes	No
Are you pregnant or have you had a baby in the last 6 months?				Yes	No
Is there any other reason why you should not participate in physical activity? If so what?				Yes	No
Do you consider yourself to have a physical or learning disability? If so, please give details				Yes	No
If have answered yes to any of the above questions, contact your doctor before you participate and follow their advice		If you have answered no to all the questions, you can be reasonably sure about participating immediately in badminton, but build up gradually if you are not used to physical exercise		If your health changes so you would answer yes to any of the above questions, inform the coach and/or doctor immediately.	
I have read, understood and completed the information requested above		Signature			
Emergency Contact: this section is to be completed only if the above player is under 16					
Full Name		Relationship with player			
Address (if different from above)		Telephone (Home)			
		Telephone (Mobile)			
e-mail					

2.3 Register

Task

Complete the register for all the sessions that you run

Why

You need to keep a register to:

- monitor attendance at sessions, for example for use in selection decisions
- help maintain safety, for example using the register after a fire evacuation

Example

Course/Group		Venue													
Coaches		Facility Manager (and contact number)													
Name of player	***	Attendance dates													

2.4 Evaluation session

Task

Complete a minimum of 1 session plan, the content of which would allow you to observe a good range of technical and tactical skills. The content of the plan should be detailed enough for another coach to be able to run the session if you were not able to.

Why

In order to decide what you need to do with a group it is necessary to deliver a session which allows you to observe the players performing a range of skills. From this you can decide what to focus upon in your future coaching.

(See Appendix 1 for example evaluation session)

2.5 Observation, Analysis and Goal Setting

Venue		Date: time: duration	
Group / Club / Individual		Additional equipment	
Safety check (note any actions)			
Goals for session			
By the end of this the session the coach will be able to set development goals for the players			
Title	Description	Time	
Review			
Evaluate			

Task

- You need to observe the group to gain information about how they perform when they play badminton
- Then analyse by comparing what they do to the “ideal” model

From your observation and analysis select appropriate goals for the group to achieve after a 4 week (minimum 8 session) training period. Make sure the goals you set are well defined and realistic

Why

Before starting to coach a group it is important that you observe the group, analyse what they can do compared to the badminton “ideal” model and set realistic goals for your training period

Observation		Analysis
<ul style="list-style-type: none"> • Use a combination of predictable practices and game play • Have a system of observation so you focus on one part of the game at a time • Observe from different places • Discipline yourself to note down only what you observe, without making judgements of right or wrong 		Compare what you observe to the “ideal model” and choose the most important areas to work on
Footwork		
Posture and Balance		
Racket skills		
Tactical skills		
Goal Setting	By the end of the training period (minimum 4 weeks) the players will be able to:	
	1. 2. 3. 4. 5.	

3. Delivering your coaching

Task

Provide evidence of 8 sessions plans, the content of which helps support the development of players towards the goals established in task 2.5. Make sure that you:

- Always keep in mind the programme goals you are trying to work to. This can be done by noting the goal numbers down on your sessions plans in the boxes provided
- Make sure your plans have sufficient detail that another coach could deliver the session if you were not present
- Plan only one session at a time
- The plans should be progressive, clearly showing how they are supporting the players' development towards the goals set in task 2.5
- Make sure you reflect on each session, simply describing what happened in the session. Note it is very rare for a session to follow the plan exactly – this is normal
- Having reflected on the session, evaluate by indicating how you might change such a session in future in order to have made it “ideal”
- Make sure the reflections and evaluations are equally divided between your coaching performance and the coaching of the players
- At the end of each session you should obtain the signature and name of an adult who has witnessed you deliver the session, including a contact telephone number

An example of a completed plan is shown overleaf as a guideline as to the minimum expected level of detail

Why

- Session planning is an important part of coaching, helping to make training more organised and directed
- Reflection and evaluation are vital to help you learn from your experiences and develop as a coach

Venue	<i>Badminton Sports Club, Sea of Tranquillity</i>	Date: time: duration	<i>23/02/25: 19.00: 1 hour</i>	
Group / Club / Individual	<i>Group</i>	Additional equipment	None	
Safety check (note any actions)	<i>No problems</i>			
Title	Description	Goal no.	Time	
<i>Warm-up</i>	<i>Brief series of jogging/chasse/cross-behind movements. Squats of gradually increasing depth, progressing to lunging, balancing shuttle on head to promote good posture</i>	<i>1</i>	<i>5m</i>	
<i>BH lift - focus on lunge</i>	<i>Bh lift off hand feed, promoting good knee/foot alignment. Gradually increase range of movement into stroke if quality of lunge sustained</i>	<i>1</i>	<i>15m</i>	
<i>BH lift - height of lift</i>	<i>Partner hand feeds shuttle from forecourt, player lifts (maintain good lunge position). Feeder runs back to catch shuttle in rearcourt. Player gradually decreases height to make it more difficult for feeder to make the catch</i>	<i>2</i>	<i>15m</i>	
<i>BH lift - Play rally out</i>	<i>Players play net shots to each other (not too tight). Player playing backhand net shots can decide when they want to lift (either straight or cross) - once lift played then Play the Rally Out (PRO). Lifting player scores 3 points if they win rally in their next two shots. Discuss the advantages/disadvantages of different heights of lift.</i>	<i>2</i>	<i>15m</i>	
<i>Cooldown and summary</i>	<i>Jog with arms stretches at same time. Lower body stretches sat on floor whilst discussing the session</i>		<i>10m</i>	
Review	<i>I observed that the players:</i> <ul style="list-style-type: none"> • <i>Warm-up up for longer (10m)</i> • <i>showed positive body language</i> • <i>gave positive feedback about the PRO practice</i> • <i>did not recover shuttles for feeding quickly</i> 	<i>I observed that I:</i> <ul style="list-style-type: none"> • <i>was well prepared</i> • <i>talked a great deal during the session</i> • <i>allowed players to work with the same practice partner all the time</i> 		
Evaluate	<i>In future sessions I will help the players to:</i> <ul style="list-style-type: none"> • <i>increase the types of movement into the bh forecourt</i> • <i>recover shuttles more quickly so more time can be used for practice</i> 	<i>In future sessions I will:</i> <ul style="list-style-type: none"> • <i>rotate practice partners more often to help group to work together</i> • <i>Ask more open questions to support players thinking for themselves</i> 		

Venue		Date: time: duration	
Group / Club / Individual		Additional equipment	
Safety check (note any actions)			
Title	Description	Goal no.	Time
Review	<i>I observed that the players:</i>	<i>I observed that I:</i>	
Evaluate	<i>In future sessions I will help the players to:</i>	<i>In future sessions I will:</i>	
<i>I confirm that the above session took place on the above date</i>	<i>Signature</i>	<i>Date</i>	
	<i>Name (please print clearly)</i>	<i>Contact telephone number</i>	

Venue		Date: time: duration	
Group / Club / Individual		Additional equipment	
Safety check (note any actions)			
Title	Description	Goal no.	Time
Review	<i>I observed that the players:</i>	<i>I observed that I:</i>	
Evaluate	<i>In future sessions I will help the players to:</i>	<i>In future sessions I will:</i>	
<i>I confirm that the above session took place on the above date</i>	<i>Signature</i>	<i>Date</i>	
	<i>Name (please print clearly)</i>	<i>Contact telephone number</i>	

Venue		Date: time: duration	
Group / Club / Individual		Additional equipment	
Safety check (note any actions)			
Title	Description	Goal no.	Time
Review	<i>I observed that the players:</i>	<i>I observed that I:</i>	
Evaluate	<i>In future sessions I will help the players to:</i>	<i>In future sessions I will:</i>	
<i>I confirm that the above session took place on the above date</i>	<i>Signature</i>	<i>Date</i>	
	<i>Name (please print clearly)</i>	<i>Contact telephone number</i>	

Venue		Date: time: duration	
Group / Club / Individual		Additional equipment	
Safety check (note any actions)			
Title	Description	Goal no.	Time
Review	<i>I observed that the players:</i>	<i>I observed that I:</i>	
Evaluate	<i>In future sessions I will help the players to:</i>	<i>In future sessions I will:</i>	
<i>I confirm that the above session took place on the above date</i>	<i>Signature</i>	<i>Date</i>	
	<i>Name (please print clearly)</i>	<i>Contact telephone number</i>	

Venue		Date: time: duration	
Group / Club / Individual		Additional equipment	
Safety check (note any actions)			
Title	Description	Goal no.	Time
Review	<i>I observed that the players:</i>	<i>I observed that I:</i>	
Evaluate	<i>In future sessions I will help the players to:</i>	<i>In future sessions I will:</i>	
<i>I confirm that the above session took place on the above date</i>	<i>Signature</i>	<i>Date</i>	
	<i>Name (please print clearly)</i>	<i>Contact telephone number</i>	

Venue		Date: time: duration	
Group / Club / Individual		Additional equipment	
Safety check (note any actions)			
Title	Description	Goal no.	Time
Review	<i>I observed that the players:</i>	<i>I observed that I:</i>	
Evaluate	<i>In future sessions I will help the players to:</i>	<i>In future sessions I will:</i>	
<i>I confirm that the above session took place on the above date</i>	<i>Signature</i>	<i>Date</i>	
	<i>Name (please print clearly)</i>	<i>Contact telephone number</i>	

Venue		Date: time: duration	
Group / Club / Individual		Additional equipment	
Safety check (note any actions)			
Title	Description	Goal no.	Time
Review	<i>I observed that the players:</i>	<i>I observed that I:</i>	
Evaluate	<i>In future sessions I will help the players to:</i>	<i>In future sessions I will:</i>	
<i>I confirm that the above session took place on the above date</i>	<i>Signature</i>	<i>Date</i>	
	<i>Name (please print clearly)</i>	<i>Contact telephone number</i>	

Venue		Date: time: duration	
Group / Club / Individual		Additional equipment	
Safety check (note any actions)			
Title	Description	Goal no.	Time
Review	<i>I observed that the players:</i>	<i>I observed that I:</i>	
Evaluate	<i>In future sessions I will help the players to:</i>	<i>In future sessions I will:</i>	
<i>I confirm that the above session took place on the above date</i>	<i>Signature</i>	<i>Date</i>	
	<i>Name (please print clearly)</i>	<i>Contact telephone number</i>	

Venue		Date: time: duration	
Group / Club / Individual		Additional equipment	
Safety check (note any actions)			
Title	Description	Goal no.	Time
Review	<i>I observed that the players:</i>	<i>I observed that I:</i>	
Evaluate	<i>In future sessions I will help the players to:</i>	<i>In future sessions I will:</i>	
<i>I confirm that the above session took place on the above date</i>	<i>Signature</i>	<i>Date</i>	
	<i>Name (please print clearly)</i>	<i>Contact telephone number</i>	

Venue		Date: time: duration	
Group / Club / Individual		Additional equipment	
Safety check (note any actions)			
Title	Description	Goal no.	Time
Review	<i>I observed that the players:</i>	<i>I observed that I:</i>	
Evaluate	<i>In future sessions I will help the players to:</i>	<i>In future sessions I will:</i>	
<i>I confirm that the above session took place on the above date</i>	<i>Signature</i>	<i>Date</i>	
	<i>Name (please print clearly)</i>	<i>Contact telephone number</i>	

Venue		Date: time: duration	
Group / Club / Individual		Additional equipment	
Safety check (note any actions)			
Title	Description	Goal no.	Time
Review	<i>I observed that the players:</i>	<i>I observed that I:</i>	
Evaluate	<i>In future sessions I will help the players to:</i>	<i>In future sessions I will:</i>	
<i>I confirm that the above session took place on the above date</i>	<i>Signature</i>	<i>Date</i>	
	<i>Name (please print clearly)</i>	<i>Contact telephone number</i>	

4. Review and Evaluate the Coaching Programme

Task

Complete the table below by:

- giving an overview describing what you delivered in the review section
- evaluating the programme by:
 - comparing the player's progress against the goals that were set
 - comparing your own coaching performance against the ideal

Why

Having delivered a series of sessions it is important to reflect on what really happened and also to evaluate whether the programme was effective. Without reflection and evaluation future improvements in the content and delivery of coaching programmes is unlikely.

Review of the Coaching Programme (describe what happened without making judgments)	
I observe that during the coaching programme:	
Analysis of player performance (compared to programme goals)	Analysis of your coaching performance (compared to "ideal" delivery)

Task 5

- On the assessment day you will be asked to coach a minimum of 4, maximum of 6, children on 1 court
- You should have a 45 minute lesson prepared, broken down into:
 - 10 min warm up
 - 30 minutes main part, including at least two practices
 - 5 minutes could down
- These will be children you have met before on the course and evaluated before, hence your lesson should reflect their needs, both in terms of content and level of difficulty. Refer to the notes you took about these children during the delivery of the course before planning your lesson
- You will only have to deliver the warm-up and cool-down phases to 1-2 children. The main part of your lesson will however be to 4-6 children on 1 court
- You may be asked to deliver just the warm-up, main part and cool-down phases separately
- Make sure that you provide sufficient detail in your plan for another coach to deliver from that plan if you were not there. Balance this with not providing so much information that it would be impossible to remember/implement practically. An example of the level of detail is provided at the start of task 3.
- You should provide two copies of your lesson plan

Observation		Analysis
<ul style="list-style-type: none"> • Use a combination of predictable practices and game play • Have a system of observation so you focus on one part of the game at a time • Observe from different places • Discipline yourself to note down only what you observe, without making judgements of right or wrong 		Compare what you observe to the “ideal model” and choose the most important areas to work on
Footwork		
Posture and Balance		
Racket skills		
Tactical skills		
Goal Setting	By the end of the training period (minimum 4 weeks) the players will be able to:	
	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	

Venue		Date: time: duration	
Group / Club / Individual		Additional equipment	
Safety check (note any actions)			
Title	Description	Goal no.	Time
Review	<i>I observed that the players:</i>	<i>I observed that I:</i>	
Evaluate	<i>In future sessions I will help the players to:</i>	<i>In future sessions I will:</i>	
<i>I confirm that the above session took place on the above date</i>	<i>Signature</i>	<i>Date</i>	
	<i>Name (please print clearly)</i>	<i>Contact telephone number</i>	

Venue		Date: time: duration	
Group / Club / Individual		Additional equipment	
Safety check (note any actions)			
Title	Description	Goal no.	Time
Review	<i>I observed that the players:</i>	<i>I observed that I:</i>	
Evaluate	<i>In future sessions I will help the players to:</i>	<i>In future sessions I will:</i>	
<i>I confirm that the above session took place on the above date</i>	<i>Signature</i>	<i>Date</i>	
	<i>Name (please print clearly)</i>	<i>Contact telephone number</i>	

Appendix 1

BWF Coach Level 1 – Examples of differentiated tasks which could be used to evaluate players in an evaluation session.

Task 2.4 Player Evaluation Session				
Venue		Date: time: duration		
Group / Club / Individual		Additional equipment		
Safety check (note any actions)				
Goals for session:	<i>By the end of this session, the coach will be able to set development goals for the players.</i>			
Title	Description			Time
Warm-up	Players complete a warm-up which contains a pulse raising activity (including running, chasse, cross-behind, pivoting), dynamic stretches (including lunges), shadowing and a knock-up. On the basis of the knock-up, select options 1, 2 or 3 below as you session main part (1 – beginner, 2 – intermediate and 3 - advanced)			10m
Serving	Example 1 A few attempts at each of the possible serves in badminton	Example 2 A few attempts at each of the possible serves in badminton	Example 3 A few attempts at each of the possible serves in badminton	5m
Net shots and lifts	Players hit underarm strokes off a hand-feed	<ul style="list-style-type: none"> • Players play a continuous rally of dropshots and lifts to evaluate lift • Players play alternating fh/bh net shots off hand-feed 	Players use a continuous rally to demonstrate lifts and net shots	10m
Midcourt drives	Hand feed from safe position to allow player to strike the shuttle at shoulder height	<ul style="list-style-type: none"> • Players hit flat drives to each other in mid-court (mainly straight) • Players devise activities involving blocking, driving and lifting smashes, mainly of the body 	<ul style="list-style-type: none"> • Players hit flat drives to each other, both straight and cross-court Players devise activities involving blocking, driving and lifting smashes, off the body/wide to the sides (singles defence) 	10m
Overheads	Players shadow, hit suspended shuttles or high hand fed shuttle	Players play half-court singles with players encouraged to perform a wide variety of overhead strokes	Players play full-court singles with players encouraged to play a wide variety of overhead strokes	10m
Game Play	Singles or doubles games	Singles or doubles games	Singles or doubles games	10m
Cool-down	Aerobic activity plus static stretches			5m
Review	I observed that the players:		I observed that I:	
Evaluate	In future sessions I will help the players to:		In future sessions I will:	