

1st4sport Level 3 Certificate for Head Coaches in Badminton

Qualification Specification



About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

Our Mission: To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

Our Direction: We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

Qualification Specification

| | |
|----------------------------------|---|
| Title: | 1st4sport Level 3 Certificate for Head Coaches in Badminton |
| Qualification Overview: | <p>Prepares learners to support the development of badminton and the people who play it.</p> <p>This product is mapped against the Coach (Occupation) Professional Standards as a CIMSPA Professional Standards Endorsed Qualification.</p> |
| Qualification Code: | L3CFHCB |
| Qualification Regulation Number: | 601/8903/4 |
| Guided Learning Hours (GLH): | 86 |
| Total Qualification Time (TQT): | 138 |
| Credit Value (if applicable): | Not applicable |
| Operational Start Date: | 01/06/2016 |
| Qualification Review Date: | 31/05/2025 |
| Learner Registration Period: | 3 years |
| Qualification Objective: | This qualification qualifies learners to become a Head Coach. |
| Qualification Purpose: | Prepare for employment in a specific occupational area. |

Who is this qualification for?

The qualification is designed for those who wish to further develop as an independent coach in Badminton, and wish to take responsibility for the ongoing development of participants through the position of Head Coach. This qualification is not currently part of a wider apprenticeship.

Qualification Progression

The skills and knowledge developed may be used to enable learners to progress to other industry-relevant qualifications in coaching sport, activity leadership, supporting PE in school sport and sports development.

This qualification may lead to paid employment or unpaid voluntary roles in coaching Badminton, either working independently or as part of a coaching team. Other roles that the learner may consider exploring include Activity Leader, Official and Sports Volunteer.

Entry Requirements

Learners must be a minimum of 18 years old at registration and 18 years old at certification.

Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 18 years of age
- be able to undertake this assessment in English or Welsh (if available)

Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 6 of 6 mandatory units),
- Practical Demonstration/Assignment (in 6 of 6 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

Grading Methods

This qualification will be graded Pass / Fail.

Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

Mandatory Units

| Unit ID | Unit Title | GLH |
|------------|---|-----|
| L/508/5153 | The Head Coach Role in Badminton | 20 |
| R/508/5154 | Developing skills through Badminton coaching programmes | 20 |
| Y/508/5155 | Plan a Badminton coaching programme | 24 |
| D/508/5156 | Deliver a Badminton coaching programme | 18 |
| H/508/5157 | Review a Badminton coaching programme | 13 |
| M/508/5159 | Technical Requirements for Head Coaches in Badminton | 16 |

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

| | |
|---------------------------|--|
| Unit Title | The Head Coach Role in Badminton |
| Unit Aim | This unit assesses a programme coach's understanding of their role and responsibilities and the roles of others, ensuring that their coaching is safe and inclusive. |
| Unique Unit Number | L/508/5153 |
| Unit Assessment Method(s) | - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | Learners are required to complete a series of assessed tasks within their learner portfolio. These are set by 1st4sport and assessed by their assessor. Elements of this unit are also assessed via an online multiple-choice assessment accessed through the Badminton Moodle system. |

Learning Outcome: 1. understand the role of the Head Coach in Badminton

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 1.1 evaluate the role of the Head Coach in Badminton | <ul style="list-style-type: none"> • the role of the lead/head coach in the implementation and management of the coaching programme and sessions • strategies to manage others in the coaching environment • how to promote, and coach within the boundaries of, relevant code(s) of practice that impact on the coach and others • how to promote the ethos of the participant-centred approach • how to produce a coaching philosophy • the importance of being a positive role model for participants and others • the importance of operating within own level of competence and experience • the importance of continued professional development for self and others |

Learning Outcome: 2. understand the responsibilities of the Head Coach in Badminton

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 2.1 analyse responsibilities related to rules and regulations | <ul style="list-style-type: none"> • The overarching legal and sport-specific responsibilities of the role • the impact of organisational procedures on coaching practice • the rules and regulations of Badminton to enable the delivery of coaching programmes • the role of Badminton officials and the positive promotion of these |
| 2.2 analyse responsibilities related to duty of care | <ul style="list-style-type: none"> • What constitutes acceptable relationships as a Head Coach • the guidelines for safeguarding and protecting the following participant groups, adherence to these and maintaining confidentiality: <ul style="list-style-type: none"> - young people and children, including signs and symptoms of abuse - adults at risk <ul style="list-style-type: none"> • participants who share protected characteristics • the importance of maintaining the confidentiality of participants' personal details • how to utilise others to support participant development and welfare • when to seek specialist advice from a competent person or agency on participants' needs and potential that cannot be met |

| | |
|---|---|
| <p>2.3 analyse responsibilities related to safe coaching practice</p> | <ul style="list-style-type: none"> • Health and safety management, knowing how to: <ul style="list-style-type: none"> - prepare the environment - conduct a risk assessment - minimise risk - put contingency plans in place <ul style="list-style-type: none"> • emergency procedures; knowing how to follow: - correct procedures for dealing with accidents, emergencies and incidents - correct procedures for reporting issues <ul style="list-style-type: none"> • facility normal operating procedures (NOPs) and emergency operating procedures (EOPs) • management of others to ensure safety is maintained |
| <p>2.4 evaluate responsibilities related to inclusive coaching practice</p> | <ul style="list-style-type: none"> • How to ensure coaching practice is equitable • in-depth discussion of inclusive delivery of badminton coaching programmes and activities and where to gain information on this • assessing individual participants' needs to ensure coaching is inclusive (disability/impairment) • how to recognise and address possible barriers to participant development; when to make reasonable adaptations to programme design, delivery methods and coaching styles <ul style="list-style-type: none"> • how to communicate with a variety of participant types: <ul style="list-style-type: none"> - disabled and non-disabled people - children/youth/adults - those who share protected characteristics <ul style="list-style-type: none"> • recognising that different participants learn in different ways • how different backgrounds and stages of participant development can impact on - age - skill development - emotional development |
| <p>2.5 evaluate the benefits of using others to support badminton coaching programmes</p> | <ul style="list-style-type: none"> • How to operate within a coaching team • the breadth of roles in support of coaching, how to ensure positive relationships with, and the promotion: <ul style="list-style-type: none"> - sports official - assistant coach - physiotherapist - nutritionist - psychologist - strength and conditioning specialist - physician - parents club officials - administrators - grounds staff - facility staff <ul style="list-style-type: none"> • how to share and agree roles and responsibilities of participants and other |

Learning Outcome: 3. understand how to support participants' lifestyle through badminton coaching programmes.

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 3.1 evaluate factors contributing to participants' lifestyle | <ul style="list-style-type: none"> • the role of the coach in encouraging the pursuit of a healthy lifestyle • the lifestyle issues that may affect programme participants |
| 3.2 review methods of maintaining the well-being of participants and others | <ul style="list-style-type: none"> • How to encourage effective time management, supporting participants to plan and prioritise their own work and study commitments (eg training, competition, employment and academic studies) • the impact of participation in developing participants socially through improved confidence and self-esteem • the need for participants to achieve a work-life balance |
| 3.3 explain the role of the Head Coach in injury prevention and management | <ul style="list-style-type: none"> • How to work with others to prevent injury • how to support participants in recovering from injury, possibly with the support of others |
| 3.4 explain the overarching principles of nutrition and hydration related to badminton performance | <ul style="list-style-type: none"> • Understand the principles of good nutrition as it relates to sports performance • understand how best to achieve optimum nutrition and hydration levels before, during and after training and competition |
| 3.5 describe the principles of the use of drugs and supplements in badminton, and medical considerations | <ul style="list-style-type: none"> • How to access information and prohibiting and understanding and other • the ethical issues surrounding drug taking in sport • how to identify and access sources of information on, including the consequences within badminton, of taking: <ul style="list-style-type: none"> - prescription medicines - supplements - performance-enhancing drugs - illegal substances |

| | |
|---------------------------|---|
| Unit Title | Developing skills though Badminton coaching programmes |
| Unit Aim | This unit assesses a programme coach's understanding of the impact of skill development on programme design for an annual, or periodised, coaching programme. |
| Unique Unit Number | R/508/5154 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | Learners are required to complete a series of assessed tasks within their learner portfolio. These are set by 1st4sport and assessed by their assessor. |

Learning Outcome: 1. understand the physical requirements of badminton

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 1.1 assess the fundamental movement skills that underpin the technical, tactical and physical requirements for badminton. | <ul style="list-style-type: none"> • Fundamental movement (beyond A,B,C) - agility - balance - coordination - travel - jump - send - receive - strike <ul style="list-style-type: none"> • the technical and tactical requirements for badminton • the physical requirements for badminton |
| 1.2 evaluate the physical capabilities required for badminton | <ul style="list-style-type: none"> • the physical capabilities required for badminton • the skill-related aspects of the sport in relation to physical fitness • the concepts of physical conditioning, its role in training and how to apply them to participants, including: <ul style="list-style-type: none"> - aerobic endurance - muscular endurance - speed - flexibility - agility - strength - power - balance and coordination - core stability - functional strength |

Learning Outcome: 2. understand how to apply mental skills training within the badminton coaching programme

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 2.1 understand the mental skills required in Badminton | <ul style="list-style-type: none"> • The mental skills required for successful performance in sport including: <ul style="list-style-type: none"> - confidence - mental toughness, self-confidence, belief - concentration - ability to maintain focus, intentional control - motivation - intention and desire to be effective/succeed - emotional control - ability to maintain emotional control regardless of distraction - cohesion - commitment/ability to continue working to agreed goals - growth mindset - self-motivated learner - psychosocial characteristics of developing excellence (PCDE) skills - resilience <ul style="list-style-type: none"> • the different stages of cognitive, emotional and social development |
| 2.2 illustrate how a Head Coach can contribute to the development of participants' mental skills | <ul style="list-style-type: none"> • How to develop participants' mental skills in sport including: <ul style="list-style-type: none"> - confidence - mental toughness, self-confidence, belief - concentration - ability to maintain focus, intentional control - motivation - intention and desire to be effective/succeed - emotional control - ability to maintain emotional control regardless of distraction - cohesion - commitment/ability to continue working to agreed goals - growth mindset - self-motivated learner - psychosocial characteristics of developing excellence (PCDE) skills - resilience |

Learning Outcome: 3. understand how to apply skill development within the badminton coaching programme.

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 3.1 illustrate the key factors of skill development | <ul style="list-style-type: none"> • The concepts of: <ul style="list-style-type: none"> - skill coordination - motor skill learning - skill acquisition - skill retention - skill transfer |
| 3.2 illustrate the principal methodologies of skill development | <ul style="list-style-type: none"> • The delivery style - pedagogy vs andragogy • the range skill development delivery methods: <ul style="list-style-type: none"> - whole practice - part instruction - whole-part-whole instruction - shaping - chaining <ul style="list-style-type: none"> • the range of skill development coaching activities: <ul style="list-style-type: none"> - drills based - scenario based - small sided games - adapted games (rule changes/restrictions) - full games - differentiation (adaptations and progressions) <ul style="list-style-type: none"> • the range of coaching methods for skill development: <ul style="list-style-type: none"> - facilitation - instruction - demonstration - question and answer |
| 3.3 analyse how coaching behaviours impact on participant skill development | <ul style="list-style-type: none"> • How participants' learning preferences and the use of coaching style impact on skill development • how different backgrounds and stages of participant development can impact on skill development |

| | |
|----------------------------------|---|
| Unit Title | Plan a Badminton coaching programme |
| Unit Aim | This unit assesses a coach's ability to plan an annual, or periodised, coaching programme to meet the needs of participants. The coaching programme will cover a prolonged period of time such as a year or a season, depending on the nature of the sport and will develop participants' performance within a sport or physical activity. |
| Unique Unit Number | Y/508/5155 |
| Unit Assessment Method(s) | - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | Learners are required to: (i) profile the performance of a minimum of one participant or a specified cohort of a team (ii) design and plan a comprehensive sport-specific coaching programme for a minimum of one participant or a specified cohort of a team, which should be based on the outcome of the performance profile (iii) produce a detailed plan of a programme (macrocycle) and discrete cycle or phase (mesocycle and microcycles - minimum 8 weeks in total) associated with an aspect of the sport-specific coaching programme (iv) produce a minimum specified number of coaching session plans within the discrete cycle or phase (minimum 8 sessions) associated with an aspect of the sport-specific coaching programme (v) produce an evaluation schedule for the sport-specific coaching programme. |

| Learning Outcome: 1. understand the process of planning Badminton coaching programmes | |
|---|--|
| Assessment Criteria The learner can: | Indicative Delivery Content |
| 1.1 discuss the strategic overview of the coaching programme | <ul style="list-style-type: none"> Identify and define the overall aims of a coaching programme measure the outcomes of the coaching programme |

Learning Outcome: 2. explain the units and phases of a coaching programme

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 2.1 explain the units and phases of a coaching programme | <ul style="list-style-type: none"> • Identify the units of a coaching programme (periodisation): <ul style="list-style-type: none"> - macrocycle - mesocycle - microcycle • describe the different phases within a coaching programme (periodisation): <ul style="list-style-type: none"> - preparation phase (general and specific) - competition phase - transition phase (active rest) <ul style="list-style-type: none"> • incorporate the principles and processes, in the context of the sport, involved in planning a coaching programme |
| 2.2 evaluate the factors to consider when developing a coaching programme | <ul style="list-style-type: none"> • Identify the demands of the sport to inform the programme design • identify and analyse evidence and sources of information that need to be collated to design the programme • plan the focus and priority of each phase of the coaching programme • identify appropriate recovery activities and strategies within seasonal, weekly training cycles and annual training programmes • integrate all training, competition/recreational and recovery activities effectively to ensure optimal training and performance programmes • skill acquisition effectively into the rest of the programme (ie constraint-led coaching) |

Learning Outcome: 3. analyse participants' performance and stage of development; setting programme goals in badminton

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 3.1 evaluate participants' stages of development and how this will determine the coaching programme | <ul style="list-style-type: none"> • Explain how the coaching programme, session content and coaching environment is influenced by: <ul style="list-style-type: none"> - participants' age - participants' stage of development - participants' physical readiness to participate - competition |
| 3.2 justify specific physical testing protocols and recording methods for the coaching programme | <ul style="list-style-type: none"> • Assess the risks involved in testing • monitor and refine the analysis at regular intervals throughout the programme • types of analysis, recording methodology and technology used |
| 3.3 perform physical tests to establish current performance levels | <ul style="list-style-type: none"> • Analyse participants' current and desired levels of performance, including technical and tactical ability and physical conditioning • integrate performance analysis effectively into the programme • manage the risks involved in testing |
| 3.4 evaluate methods and sources of information available to design a coaching programme | <ul style="list-style-type: none"> • evaluate valid sources of information to take forward to the programme planning stage |

Learning Outcome: 4. be able to design badminton coaching programmes to meet participants' needs

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| | |

| | |
|---|---|
| <p>4.1 evaluate the overall aims of the coaching programme</p> | <ul style="list-style-type: none"> • identify the technical and tactical requirements of the sport • categorise: <ul style="list-style-type: none"> - participant types - participant aims and aspirations <ul style="list-style-type: none"> • review analysis of participants' - level of development - actual and potential performance levels - level of motivation <p>and explain the importance of these when planning a coaching programme</p> <ul style="list-style-type: none"> • design and initially agree coaching programme aims for, and with, participants to include: <ul style="list-style-type: none"> - physical skill development - mental skill development - technical and tactical skill development • set out and agree coaching programme goals with participants and others |
| <p>4.2 justify the focus and priority of each stage of the badminton coaching programme</p> | <ul style="list-style-type: none"> • Plan the programme in relation to: <ul style="list-style-type: none"> - recreation - competition - training cycles - level of participation (recreational, competitive league etc) <ul style="list-style-type: none"> • design and agree the goals for the (periodisation) cycles of the programme for participants • explain to others their roles and responsibilities |
| <p>4.3 plan the badminton coaching programme to meet participants' needs</p> | <ul style="list-style-type: none"> • select and plan activities and resources that facilitate the achievement of coaching programme goals and enhance participant development: <ul style="list-style-type: none"> - skill acquisition - physical conditioning - mental skills <ul style="list-style-type: none"> • explain methods of enhancing and maintaining performance • prepare participants for competition • justify and apply the units of physical conditioning in the programme |
| <p>4.4 evaluate resources required for the badminton coaching programme</p> | <ul style="list-style-type: none"> • Ensure the required resources and facilities are available to participants and others involved in the programme and in line with good practice • assess and manage the risks involved |

4.5 justify how and when to evaluate the badminton coaching programme

- Identify when to regularly evaluate and review participants' progress throughout the coaching programme
- plan a schedule for the evaluation of the coaching programme, and share with participants and others

| | |
|----------------------------------|--|
| Unit Title | Deliver a Badminton coaching programme |
| Unit Aim | This unit assesses a head coach's understanding of their role and responsibilities and the roles of others, ensuring that their coaching is safe and inclusive. |
| Unique Unit Number | D/508/5156 |
| Unit Assessment Method(s) | - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | Learners are required to: (i) evidence the delivery of 8 (minimum) sport-specific coaching sessions within the discrete cycle or phase within their normal coaching environment (off-course) (ii) be observed by an appropriately qualified assessor delivering coaching sessions to a singles player, a doubles pair and a performance group. The assessor observation should be a minimum of 120 minutes generally, through the observation of three 60-minute sessions. Observations will take place within an appropriate performance environment. |

Learning Outcome: 1. manage the implementation of the badminton coaching programme

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 1.1 agree roles and responsibilities of participants and others involved in the badminton coaching programme | <ul style="list-style-type: none"> Communicate information about the programme to participants and others provide information to participants |
| 1.2 lead the implementation of the coaching programme including: <ul style="list-style-type: none"> skill acquisition physical conditioning mental skill development holistic programme development. | <ul style="list-style-type: none"> Implement coaching programmes that incorporate the technical and tactical requirements of the sport <ul style="list-style-type: none"> directly coach participants with a periodised programme: <ul style="list-style-type: none"> - macro (annual) planning - mesocycle - microcycle <ul style="list-style-type: none"> use the principles of skill development in their coaching |

Learning Outcome: 2. create and maintain, an effective learning environment/culture

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 2.1 create and maintain, an effective learning environment/culture | <ul style="list-style-type: none"> Identify the key aspects of an effective coaching environment clarify aims and objectives of sessions, set SMART/tangible goals and agree these with participants implement good practice principles of starting and ending coaching sessions for physical and mental preparation - delivering warm-ups and cool-downs |
| 2.2 demonstrate a variety of coaching techniques, adapting coaching and leadership styles to meet the needs of participants and others | <ul style="list-style-type: none"> Utilise a variety of communication methods with participants and others utilise listening skills lead participants and other staff in an effective and appropriate manner adopt coaching techniques relevant to participants' needs deliver a balance of facilitation, instruction and demonstration ensure there is a balance of activities in the sessions adapt their coaching and style of leadership to meet the needs and varied learning styles of participants and others |
| 2.3 maintain participant engagement in sessions | <ul style="list-style-type: none"> encourage and empower participants incorporate a variety of coaching styles into delivery maintain regular communication with participants and others |
| 2.4 manage the behaviour of participants and others in sessions | <ul style="list-style-type: none"> manipulate the rules and regulations of sport or physical activity to enable the delivery of coaching sessions set and enforce ground rules for behaviour within sessions |
| 2.5 manage risk and maintain a safe coaching environment. | <ul style="list-style-type: none"> manage risk, and monitor participants and others according to the health and safety requirements of the programme and the sport organise the setting up, taking down and managing of equipment required for sessions |

Learning Outcome: 3. develop participant performance during the badminton coaching programme

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 3.1 deliver technical and tactical requirements of badminton in sessions | <ul style="list-style-type: none"> • identify the technical and tactical requirements of the sport • provide technical and tactical demonstrations and explanations that are correct • apply appropriate communication methods in the provision of technical guidance |
| 3.2 manage the implementation in sessions of skill acquisition, physical conditioning and mental skills development | <ul style="list-style-type: none"> • Directly coach participants in skill acquisition, physical conditioning and mental skills development • provide support and feedback to others involved in coaching participants in skill acquisition, physical conditioning and mental skills development • monitor and refine the skill acquisition units of the programme, including: <ul style="list-style-type: none"> - skill coordination - motor skill - learning - skill acquisition - skill retention - skill transfer |
| 3.3 observe, analyse, intervene and provide ongoing feedback to participants to improve performance within sessions | <ul style="list-style-type: none"> • Observe participants' performance • analyse participants' performance and current skill level • provide constructive feedback to participants • offer information to participants after coaching sessions and different stages of the programme. |

Learning Outcome: 4. Monitor participant development during the badminton coaching programme

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|---|
| 4.1 review and evaluate progress with participant and others at agreed points during the programme | <ul style="list-style-type: none"> • develop methods for evaluating performance that are safe, valid and reliable • continually monitor and review the programme at intervals required by the sport • work with participants to regularly evaluate and review progress throughout the programme, developing action plans when required • provide support and feedback to others involved in the programme |
| 4.2 adapt programme goals for participants based on: <ul style="list-style-type: none"> • observation • feedback • progress • circumstances | <ul style="list-style-type: none"> • monitor and refine the programme as it develops, using contingency plans where appropriate • manage change effectively within the programme. |
| 4.3 modify the coaching programme to ensure sessions continually meet participants' needs and programme goals | <ul style="list-style-type: none"> • implement the principles of needs-led coaching, and understand how this can impact on programme and session goals • modify the coaching programme to ensure sessions meet the programme goals. |

| | |
|---------------------------|--|
| Unit Title | Review a Badminton coaching programme |
| Unit Aim | This unit assesses the coach's ability to monitor, review and modify the coaching sessions, phases and overall coaching programme. Learners will also reflect on their own and others' coaching practice, identifying areas or development. |
| Unique Unit Number | H/508/5157 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | Learners are required to: (i) evaluate of all aspects of the coaching programme, cycles and delivered sessions (ii) evaluate coaching practice of self and others involved in the coaching programme and identify areas for development (iii) produce a personal development plan and review and update this at regular intervals. |

Learning Outcome: 1. evaluate the badminton coaching programme

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 1.1 Monitor, review and modify the badminton coaching programme | <ul style="list-style-type: none"> • work with participants to regularly review and evaluate their progress throughout the coaching programme • complete evaluations of individual coaching sessions and cycles • monitor and refine the programme as it develops, using contingency plans where appropriate • manage change effectively within the programme • complete an evaluation of a complete coaching programme to include: <ul style="list-style-type: none"> - analysis of performance evidence from the programme, cycles and sessions - the short- and long- term effectiveness of physical and mental conditioning - coaching contributions from others - feedback from participants - feedback from others <ul style="list-style-type: none"> • explain how the analysis of the evidence from the monitoring and review process informs the evaluation results • justify any modifications, made to the coaching programme |
| 1.2 evaluate the impact of self in the design, management and delivery of the badminton coaching programme. | <ul style="list-style-type: none"> • review and justify the methods selected and understand their importance and impact during the planning of the programme |
| 1.3 evaluate the contributions of others involved in the badminton coaching programme and identify development needs | <ul style="list-style-type: none"> • promote a culture of continuing professional development • explain the importance of taking account of organisational objectives when evaluating and developing others • identify coaching roles, career progressions and pathways in sport • assist with the development of others involved in the coaching programme |
| 1.4 evaluate findings and recommendations for current and future programmes | <ul style="list-style-type: none"> • ensure the outcomes of the evaluation are recorded effectively and communicated to participants and others • report and implement recommendations for improvement from the evaluation process |

Learning Outcome: 2. create a personal development plan

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 2.1 define the skills, knowledge and organisational requirements for planning and delivering coaching programmes | <ul style="list-style-type: none"> • Explain the importance of taking account of organisational objectives when evaluating own performance and performance of others • appreciate the importance of continuing professional development for those involved in the coaching programme |
| 2.2 analyse own development needs using self-reflection and feedback from others | <ul style="list-style-type: none"> • Take responsibility for own development • explain the importance of taking account of organisational objectives when evaluating and developing self • self-reflect on own performance • critically analyse and identify personal development needs • obtain valid feedback on own performance from participants and others • write a SMART personal development plan |
| 2.3 source developmental opportunities that will meet identified development needs | <ul style="list-style-type: none"> • source opportunities for continuing professional development |
| 2.4 evaluate and update personal action plan continually throughout the programme. | <ul style="list-style-type: none"> • record evidence of continual updating, and recording of personal action plans |

| | |
|---------------------------|--|
| Unit Title | Technical Requirements for Head Coaches in Badminton |
| Unit Aim | The aim of this unit is to develop in the learner the knowledge and skills to add significant value to a range of performance players in both training and competitive environments. |
| Unique Unit Number | M/508/5159 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | Learners are required to: (i) deliver technically and tactically relevant sessions for both singles and doubles players as well as managing the delivery of a group coaching session (ii) evaluate coaching practice of self and others involved in the coaching programme and identify areas for development (iii) Understand the role of the coach at the competitive event and how they can effectively support the player. |

Learning Outcome: 1. Be able to analyse the needs of the singles player and apply advanced coaching principles

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 1.1 Demonstrate a player centred approach to the coaching session | <ul style="list-style-type: none"> • Understand the importance and principles of employing a player centred approach to the coaching environment • Apply the principles of player centred coaching within the delivery of a coaching session with a singles player |
| 1.2 Undertake a technical analysis of the player and identify areas for development | <ul style="list-style-type: none"> • Critically observe a singles player and develop a relevant coaching session that address the issues identified • Compare player technique against the ideal hitting and movement model |
| 1.3 Apply tactical principles in the practice development | <ul style="list-style-type: none"> • Develop sets of progressive tactically relevant practices within a singles context that relate to the needs of the player |
| 1.4 Explain how the underpinning strength and conditioning knowledge could be applied to coaching the performance individual | <ul style="list-style-type: none"> • Understand the units of fitness related to singles performance in badminton • Develop tactically relevant practices that will stress the relevant energy systems related to singles badminton • Consider what types and level of off court training might be relevant for a singles player |
| 1.5 Explain how the underpinning sports psychology knowledge could be applied to coaching the performance individual | <ul style="list-style-type: none"> • Understand how mental skills can positively impact the singles player • Apply relevant techniques to develop the mental skills of the singles player. <p>- These may include areas such as: maintenance of focus, goal setting, motivation, emotional control</p> |

Learning Outcome: 2. Be able to analyse the needs of the doubles pairs player and apply advanced coaching principles

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 2.1 Demonstrate a player centred approach to the coaching session | <ul style="list-style-type: none"> • Understand the importance and principles of employing a player centred approach to the coaching environment • Apply the principles of player centred coaching within the delivery of a coaching session with a (level or mixed) doubles pair |
| 2.2 Undertake a technical analysis of the player and identify areas for development | <ul style="list-style-type: none"> • Critically observe both players within a doubles pair (level or mixed) and develop a relevant coaching session that address the issues identified • Compare player technique against the ideal hitting and movement model |
| 2.3 Apply tactical principles in the practice development | <ul style="list-style-type: none"> • Develop sets of progressive tactically relevant practices within a doubles (level or mixed) context that relate to the needs of the players/pair |
| 2.4 Explain how the underpinning strength and conditioning knowledge could be applied to coaching the performance individual | <ul style="list-style-type: none"> • Understand the units of fitness related to (level and mixed) doubles performance in badminton • Develop tactically relevant practices that will stress the relevant energy systems related to doubles badminton • Consider what types and level of off court training might be relevant for a doubles player |
| 2.5 Explain how the underpinning sports psychology knowledge could be applied to coaching the performance individual | <ul style="list-style-type: none"> • Understand how mental skills can positively impact the doubles player - These may include areas such as: maintenance of focus, goal setting, motivation, emotional control, concentration • Apply relevant techniques to develop the mental skills of the doubles player. |

Learning Outcome: 3. Be able to apply advanced coaching principles in the management and delivery an effective group session for performance players

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 3.1 Demonstrate a player centred approach within the performance group situation | <ul style="list-style-type: none"> • Understand the importance and principles of employing a player centred approach to the coaching environment • Apply the principles of player centred coaching within the delivery of a group coaching session with performance players |
| 3.2 Manage the learning process within the group situation to ensure all players involved develop | <ul style="list-style-type: none"> • Understand the importance of effective communication between the coach, the players and other coaches • Provide players within the group sufficient contact time • Ensure that practice conditions are sufficient for development to take place • Provide feedback that is personal and meaningful to each player within the group |
| 3.3 Apply tactical principles in the practice development within the session | <ul style="list-style-type: none"> • Develop sets of progressive tactically relevant practices within a doubles (level or mixed) context that relate to the needs of the players/pair |
| 3.4 Deploy assistant coaches to enhance the learning experience for players in the group | <ul style="list-style-type: none"> • Understand the strengths, limitations and boundaries of other coaches • Deploy the assistant coach(es) within the bounds of their remit • Provide feedback to assistant coaches where appropriate |
| 3.5 Explain how the underpinning strength and conditioning knowledge could be applied to coaching a group of performance players | <ul style="list-style-type: none"> • Understand the units of fitness related to (level and mixed) doubles performance in badminton • Develop tactically relevant practices that will stress the relevant energy systems related to doubles badminton • Consider what types and level of off court training might be relevant for a doubles player |
| 3.6 Explain how the underpinning sports psychology knowledge could be applied to coaching a group of performance players | <ul style="list-style-type: none"> • Understand the different mental skills required by the performance player <p>- These may include areas such as: maintenance of focus, goal setting, motivation, emotional control, concentration</p> <ul style="list-style-type: none"> • Apply relevant techniques to develop mental skills within a performance group environment |

Learning Outcome: 4. Be able to apply advanced coaching principles and underpinning sports science knowledge to support the player in the competition environment

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 4.1 Demonstrate and explain the use of notational analysis in the competitive situation | <ul style="list-style-type: none"> • Understand the importance and varied uses of notational analysis from both the live competitive situation and from video • Complete a relevant game analysis from both a live event and from video |
| 4.2 Explain the principles behind the approach to interval coaching during competition | <ul style="list-style-type: none"> • Understand the aims of coaching during the game intervals • Understand the optimum amount and style of information that can be communicated during the interval • Appreciate the player centred approach to interval coaching • Deliver effective coaching during a competitive game interval |
| 4.3 Explain effective nutritional practice before, during and post competition | <ul style="list-style-type: none"> • Understand the impact of effective nutrition on the competing performance player • Advise players on optimal fluid and nutritional intake pre, during and post competition |
| 4.4 Explain how the underpinning sports psychology knowledge could be applied to performance players within a competitive environment | <ul style="list-style-type: none"> • Understand the different mental skills required by the performance player • Understand how some of these areas could be applied to the player before during and after competition |

Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

Tutors involved in the delivery of the qualification must:

- hold a minimum of a Level 3 qualification in coaching badminton or equivalent
- be an accredited tutor through the National Source Group for Badminton
- complete a qualification-specific induction with the National Source Group for Badminton
- hold or be working towards a regulated Level 3 tutoring qualification

Provided the individual meets the requirements of both the Tutor and the Assessor, the individual can assume both positions.

Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

Assessors responsible for the assessment of the qualification must:

- hold a minimum of a Level 3 qualification in coaching badminton or equivalent.
- be an accredited assessor through the National Source Group for Badminton
- complete a qualification-specific induction with the National Source Group for Badminton
- hold or be working towards a regulated Level 3 assessing qualification

Provided the individual meets the requirements of both the Tutor and the Assessor, the individual can assume both positions

Internal Verifier(s) and Quality Assurer(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below.

Internal quality assurers are required to:

- hold a minimum of a Level 3 qualification in coaching badminton or equivalent
- be an accredited internal quality assurer through the National Source Group for Badminton
- complete a qualification-specific induction with the National Source Group for Badminton
- hold or be working towards the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or higher or hold a recognised equivalent.

Additional Qualification Requirements

The minimum venue, facility and requirements stated in the centre handbook apply.

The recognised centre is required to have one or more delivery sites which contain facilities to support the programme of learning and assessment.

All training and/or assessment sites must include the following facilities:

- Two badminton courts (6 learners per court)
- A theory space which includes a classroom containing adequate number of seats (not benches) for all learners
- Catering facilities and means of refreshments
- Toilets and changing facilities for both male and female learners and participants (players required to demonstrate coaching skills)

The weather and environment must be conducive to learning. Lighting and temperature must be appropriate to the participant and learner needs. The space surrounding the playing area must be safe and free of obstructions.

This qualification is regulated by Ofqual (601/8903/4), CCEA and QiW (C00/1301/7 - Regulated). This product is mapped against the Coach (Occupation) Professional Standards as a CIMSPA Professional Standards Endorsed Qualification

UK Coaching
2 City Walk
Leeds
LS11 9AR

T: 0113 274 4802
E: centreservices@1st4sportqualifications.com

www.1st4sport.com