

Evidence required for Accreditation of Prior Learning for Level 3 Certificate in Coaching Badminton Applicants



Level 3 Certificate in Coaching Badminton applicants who do not hold the Level 2 Certificate in Coaching Badminton (UKCC) should provide the following evidence to demonstrate competence in all areas of the level 2. It is not intended that this should require extra work, as all elements are likely to be things that you do as part of your regular coaching practice anyway.

Level 2 Assessment Specification		Assessment for unit(s)
1.	An evaluation plan/schedule that you use to identify player needs (including templates)	2
2.	A completed player registration form, needs analysis and action plan for 2 players that you coach	2
3.	An outline plan for a series of four group-coaching sessions. The series of sessions must be drawn from the Level 2 Badminton Practical Syllabus and should demonstrate a progression appropriate to the needs of the players.	2,3
4.	Individual plans for each of the series of four coaching sessions. The series of sessions must be drawn from the Level 2 Badminton Practical Syllabus and demonstrate a progression appropriate to the needs of the participants	2,3
5.	Individual plans for 2 individual coaching sessions. The series of sessions must be drawn from the Level 2 Badminton Practical Syllabus and demonstrate a progression appropriate to the needs of the participant	2,3
6.	A log of the delivery of a minimum of six planned sessions, which may include the four progressive group sessions and the 2 individual sessions.	2,3
7.	A risk assessment for each coaching venue utilised during the evidencing of the unit. This evidence will be internally assessed	3
8.	A recorded evaluation and self reflection of the delivery of a series of four coaching sessions. The series of sessions must be drawn from the Level 2 Badminton Practical Syllabus and demonstrate a progression appropriate to the needs of the participants.	4
9.	A demonstration of you understanding of the knowledge elements of the Level 2 syllabus through completion of Level 2 assessment questions	1-4

Further advice and information

If you are unsure about what you need to send please contact a member of the Coaching Team and we will be happy to help. We can also provide templates to assist you if required.

Contact details:

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The learning outcomes and all of the assessment criteria for the level 2 can be found on the following pages for your information.

Level 2 Certificate in Coaching Badminton Learning Outcomes and Assessment Specifications

Unit 1: Title: Coaching Principles and Ethics

Unit Aim: To provide candidates with the knowledge and understanding of the appropriate NGB Code of Conduct and the means by which they should deal with accidents and injuries – both at a level of understanding that underpins their effective and ethical coaching of the sport.

Learning Outcomes and Assessment Criteria

Learning outcomes		Assessment criteria
Candidates must be able to:		Candidates must be able to demonstrate their ability to:
1	establish an effective, fair and equitable coaching environment	explain the roles and responsibilities of the coach
		describe the codes of behaviour that are applicable and expectations put on them in their role as a coach at this level
		develop clear ground rules for the behaviour of participants in sessions
		describe how to communicate positively, ethically and effectively with participants, teams and others involved in coaching sessions
		explain how to use effective methods to create and maintain positive and equitable working relationships with participants and others
		explain the needs of a range of participants
		describe a range of delivery modes and coaching styles to meet a variety of participants' needs and session goals
2	establish a safe coaching environment	demonstrate how to conduct risk assessments for coaching environments
		describe the factors that influence and impact on the organisation of successful coaching sessions
		demonstrate how personal and sport-/ session-specific equipment can be safely and effectively set up
		explain the health and safety requirements of the sport and appropriate emergency procedures for the coaching environment
		explain the procedures for dealing with injury, illness and accidents
		make suggestions to the relevant person for improving the health and safety of the coaching environment
		describe and make a basic interpretation of the rules/laws of the sport that apply to the coach's role at this level
		explain organisational guidelines for the protection of children and vulnerable adults from abuse
		describe the development of young players through to adults in the recognised sport.

Knowledge and Understanding

Topic	Indicative content
Roles and responsibilities of the coach	<ul style="list-style-type: none"> ▪ coaching philosophy and role of coach; ▪ <i>responsibilities of coach</i> - motivation and enjoyment of the participants, promote good practice, duty of care and welfare of participant, minimise risk and promote safe practice, health and safety of participants and others, safety checks, booking procedures for resources/facilities.
Participants and others	<ul style="list-style-type: none"> ▪ <i>value and purpose</i> – safe and effective preparation, enjoyment, motivation, set out session/participant aims, physical and mental preparation; range of appropriate activities.
Communication	<ul style="list-style-type: none"> ▪ verbal methods – question and answer, listening and responding to questions, discussion; listening and taking account of participants' and others' views and opinions; appropriate tone and clarity of voice to suit

Topic	Indicative content
	<p>the purpose, situation and participant; use of questions and answers to check participants understanding; mix of communication methods</p> <ul style="list-style-type: none"> ▪ non-verbal methods – body language, activity cards, use of other resources ▪ clear instruction and technically correct demonstrations ▪ feedback – timing, purpose, methods to be used, positive and constructive, informative.
Equitable practice and positive relationships	<ul style="list-style-type: none"> ▪ open access and inclusion; participant-centred; codes of practice ▪ use of appropriate communication methods ▪ punctuality and good time-keeping ▪ involving all participants in session in a variety of roles where required ▪ promote enjoyment and participant development and achievement of goals ▪ acceptable behaviour – inclusive, honest, fair, equitable, respect, use of appropriate language, ground rules to establish boundaries/parameters for behaviour ▪ customer service – meeting, greeting, politeness, helpfulness; individual appearance, maintain support and goodwill ▪ gaining and receiving feedback – from participants, parents, carers, other coaches, facility staff, peer/group/individual questions and answers, review/summary forms, written/verbal/visual feedback, timely, personalised for participant development and involvement, motivate, positive reinforcement.
Protecting children and vulnerable adults from abuse	<ul style="list-style-type: none"> ▪ common signs and indicators of abuse – physical, emotional, sexual, neglect, bullying ▪ policies and procedures of dealing with and reporting abuse; full or partial disclosure; relevant legislation.
Procedures for dealing with injury and illness	<ul style="list-style-type: none"> ▪ role of coach ▪ identifying first-aid provision ▪ importance of protecting the casualty and others involved from further harm and risk ▪ providing comfort, support and reassurance ▪ reporting procedures and provision of accurate information ▪ data protection and issues of confidentiality.
Dealing with injuries and illness and emergency procedures	<ul style="list-style-type: none"> ▪ types of injury and illness relevant to the sport; ▪ prevention techniques – appropriate activities and methods, correct clothing, safe coaching environment; procedures and responses; ▪ emergency procedures – emergency exits, fire drills, assembly points.
Resources	<ul style="list-style-type: none"> ▪ <i>physical</i> – venue, facilities, sport-specific equipment, technical equipment, procedures for booking/accessing resources ▪ <i>human</i> – coaches, support staff, medical staff, parents, carers.
Managing risk	<ul style="list-style-type: none"> ▪ <i>types of hazards</i> – resources, equipment, facilities, environment, participants and others, participants' and their behaviour; ▪ <i>control and preventative measures</i> – safe activities, on and off site, use of any previous risk assessments, managing participants' needs (medical conditions, disability, stage of development).
Coaching environment	<ul style="list-style-type: none"> ▪ venue; facilities; sport-specific equipment; technical equipment; environmental conditions.
Health, safety and emergency procedures	<ul style="list-style-type: none"> ▪ <i>health and safety</i> – first aid provision, governing body guidelines and requirements, organisational health and safety policies and procedures, related legislation as appropriate, on or off site provision, normal operating procedures and guidelines for equipment assembly/disassembly, safe manual lifting and handling procedures, reporting faults to a responsible person, adequate and safe storage; emergency procedures; ▪ <i>responsibilities</i> - reporting injuries and illness, reporting faults with equipment, attendance/non attendance of participants;

Topic	Indicative content
	<ul style="list-style-type: none"><li data-bbox="509 222 1375 306">▪ <i>dress and equipment</i> - sports specific, appropriate dress and equipment for the activities and attainment of the relevant skills, reasons of safety, comfort and practicality, environmental conditions.

Unit 2 Title: Plan Coaching Sessions

Unit Aim: To introduce candidates to the principles of the effective and safe planning of badminton coaching sessions, including how to develop individual, linked and progressive sessions.

Learning Outcomes and Assessment Criteria

Learning outcomes Candidates must be able to:		Assessment criteria Candidates must be able to demonstrate their ability to:
1	review participants' needs and establish goals for coaching sessions	select and use appropriate methods to collect, review and analyse participants' needs
		identify and describe the different needs of a range of participants
		record and communicate the information that will assist the analysis of participants' needs
		use analysed information on participants to establish goals for sessions that meet the needs and potential of the participant, the sport and the coaching environment
		refer participants who cannot be supported within the current coaching environment to an appropriate person or agency
		deal with confidential information appropriately
2	produce plans for sessions that support participants' development	outline plans for a series of consecutive sessions to enable participant development and learning
		develop plans for individual sessions that are appropriate for the participants' stage of development and accepted good practice for the sport
		plan coaching session covering an appropriate range of the Practical Syllabus of the sport at this level
		select and check the sessions are appropriate for the participants' stage of development and accepted good practice for the sport
		plan for the use of resources to support the series of sessions
		plan realistic timings, sequences, volume and intensity of the sessions
		plan for the appropriate use of delivery modes, coaching styles and technical content to meet participants' needs
		record the plan in a format that can be shared with others
3	plan for the evaluation of sessions.	introduce and explain the purpose and value of the evaluation to participants and others
		select appropriate evaluation methods that can be used to monitor participants' development and learning
		prepare an evaluation schedule for the series of sessions identifying and justifying the role of others.

Knowledge and Understanding

Topic	Indicative content
Information to plan sessions	<ul style="list-style-type: none"> ▪ <i>participants'</i> – age, gender, ability level, medical conditions, required resources, stage of development and previous experience, needs and aspirations, learning styles; ▪ <i>health and safety requirements</i> – governing body guidelines, organisational policies and procedures, related legislation, safety checks and risk assessment; ▪ <i>methods to collect information</i> - question and answer, written questions/form, discussion, information from participants and others; ▪ <i>dealing with information</i> - data protection (personal details, medical history), disclosure of information and facts, referral of participants; ▪ <i>coaching environment</i> – venue, facilities, sport-specific and technical equipment, environmental conditions, human resources.

Topic	Indicative content
Goal setting	<ul style="list-style-type: none"> ▪ <i>principles</i> - specific, measurable, achievable, realistic, time phased, related to individual needs and stage of development, experience and ability, balance between the needs of the individual and the group; ▪ <i>purpose</i> - to motivate, inform, create a learning environment and encourage decision making, for fun and enjoyment, to improve physical and mental ability, to develop skills and techniques.
Planning sessions	<ul style="list-style-type: none"> ▪ balance of timings; duration and sequences of activities; technical content according to the technical syllabus as defined by the sport; demonstrations; methods to introduce the sessions; meets the needs of participants; retention and progression; linked activities and sessions to ensure continuity and development of participants, relevance to the overall programme; ▪ <i>coaching styles</i> - participant led, facilitative, autocratic; ▪ <i>delivery methods</i> - individual, one-to-one, pairs and group work; ▪ <i>contingency planning and alternatives</i> – to meet participants’ needs, related to environmental conditions, resource availability, mix of activities, instruction and discussion.
Resources	<ul style="list-style-type: none"> ▪ <i>physical</i> – venue, facilities, sport-specific equipment, technical equipment, procedures for booking/accessing resources ▪ <i>human</i> – coaches, support staff, medical staff, parents, carers.
Participants and others	<ul style="list-style-type: none"> ▪ <i>types of participant</i> – male and female, child, youth, adult, veteran, vulnerable adults and children; ▪ <i>ability</i> – novices, experienced, elite; ▪ <i>others</i> - parents, carers, other coaches, physiotherapist, fitness professional, nutritionist, facility staff; ▪ <i>specific needs of participants</i> - physical, medical, disability, behavioural, emotional, social, educational, intellectual.
Communication	<ul style="list-style-type: none"> ▪ verbal methods – question and answer, listening and responding to questions, discussion; listening and taking account of participants’ and others’ views and opinions; appropriate tone and clarity of voice to suit the purpose, situation and participant; use of questions and answers to check participants understanding; mix of communication methods ▪ non-verbal methods – body language, activity cards, use of other resources ▪ clear instruction and technically correct demonstrations ▪ feedback – timing, purpose, methods to be used, positive and constructive, informative.
Coaching environment	<ul style="list-style-type: none"> ▪ venue; facilities; sport-specific equipment; technical equipment; environmental conditions.
Evaluation 1	<ul style="list-style-type: none"> ▪ <i>methods</i> - question and answer, group discussions with participant, peers, others, post session/ competition analysis, self-reflection, use of appropriate and available technologies; ▪ <i>schedule</i> – of previous sessions, timing and pace, agreed observations and outcomes, feedback opportunities and issues of confidentiality, opportunities for review/assessment and self-reflection.
Evaluation 2	<ul style="list-style-type: none"> ▪ <i>purpose</i> – improve self-awareness, confidence, enjoyment, empower participants to take responsibility for their progress, review participants’ progress, learning and development, learning improvement compared to quick performance gain, inform future planning and delivery ▪ <i>monitor</i> – planned outcomes and achievement of the session goals, coaching process and levels of communication, planning, skills and technical development, level of motivation, retention.

Unit 3 Title: Conduct Coaching Sessions

Unit Aim: To enable candidates to develop their understanding of how to prepare for and deliver safe and effective Badminton coaching sessions from the Level 2 Badminton Practical Syllabus to a range of participants.

Learning Outcomes and Assessment Criteria

Learning outcomes Candidates must be able to:		Assessment criteria Candidates must be able to demonstrate their ability to:
1	establish a safe coaching environment	undertake risk assessments for the coaching sessions
		follow instructions to set up equipment safely and effectively
		complete safety checks to ensure that the coaching environment meets relevant health and safety standards, reporting any problems to the appropriate person
		explain to participants and others the health and safety requirements and emergency procedures for the coaching sessions
		explain the procedures for dealing with injury, illness and accidents
		pass on suggestions to the relevant person for improving the health and safety of the coaching environment
2	prepare participants for coaching sessions	communicate details of the session goals and planned activities to participants
		check participants' level of experience, ability and readiness to participate
		check the participants' and others' dress and equipment to ensure they are safe and appropriate for the coaching environment
		modify session plans to meet the needs of a range of participants
		use appropriate activities to prepare participants for the sessions
3	establish and maintain working relationships with participants and others	select and use effective methods to create and maintain positive and equitable working relationships with participants and others
		select and use effective communication methods with participants and others, which reflect the coaching environment
		set standards of behaviour through personal practice and example
		communicate and support the expectations of the code of conduct for their sport to participants, teams and others involved in the sport
4	deliver coaching sessions	provide opportunities for the active involvement of all participants throughout the series of sessions
		deliver planned, safe, ethical and effective coaching sessions that include the coaching of the skills and techniques defined by the Practical Syllabus
		use planned delivery modes and coaching styles to meet participants' needs and session goals
		deliver realistic timings, sequences, volume and intensity of the sessions
		communicate in a way that motivates and encourages the participants
		encourage and reward positive behaviour in a fair and equitable manner
		identify, challenge and manage inappropriate behaviour in themselves and in other coaches/players in a fair and equitable manner
		identify alternative activities as appropriate to meet the changing needs of participants and the coaching environment
		select and apply appropriate modifications to the coaching environment in order to minimise risks

Learning outcomes Candidates must be able to:		Assessment criteria Candidates must be able to demonstrate their ability to:
5	develop participants' performance	use appropriate intervention strategies and activities to develop participants' performance
		apply training principles and methods within sessions to develop participants' performance
		observe and analyse participants' performance, identifying strengths and weaknesses
		provide technically correct explanations and demonstrations at appropriate times during the activity to meet participants' needs
		within the session, demonstrate an appropriate understanding of the rules/laws of the sport
		provide and encourage constructive feedback that helps participants to reflect on progress and achievement
6	conclude sessions	identify the purpose, value and use of concluding activities
		provide activities to effectively conclude the session, summarising participants' progress, achievements and development
		communicate relevant information regarding future sessions
		follow instructions to take down and store equipment safely and effectively
		ensure coaching environment is suitable for future use

Knowledge and Understanding

Topic	Indicative content
Information to plan sessions	<ul style="list-style-type: none"> ▪ <i>participants'</i> – age, gender, ability level, medical conditions, required resources, stage of development and previous experience, needs and aspirations, learning styles; ▪ <i>health and safety requirements</i> – governing body guidelines, organisational policies and procedures, related legislation, safety checks and risk assessment; ▪ <i>methods to collect information</i> - question and answer, written questions/form, discussion, information from participants and others; ▪ <i>dealing with information</i> - data protection (personal details, medical history), disclosure of information and facts, referral of participants; ▪ <i>coaching environment</i> – venue, facilities, sport-specific and technical equipment, environmental conditions, human resources.
Goal setting	<ul style="list-style-type: none"> ▪ <i>principles</i> - specific, measurable, achievable, realistic, time phased, related to individual needs and stage of development, experience and ability, balance between the needs of the individual and the group; ▪ <i>purpose</i> - to motivate, inform, create a learning environment and encourage decision making, for fun and enjoyment, to improve physical and mental ability, to develop skills and techniques.
Planning sessions	<ul style="list-style-type: none"> ▪ balance of timings; duration and sequences of activities; technical content according to the technical syllabus as defined by the sport; demonstrations; methods to introduce the sessions; meets the needs of participants; retention and progression; linked activities and sessions to ensure continuity and development of participants, relevance to the overall programme; ▪ <i>coaching styles</i> - participant led, facilitative, autocratic; ▪ <i>delivery methods</i> - individual, one-to-one, pairs and group work; ▪ <i>contingency planning and alternatives</i> – to meet participants' needs, related to environmental conditions, resource availability, mix of activities, instruction and discussion.
Resources	<ul style="list-style-type: none"> ▪ <i>physical</i> – venue, facilities, sport-specific equipment, technical equipment, procedures for booking/accessing resources ▪ <i>human</i> – coaches, support staff, medical staff, parents, carers.

Topic	Indicative content
Equitable practice and positive relationships	<ul style="list-style-type: none"> ▪ open access and inclusion; participant-centred; codes of practice ▪ use of appropriate communication methods ▪ punctuality and good time-keeping ▪ involving all participants in session in a variety of roles where required ▪ promote enjoyment and participant development and achievement of goals ▪ acceptable behaviour – inclusive, honest, fair, equitable, respect, use of appropriate language, ground rules to establish boundaries/parameters for behaviour ▪ customer service – meeting, greeting, politeness, helpfulness; individual appearance, maintain support and goodwill ▪ gaining and receiving feedback – from participants, parents, carers, other coaches, facility staff, peer/group/individual questions and answers, review/summary forms, written/verbal/visual feedback, timely, personalised for participant development and involvement, motivate, positive reinforcement.
Health, safety and emergency procedures	<ul style="list-style-type: none"> ▪ <i>health and safety</i> – first aid provision, governing body guidelines and requirements, organisational health and safety policies and procedures, related legislation as appropriate, on or off site provision, normal operating procedures and guidelines for equipment assembly/disassembly, safe manual lifting and handling procedures, reporting faults to a responsible person, adequate and safe storage; emergency procedures; ▪ <i>responsibilities</i> - reporting injuries and illness, reporting faults with equipment, attendance/non attendance of participants; ▪ <i>dress and equipment</i> - sports specific, appropriate dress and equipment for the activities and attainment of the relevant skills, reasons of safety, comfort and practicality, environmental conditions.
Preparation of participants	<ul style="list-style-type: none"> ▪ <i>value and purpose</i> – safe and effective preparation, enjoyment, motivation, set out session/participant aims, physical and mental preparation; range of appropriate activities.
Managing participants	<ul style="list-style-type: none"> ▪ within activities – timing of interactions, stopping participants, dispersing participants, non-threatening, prioritising faults and fault correction, adapting practice to meet participants' needs and/or resources available and/or environmental conditions; ▪ managing behaviour – ground rules, sanctions, time outs, individual discussions, managing disagreements, positive reinforcement, responses to distressful and disruptive behaviour, organisational procedures for dealing with inappropriate behaviour, potential disruptions and possible injury.
Human body function	<ul style="list-style-type: none"> ▪ systems of the body – skeletal, muscular, cardiovascular, respiratory, digestive; response and adaptation of systems to exercise ▪ energy systems – aerobic, anaerobic ▪ nutrition – food types, nutrients (carbohydrates, proteins, fats, fluids, vitamins and minerals).
Skill acquisition	<ul style="list-style-type: none"> ▪ fundamental movement – balance, stability, movement, forces; ▪ learning methods and theories; ▪ stages of learning – cognitive, associative, autonomous; ▪ purpose of explanations and demonstrations - to improve performance, aid understanding, part of delivery process; ▪ range of explanation and demonstration techniques - facilitative, participant centred, show and tell, chalk and talk, use of different media and available technologies; ▪ observation of performance - related to skills, tactics and personal level of ability, statistics and other data for performance analysis; cross sport examples/comparisons; ▪ range of practice methods to aid the performance of motor skills – massed practice, blocked practice, variable practice.

Topic	Indicative content
Modifying the coaching session	<ul style="list-style-type: none"> ▪ reasons for – health and safety, change in venue, equipment requirements/availability, participants' needs, emergencies, emotional distress and illness, accommodate new/increased number of participants, weather conditions.
Developing performance	<ul style="list-style-type: none"> ▪ fitness components – strength, speed, endurance, flexibility, power, agility, muscular endurance; ▪ principles – overload, progression, specificity, adaptation, variability, reversibility, recovery, overtraining; ▪ stage of development – physical and mental ability, maturation; ▪ intervention strategies to improve performance – training methods to improve aerobic and/or anaerobic performance, resistance training.
Concluding sessions	<ul style="list-style-type: none"> ▪ methods – different types, range and pace of activities, timing, active, passive, coach/participant led, inclusion of feedback opportunities; ▪ purpose – safety and welfare of participant physical and mental benefits, minimise injury, recuperate, treatment, relaxation, to motivate, reflect, review, summarise, question and answer, to reinforce development and maximise learning, to identify future areas of work, to gauge opinion and perception, to review progress/development, re-set programme/participant goals and targets, re-establish goals, future improvements.
Participants and others	<ul style="list-style-type: none"> ▪ <i>types of participant</i> – male and female, child, youth, adult, veteran, vulnerable adults and children; ▪ <i>ability</i> – novices, experienced, elite; ▪ <i>others</i> - parents, carers, other coaches, physiotherapist, fitness professional, nutritionist, facility staff; ▪ <i>specific needs of participants</i> - physical, medical, disability, behavioural, emotional, social, educational, intellectual.
Communication	<ul style="list-style-type: none"> ▪ verbal methods – question and answer, listening and responding to questions, discussion; listening and taking account of participants' and others' views and opinions; appropriate tone and clarity of voice to suit the purpose, situation and participant; use of questions and answers to check participants understanding; mix of communication methods ▪ non-verbal methods – body language, activity cards, use of other resources ▪ clear instruction and technically correct demonstrations ▪ feedback – timing, purpose, methods to be used, positive and constructive, informative.
Coaching environment	<ul style="list-style-type: none"> ▪ venue; facilities; sport-specific equipment; technical equipment; environmental conditions.
Evaluation 2	<ul style="list-style-type: none"> ▪ purpose – improve self-awareness, confidence, enjoyment, empower participants to take responsibility for their progress, review participants' progress, learning and development, learning improvement compared to quick performance gain, inform future planning and delivery ▪ monitor – planned outcomes and achievement of the session goals, coaching process and levels of communication, planning, skills and technical development, level of motivation, retention.

Unit 4 Title: Review Coaching Sessions

Unit Aim: Candidates will develop an understanding of the principles of evaluating their badminton coaching and how effective evaluation can contribute to the further development of their coaching practice through structured self-assessment and action-planning.

Learning Outcomes and Assessment Criteria

Learning outcomes		Assessment criteria
The candidates must be able to:		The candidates must be able to demonstrate their ability to:
1	evaluate participants' performance and the effectiveness of sessions	communicate the purpose and value of evaluation to participants and others
		provide opportunities for participants and others to reflect on progress and achievement
		collate and use available and accurate information to evaluate the effectiveness of coaching sessions and participants' performance
		record, negotiate and agree any modifications to future sessions with participants and others
2	monitor personal coaching practice	analyse current coaching practice using feedback from participants and others
		reflect on current coaching practice to identify and evaluate strengths and weaknesses
		record, implement and review progress of personal action plan to develop coaching practice.

Knowledge and Understanding

Topic	Indicative content
Evaluation 2	<ul style="list-style-type: none"> ▪ purpose – improve self-awareness, confidence, enjoyment, empower participants to take responsibility for their progress, review participants' progress, learning and development, learning improvement compared to quick performance gain, inform future planning and delivery ▪ monitor – planned outcomes and achievement of the session goals, coaching process and levels of communication, planning, skills and technical development, level of motivation, retention.
Personal action planning	<ul style="list-style-type: none"> ▪ analysis of personal practice – previous practice, feedback from others, self-reflection, questioning dialogue, delivery modes and coaching styles, management of the series of sessions, management of health and safety, injury, illness and welfare, methods of communication, coaching values and professional practice, equitable practice ▪ action plan – develop coaching practice, practical workshops, interim and long term goals and targets, review opportunities, observations of other coaches/sports, mentoring and professional dialogue, supported practice, observations of other practice, cyclical development process, development of new qualifications, use of new technologies, new equipment, updating information.

Practical Syllabus

This Practical Syllabus should be read in conjunction with the Unit Specifications of the Level 2 Certificate in Coaching. To achieve Units 2, 3 and 4 of the Level 2 Certificate in Coaching via the badminton pathway candidates will be required to demonstrate an understanding and application of coaching the following badminton techniques in an appropriate environment, as outlined (for a coach at this level) in the safety section of the *Badminton Level 2 Coaching Handbook*.

Practical Topics	Components of Practical Topics
Grips	<ul style="list-style-type: none"> ▪ Relaxed Grips ▪ Changing the face of the racquet (parallel to the net) ▪ Tightening on impact ▪ Coaching methods for grips
Court Movements	<ul style="list-style-type: none"> ▪ Relating court movements to stages of stroke cycle ▪ Coaching techniques for movement
Stroke Cycles	<ul style="list-style-type: none"> ▪ Reinforcement of coaching level 1 stroke via player evaluation and fault analysis ▪ Introduction to level 2 stroke cycles: <ul style="list-style-type: none"> ▪ Drives and net kills ▪ Doubles defence – long, drive and block ▪ Singles defence – block and lift ▪ Cross Court or straight – technical differences
Tactical Awareness	<ul style="list-style-type: none"> ▪ Reinforcement of tactical model introduced at level 1 ▪ Coaching application of tactical practices designed to improve: <ul style="list-style-type: none"> ▪ Spatial awareness ▪ Self awareness ▪ Opponent awareness ▪ Use of “Play Rally Out” (“PRO”) practices
Coaching singles tactics	<ul style="list-style-type: none"> ▪ Implementing practical singles practices that heighten players tactical awareness ▪ Implementing open choice exercises ▪ Singles serve and return
Coaching level doubles tactics	<ul style="list-style-type: none"> ▪ Implementing practical level doubles practices that heighten players’ tactical awareness (open exercises) ▪ Doubles serve and return
Coaching mixed doubles tactics	<ul style="list-style-type: none"> ▪ Implementing practical mixed doubles practices that heighten players’ tactical awareness (open exercises) ▪ Doubles serve and return
Basic Physical Training	<ul style="list-style-type: none"> ▪ Coaching of fitness components related to badminton