| **ASSESSMENT CRITERIA – BWF Coach Level 1** (Part 1) |
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| Candidate Name | **xxxx** | Candidate Number |  | CandidateSignature | Dates |
| Venue |  | Tutor |  | Assessor |
| The candidate has demonstrated that they can | On-going | C/NYC | Day 1comments | Day 2comments | Day 3comments | Day 4comments |
| Personal / professional standards | Present themselves appropriately for the role of a BWF Coach |  |  |  |  |  |  |
| Maintain respect for all participants within the sport |
| Coach responsibility |
| 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 ingles 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 | On-going | C/NYC | Day 1comments | Day 2comments | Day 3comments | Day 4 comments |
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| **Coaching Process** | **Planning** | Establish a safe training environment |  |  |  |  |  |  |
| Evaluate a group of players |
| Set effective goals for a series of sessions |
| Provide linked session plans that build towards 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 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 |  |  |  |  |  |  |
| Manage practices using an appropriate delivery structure |
| Uses appropriate methods to practice 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 |  |  |  |  |  |  |
| Uses 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*** Managing groups safely and efficiently
* Calm delivery, relaxed, engaging, informative
* Understanding of the underpinning technical elemnts
 | **Development areas*** Progressing technical practices into tactical situations
* Enhancing knowledge of practice progressions
* Exploring tactical practices, conditioned games and practice constraints
 | **Assessor signature & date** | **Overall assessment decision** |
| **Candidate signature & date** |