

ADVANCE

EUROPEAN BADMINTON COACHING FRAMEWORK



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ADVANCE - Advance Badminton Coaching Education through the development of a European Badminton Coaching Framework – Erasmus + Sport 2020-2023

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1. Introduction and Rationale

Coaches are perhaps the most influential people in any sports environment. This is the case in both grassroots and high-performance contexts. Coaches set vision and goals for the development of the players and the organisation, shape the environment and develop the athletes in multiple areas, from sports specific skills to personal growth. To make all this happen, besides having a talent and desire for coaching, every coach needs a solid and extensive education as a foundation to becoming a great coach. Badminton coaches are no different.

One of the conclusions from the “ADVANCE Training Needs Analysis” report conducted as part of this ADVANCE project was that badminton coaching education systems in Europe are very diverse. The most developed badminton countries have their own systems, whereas the emerging ones may have a very limited one or no system at all. The most advanced countries deliver coach education in their native language, making it very difficult for coaches from other countries to access their education. In addition, in order to maintain a competitive advantage, these countries might be reluctant to welcome foreign coaches into their education systems.

The “ADVANCE Training Needs Analysis” report also showed that the majority of countries in Europe were interested in exploring, adopting or adapting a new coaching education system. There is indeed a need and thirst for a European Badminton Coaching Framework (EBCF) which is accessible and adaptable to all countries in Europe.

As mentioned above, coaches are central elements of any badminton system. They are involved in all aspects of the sport from recruitment to the development and retention of players. Through inspiring and motivating training activities, the coaches play a vital role in creating environments which players want to be part of. Young kids are introduced to badminton by coaches and if they can make them “fall in love” with badminton through quality training, the players will maintain an active lifestyle through badminton for life. Some players might even have the talent and ambition to take it further and have a career as international top players and earn a living playing badminton. Coaches also play an important role in ensuring appropriate guidance, high level training and a high-performance environment, where players can realise their badminton dreams. An ambition of the EBCF is to serve as base for an education that develops skilful coaches, who understand and are able to work with players at different development stages and with different ambitions over the course of their badminton life.

In this context, current and former international players are a subgroup of potential new coaches who can make a strong contribution back to the sport. These players might have an interest in passing on their badminton knowledge and expertise to younger generation of badminton players. A knowledge and expertise that the badminton community wants to keep in the badminton system. Completing part time or full-time studies alongside a playing career is a challenge that many players find hard to overcome. For some players it means that they might have to choose between their badminton career or an education. Additional efforts need to be made locally to facilitate young elite badminton players being able to continue their education alongside their training and competition. Some of these elite players may wish to become performance coaches after retiring from the sport. The EBCF aims to be a framework, which is flexible enough to account for the special conditions needed for the current and former international players to combine getting an education while still playing badminton.

The EBCF is the first framework of its kind at a European level and will serve as an important guide and reference tool for everyone involved in raising the standards of coaching in the badminton world through coach education. The EBCF provides an understanding of the key competencies and expertise a badminton coach needs to master to make a real difference in the badminton world.

2. The EBCF Vision

The EBCF has an ambitious vision focused on advancing badminton coaching across Europe by serving as the foundation for a holistic and well-founded badminton coach education accessible to all European countries regardless of their stage of development.

The EBCF vision is:

- to grow badminton by developing better and more skilful coaches through a holistic coach education, which can be a force for Europe in years to come and make a difference from grassroots to the international elite level.
- to make European badminton nations more competitive worldwide by having highly educated badminton coaches
- to make the newest and high-level badminton coaching knowledge and practice available to more European coaches
- to increase the number of current and former top players making the transition into badminton coaching by developing a flexible education that can be combined with an active playing career

3. How to use the EBCF

The EBCF is based on a holistic approach to being a badminton coach. Besides being able to handle on and off court aspects related to the players performance and wellbeing, the badminton coach must also be able to understand the environment and club/regional/national/international system that the coach operates in. Specifically, the EBCF is a framework which outlines the competencies and expertise a badminton coach needs to master to make a difference not just for the players but for the whole system the coach is a part of.

The EBCF can be used by badminton associations, universities, private organisations and individuals who are educating badminton coaches, and by national and international governing bodies who are interested in developing licensing systems for coaches. Some of the different ways the EBCF can be used include:

- to develop a holistic badminton coach education offering based on the ADVANCE Badminton coach competencies and pedagogical approach outlined
- to inspire and challenge already existing badminton education courses delivered nationally or internationally to further develop them
- to guide mentoring and/or professional development discussions with existing coaches
- to be used as a reference point in the recruitment and/or appointment of coaches

Regardless of how the EBCF is considered, it will only make a difference when it is “brought to life” and actively used.

4. The EBCF and the ADVANCE Badminton Coaching Education (ABCE)

A coaching framework is not a coach education course, and a coach education course is not a framework. The framework can exist without the course, but the course can hardly exist without the framework. The framework outlines the objectives, a possible structure, and the pedagogical considerations for the context in which the course will be developed and delivered.

The ABCE is developed based on the EBCF and therefore exemplifies a way in which the EBCF has been “brought life.” The ABCE outlines the structure of the course and includes a guide to aid the instructors to deliver each lesson during the course. Each lesson is one brick which when put together with a lot of other bricks will complete the EBCF puzzle.

The EBCF and the ABCE are two related yet different elements of the Badminton Europe coach education ecosystem serving different purposes. As you read the EBCF, please bear this difference in mind.

5. Defining the Target Coach

The EBCF is aimed at aspiring coaches with the ambition, commitment and potential to step into challenging coaching positions across Europe within the next 5-7 years. The coaches must have the motivation and determination to seek a career as a badminton coach.

Challenging coaching positions are understood as coaching positions which also have a strategic aspect in terms of being responsible for the player pathway programme at club, regional or national level, and perhaps the appointment, management and development of other coaches.

The EBCF is based on the understanding that there are multiple pathways to becoming a successful and effective badminton coach. In fact, the EBCF aims to support aspiring coaches with different theoretical or/and practical backgrounds. The EBCF is thus targeted at coaches who fulfil two or more of the below requirements:

- Have completed a formal badminton coaching qualification
- Have experience in coaching competition/performance players
- Are a current or former international player
- Have been training in a high-performance environment, on regional or national level either as a junior or an adult player
- Have a sports related education as physiotherapist, physical trainer, PE teacher, university degree in sports, etc

The EBCF focuses on coaches who have already started their journey to becoming high skilled badminton coaches and it is believed a minimum combination of two of the abovementioned requirements constitute the perfect background to fully benefit from the EBCF.

6. The Advance Badminton Coach Competencies

6.1. A Competency and Expertise Approach to Coach Development

The purpose of the EBCF is to support the development of advanced coaches who have the competencies required to fulfil specific roles in the badminton landscape. To do so, the EBCF uses the International and European Sport Coaching Framework developed by the International

Council for Coaching Excellence (ISCF; ICCE, ASOIF & LBU, 2013; ESCF; Lara-Bercial et al., 2017) as a reference point and inspiration.

The ISCF and ESCF propose a competency-based, expertise-aimed approach to coach development.

- A **competency-based approach** proposed that, rather than solely building coaches' knowledge and skills using a didactic subject or topic-based approach, the intention of a coach education programme should be to develop workplace competences – or the application of knowledge and skills to solve common and recurrent real-life coaching problems.
- In **addition, an expertise-aimed** position acknowledges that, although coach education opportunities can contribute to the development of competences during the delivery of the course, expertise development is a much longer process that takes place on-the-job. Coach education can make a strong contribution to the development of expertise by providing knowledge and skills to build from, but expertise development takes time, and it is context specific.

6.2. Primary Functions of the Coach

Central to a competency and expertise approach is defining what coaches actually do on a day-to-day basis. The ISCF and ESCF proposed the 6 Primary Functions of the coach as the starting point to describe the requirements of the job and to assign relevant competencies to each of those functions.

Although generic in nature, these functions, and the competences stemming from them, must be contextualised to the domain of coaching practice and the specific nature and features of the players and the coaching environment. The 6 Primary Functions are as follows (adapted from the ESCF):

1. **Set the Vision and Strategy.** The coach, in partnership with players and teams, creates a vision and a strategy based on the needs and stage of development of the players and the organizational and social context of the programme. The coach develops a specific plan outlining the steps required to bring the strategy to life and realise the vision.
2. **Shape the Environment.** The coach work with a group of players and takes responsibility for the common and individual objectives and the club's/programme's. In order to do so, the coach seeks to optimise the environment in which the programme occurs through the procurement and maximisation of personnel, facilities, resources, working practices and the management of other coaches and support personnel.
3. **Build Relationships.** The coach builds positive and effective relationships with players, their families, and others associated with the programme. This includes personnel at the club, school, federation and other levels. The coach is responsible for engaging in, contributing to and influencing the organisational context through the creation of respectful and effective working relationships with those the coach is accountable to (i.e., assistant coaches, support staff, performance managers, board of directors, etc.)
4. **Conduct Practices and Prepare and Manage Competitions.** The coach organises suitable and challenging practices using effective pedagogy and methodology to promote learning and improvement. The coach prepares for targeted and appropriate competitions

and also oversees and manages the players in these competitions. The coach creates additional and relevant internal and external competitive opportunities where appropriate to promote individual and team development.

5. **Read and React to the Field.** The coach observes and responds to events appropriately, including all on- and off-field matters. Effective decision making is essential to fulfil this function and is a cross cutting capability that should be developed in all coaches at each stage of their development.
6. **Reflect and Learn.** The coach evaluates the programme as a whole as well as each practice and competition seeking improvements. In addition, personal evaluation and reflection underpin a process of ongoing learning and professional development. An important element of this process is the coach's efforts to support the education and development of other coaches.

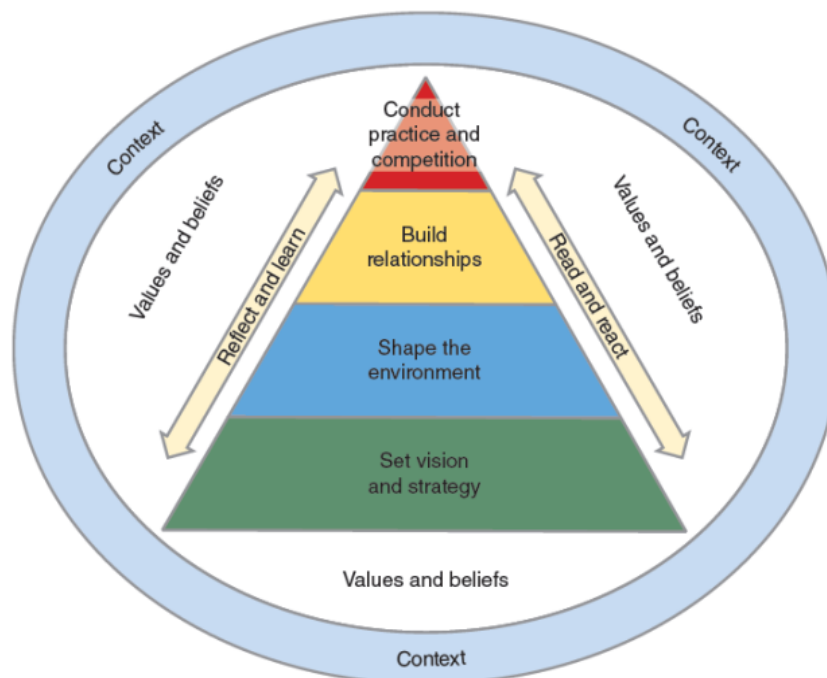


Figure 1 – The primary functions of the coach (reproduced from *European Sport Coaching Framework; Lara-Bercial et al., 2017*)

6.3. A Player-Centred Approach: Effective and Ethical Coaching

Before elaborating on the competencies we aim to develop in coaches, it is important to ascertain and explain the overall philosophy guiding the EBCF - A Player-Centred Approach to Coaching. This humanistic stance means that coaches' primary concern in fulfilling the 6 Primary Functions is the physical and mental wellbeing of their players, and that everything they do is informed by the needs and wants of their players in sport and beyond. The EBCF therefore advocates, not only for effective coaching (goal-oriented), but also for ethical practice that makes sport participation safe and beneficial to all, in and beyond sport, regardless of ability, standard or outcomes. Empowering players to have a voice, and regularly providing the space for players to express their views, and for the coach's actions to be informed and guided by them is central to becoming a player-centred coach.

6.4. Coaches' Knowledge

Abraham and colleagues (2015) have provided a useful model of coaches' knowledge widely known as the WHO-WHAT-HOW model.

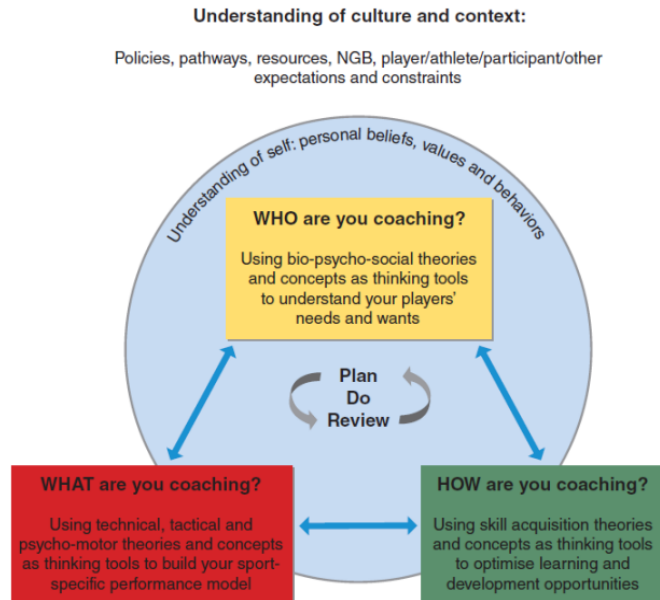


FIGURE 4.1 The who-what-how model of coaching knowledge.
Adapted from Abraham et al., 2015⁶.

Figure 2 – The WHO-WHAT-HOW model of coaching knowledge (adapted from Abraham et al., 2015 and reproduced from ESCF, 2017)

According to this model, for coaches to be ethical and effective they first require a deep understanding of themselves (e.g., personal beliefs, values and behaviours) and the context in which they work (e.g., culture, policy, pathways, resources, expectations). In addition, coaches need three types of knowledge:

- WHO: above everything else, coaches need to be aware of a variety of bio-psycho-social development theories and concepts they can use as thinking tools to understand their player needs and wants.
- WHAT: coaches also require knowledge of technical, tactical and psycho-motor theories and concepts to be able to build a performance model of their sport.
- HOW: finally, coaches need access to skill acquisition theories and concepts they can use to optimise player learning.

In other words, coaches need to understand WHO they coach, WHAT they are coaching them, and HOW best to coach them.

6.5. The Advance Badminton Coach Competencies

Considering all of the above, the EBCF proposes the following aspirational competencies for badminton coaches.

Primary Functions ¹	Task-Related Competences <i>The coach is able to²:</i>
Set Vision & Strategy	<ul style="list-style-type: none"> • Understand, design and incorporate a holistic talent development strategy for both the training environment and the individual player which considers on- and off- court elements but also the daily life of the player such as family, friends, school etc. (3) • Understand the physical, mental, technical and tactical demands of badminton and the strategy/"What It Takes To Win"- model of the organisation they work in relation to these demands (3) • Understand the power of vision/mission/objectives statements and which goals work best with young athletes, top players and the training environment (Development and process goals vs performance goals, long term vs short term goals etc) (3) • Understand the overall talent development pathway, structure and framework of their Member Association and what the priorities are for the player at each development stage (3) • Align practice with the policy and objectives of Badminton World Federation, Badminton Europe, their Member Association and Local Sport Organisations (1)
Shape the Environment	<ul style="list-style-type: none"> • Create an ethical and safe training environment, where everyone's wellbeing is prioritised and respected (4) • Establish purposeful training culture with players and coaches based on a set of common training values (4) • Understand the importance of the off-court environment like facilities, equipment, collaboration with school, daily transport to training etc when creating a talent development environment (3) • Identify, reflect on and challenge prevailing beliefs, values and assumptions within the coaching environment to establish a suitable culture (3) • Define and implement talent identification criteria so the identification and recruitment of players can be done effectively (3) • Analyse and understand how to work with the opportunities and limitations of the training environment and to maximize the use of existing resources and look for additional (2)

¹ The capacity to engage in meeting these primary functions requires a synoptic application of knowledge, skills and professional competences. The contribution of each being dependent of the specific context and demands.

² The numbers in brackets after each competence denote the relevance of each competence for coaches embarking on the Advance Badminton Coaching Education offered by Badminton Europe.

<p>Build Positive Relationships</p>	<ul style="list-style-type: none"> • Establish and maintain an ethical, effective, inclusive, empathetic and individual relationship with players, coaches and other stakeholders (4) • Motivate and create personal development plans for players and other stakeholders to keep them growing both as human beings and performers (4) • Educate players to enhance their contribution to their own objectives and their overall wellbeing (3) • Lead and influence the attitudes, behaviours and understanding of key stakeholders (i.e. parents, managers etc.) through the meaningful presentation of ideas (3) • Work effectively with a sports science team such as physios, strength & conditioning coach, psychologists, nutritionists etc. for the benefit of the players development (3) • Understand the distinction between Leadership and Management and which situations requires which approach (3)
<p>Conduct Practices and Prepare and Manage Competitions</p>	<ul style="list-style-type: none"> • Analyse and understand the physical, mental, technical and tactical demands of world class badminton and apply these in a long term development model (4) • Create and effectively manage long- medium- and short-term planning of training and season plans, tournament plans and individual development plans (4) • Understand that badminton is a multi-skill sport, which means understanding and applying different underlying motor skills training and training of other abilities to develop the players (4) • Effectively analyse and identify short- and long-term physical, mental, technical and tactical development areas and to break these into development areas and in the end detailed individual development plans for players (4) • Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person) (4) • Use different kind of feedforward and feedback approaches in the training for the development of the player (4) • Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player (4) • Deliver a series of coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes like for example video analysis and video training the players (4)

	<ul style="list-style-type: none"> • Support the players in developing appropriate competition strategies for the player which includes tournament and match preparation and performance evaluation to maximize the chances of learning and to win the match (4) • Do tactical and mental coaching during matches with the focus of the development of the skills of the player and to win the match (4) • Perform meaningful data collection protocols: training load, wellness data, HR data, performance and development tracking as review process to inform next cycles (4)
Read and React to the Field	<ul style="list-style-type: none"> • Conduct an insightful analysis of coaching practice to make informed judgement relating to the efficacy of the learning environment established (4) • Make good ‘in-action’ and ‘post-action’ decisions to increase chances of reaching objectives (4) • Conduct an insightful analysis of athlete/team performance to make informed decisions regarding ‘on the spot’ adjustments to enhance it (3) • Conduct an insightful analysis of the programme to make informed judgement relating to the efficacy of the environment established (2)
Reflect and Learn	<ul style="list-style-type: none"> • Develop an initial personal coaching philosophy and style, recognising the need for further growth based on learning, evidence and experience (4) • Personally identify and reflect on own assumptions and practices as a coach and player, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to own coaching (internal analysis) (4) • Implement feedback loops from stakeholders such as players, coaching team, management etc to improve own abilities and develop the training environment and your own competences as a coach (external analysis) (4) • Identify own learning needs and take responsibility for the development and application of strategies for further self-development, as part of an on-going profiling process (4). • Take an objective and critical approach to personal reflection, using evidence-based approaches and appropriate research methodologies (3)

7. The Advance Badminton Curriculum

The ADVANCE Badminton Coaching Curriculum aims to operationalize the ADVANCE Competencies Framework through a series of interrelated modules:

- **Module 1** – Myself and My Practice in Context
- **Module 2** – Model-Based Coaching Practice: Developing a Badminton Coaching Model

- **Module 3** – Player Development: Understanding and Supporting the Player’s Journey from Cradle to Podium.
- **Module 4** – Professional Coaching Practice 1: Effective Coaching
- **Module 5** – Professional Coaching Practice 2: Ethical & Caring Coaching
- **Module 6** – Career Planning, Management and Entrepreneurship

7.1. Curriculum Principles

Two main principles guide for the curriculum:

- **Promoting an integrated understanding of the sport of Badminton.** This principle revolves around the development of a general model of the sport as well as discipline-specific versions. A model of Badminton is a schematic representation of the sport, its key phases (serve situation, attack, defence, and 50/50) and the desired goals for each phase (i.e., in the defence phase we want to regain control of the space and tempo of the point so we can move to attack). To achieve the goals of each phase of the sport, there are a number of “performance problems” or “tactical challenges” players must resolve in each of those phases (i.e., how to put the opponent at a disadvantage) which then leads to the identification of key principles of the sport (i.e., using width of the court, using length of the court, etc). This will be achieved in Module 2 – Model-Based Coaching. This module focuses on increasing coaches’ understanding of the internal logic and structure of badminton, its associated tactics and techniques, and how these can be developed in a logical progression alongside the necessary physical and psychological skills to bring them to life. This approach will also lead to the identification of the desired player capabilities at the Elite level (the end product).
- **Translation of the Model of the Game into what it means at specific stages of Player Development.** The course will use each of the face-to-face teaching weeks to explore in detail the development of players at 4 different stages.
 - **Stage 1 – Initiation:** from the first time they pick up a badminton racquet to 12 years of age. This will be further split into early years (4-7) and middle childhood (8-12).
 - **Stage 2 – Specialisation:** from 13 to 16 years of age.
 - **Stage 3 – Investment:** from 16 to 20 years of age.
 - **Stage 4 – Elite Performance:** 20 years old and above.

7.2. Module Description and Learning Outcomes

The table below offers a description of each module, desired learning outcomes and associated subject knowledge.

	Learning Outcomes On completion of this module, coaches will be able to:	Subject Knowledge
<p>Module 1 – Myself and My Practice in Context</p> <p>This module focuses on supporting coaches' capacity to reflect on their own personal assumptions, beliefs, values, as well as in the nature of their coaching context, its stakeholders, and the present enablers and constraints.</p>	<ul style="list-style-type: none"> • Develop an initial personal coaching philosophy and style, recognising the need for further growth based on learning, evidence and experience (4) • Personally identify and reflect on own assumptions and practices as a coach and player, demonstrating the ability to conduct informed analysis and a willingness to apply the principle of continuous improvement to own coaching (internal analysis). (4) • Implement feedback loops from stakeholders such as players, coaching team, management etc to improve own abilities and develop the training environment and your own competences as a coach (external analysis) (4) • Identify own learning needs and take responsibility for the development and application of strategies for further self-development, as part of an on-going profiling process (4). • Take an objective and critical approach to personal reflection, using evidence-based approaches and appropriate research methodologies (3) • Understand the overall talent development pathway, structure and framework of their Member Association and what the priorities are for the player at each development stage (3) • Align practice with the policy and objectives of Badminton World Federation, Badminton Europe, their Member Association and Local Sport Organisations (1) • Understand the physical, mental, technical and tactical demands of badminton and the strategy/"What It Takes To Win"- model of the organization/club they work in relation to these demands (3) 	<ul style="list-style-type: none"> • Psychology • Sociology • Philosophy • Sport policy
<p>Module 2 – Model-Based Coaching Practice: Developing a Badminton Coaching Model</p>	<ul style="list-style-type: none"> • Understand the physical, mental, technical and tactical demands of badminton and the strategy/"What It Takes To Win"- model of the organization/club they work in relation to these demands (3) 	<ul style="list-style-type: none"> • Pedagogy • Methodology

<p>This module focuses on increasing coaches' understanding of the internal logic and structure of badminton, its associated tactics and techniques and how these can be developed in a logical progression.</p>	<ul style="list-style-type: none"> Analyse and understand the physical, mental, technical and tactical demands of world class badminton and apply these in a long-term development model (4) Effectively analyse and identify short- and long-term physical, mental, technical and tactical development areas and to break these into development areas and in the end detailed individual development plans for players (4) Understand that badminton is a multi-skill sport, which means understanding and applying different underlying motor skills training and training of other abilities to develop the players (4) Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person) (4) Use different kind of feedforward and feedback approaches in the training for the development of the player (4) Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player (4) 	<ul style="list-style-type: none"> Long Term Athletic Development Badminton knowledge
<p>Module 3 – Player Development: Understanding and Supporting the Player’s Journey from cradle to podium</p> <p>This module will explore the nature of human development, specifically in relation to the development needs of badminton players across the lifespan. It will include tactical, technical, physical and psychological development. The module will also explore all issues related to athlete development models as well as talent identification, development, confirmation and</p>	<ul style="list-style-type: none"> Define and implement talent identification criteria (3) so the identification and recruitment of players can be done effectively (3) Analyse and understand the physical, mental, technical and tactical demands of world class badminton and apply these in a long-term development model (4) Understand that badminton is a multi-skill sport, which means understanding and applying different underlying motor skills training and training of other abilities to develop the players (4) Effectively analyse and identify short- and long-term physical, mental, technical and tactical development areas and to break these into development areas and in the end detailed individual development plans for players (4) 	<ul style="list-style-type: none"> Psychology Sociology Nutrition Biomechanics Physiology Pedagogy Methodology Planning Long Term Athletic Development Talent Identification and Development

<p>transfer (in general as well as specific to Badminton)</p>		<ul style="list-style-type: none"> • Performance Analysis • Badminton knowledge
<p>Module 4 – Professional Coaching Practice 1</p> <p>This module will support coaches gain an understanding of what effective coaching is. Specifically, the module will cover effective methodologies, pedagogies, performance analysis, and decision-making techniques. In addition, the module will explore the nature of effective planning across different timespans, from Olympic Cycles to single seasons to blocks of session and single session planning; Finally, the module will also support coaches create effective routines in preparation for and during competitions.</p>	<ul style="list-style-type: none"> • Select, design and justify appropriate pedagogy, practice and communication methods to facilitate the short-, medium- and long-term learning needs of the players to develop as a player (and person) (4) • Motivate and create personal development plans for players and other stakeholders to keep them growing both as human beings and performers (4) • Use different kind of feedforward and feedback approaches in the training for the development of the player (4) • Understand and use a developmental approach to training to ensure that the different skills are trained at the optimal development stage of the player (4) • Understand the power of vision/mission/objectives statements and which goals work best with young athletes, top players and the training environment (Development and process goals vs performance goals, long term vs short term goals etc) (3) • Educate players to enhance their contribution to their own objectives and their overall wellbeing (3) • Lead and influence the attitudes, behaviours and understanding of key stakeholders (i.e. parents, managers etc.) through the meaningful presentation of ideas (3) • Create and effectively manage long- medium- and short-term planning of training and season plans, tournament plans and individual development plans (4) • Deliver a series of coaching sessions in the context of medium term and long term planned programmes of practice and competition using a wide range of appropriate learning modes like for example video analysis and video training the players (4) • Support the players in developing appropriate competition strategies for the player which includes tournament and match preparation and performance evaluation to maximize the chances of learning and to win the match (4) 	<ul style="list-style-type: none"> • Pedagogy • Methodology • Planning • Long Term Athletic Development • Psychology • Skill Acquisition • Performance Analysis • Badminton knowledge

	<ul style="list-style-type: none"> • Do tactical and mental coaching during matches with the focus of the development of the skills of the player and to win the match (4) • Perform meaningful data collection protocols: training load, wellness data, HR data, performance and development tracking as review process to inform next cycles (4) • Conduct an insightful analysis of coaching practice to make informed judgement relating to the efficacy of the learning environment established (4) • Make good 'in-action' and 'post-action' decisions to increase chances of reaching objectives (4) • Conduct an insightful analysis of athlete/team performance to make informed decisions regarding 'on the spot' adjustments to enhance it (3) • Conduct an insightful analysis of the programme to make informed judgement relating to the efficacy of the environment established (2) 	
<p>Module 5 – Professional Coaching Practice 2</p> <p>This module centers around the development of ethical high performing environments which consider the whole person. The module will also focus on how to maximise the contributions of the wider performance team.</p>	<ul style="list-style-type: none"> • Understand, design and incorporate a holistic talent development strategy for both the training environment and the individual player which considers on- and off- court elements but also the daily life of the player such as family, friends, School etc. (3) • Create an ethical and safe training environment, where everyone's wellbeing is prioritised and respected (4) • Establish and maintain an ethical, effective, inclusive, empathetic and individual relationship with players, coaches and other stakeholders (4) • Adhere to established codes of conduct for players, coaches and other stakeholders (2) • Establish purposeful training culture with players and coaches based on a set of common training values (4) • Understand the importance of the off-court environment like facilities, equipment, collaboration with school, daily transport to training etc when creating a talent development environment (3) • Identify, reflect on and challenge prevailing beliefs, values and assumptions within the coaching environment to establish a suitable culture (3) 	<ul style="list-style-type: none"> • Philosophy • Ethics • Safeguarding • Organisational psychology • Management • Leadership • Developmental psychology

	<ul style="list-style-type: none"> • Work effectively with a sports science team such as physios, strength & conditioning coach, psychologists, nutritionists etc. for the benefit of the players development (3) • Understand the distinction between Leadership and Management and which situations requires which approach (3) • Analyse and understand how to work with the opportunities and limitations of the training environment and to maximize the use of existing resources and look for additional (2) • Can conduct and work to risk assessments in order to deliver safe and ethical coaching practice. 	
<p>Module 6 – Career Planning, Management and Entrepreneurship</p> <p>This module will enhance coaches’ ability to plan, manage and develop their coaching career, including working as part of a club or national body, as well as an independent private coach.</p>	<ul style="list-style-type: none"> • Understand the available options to become a professional badminton coach • Be aware of the key elements that need to be put in place for the development of a successful and sustainable professional career (i.e., networking, experience, etc) • Understand the labour market laws in relation to coaching services in their context • Develop a business plan for a private coaching enterprise • Coach Dual Career 	<ul style="list-style-type: none"> • Economics • Marketing • Law • Business planning

8. The Pedagogical Model

This section of the framework succinctly describes the pedagogical approach proposed to bring the curriculum to life during the ADVANCED Badminton Coaching Education. The approach is underpinned by adult and coach learning research (ESCF, 2017) indicating that learners learn best when:

- The content is relevant to their context and daily practice, and its application is facilitated.
- Their previous experience, knowledge and skills are considered, and they are given opportunities to reflect and build on them.
- They are given the opportunity to direct and drive their learning towards areas of personal interest and/or need and take responsibility for it.
- The climate is positive and supporting minimising anxiety and fostering experimentation.
- Interaction and sharing with other coaches are promoted
- A variety of learning activities is offered and
- They experience success and gain feedback that builds their confidence

Research also shows that coaches learn in a variety of ways

- **Mediated:** the learning is aided by another person or through a medium that simplifies the material or topic.
- **Non-Mediated:** the learning is initiated by the coach and driven by them.

- **Internal:** the learning takes place through a conscious or unconscious reflection process

In addition, the ADVANCE Badminton Coaching Education recognises that a large part of *coach learning takes place on-the-job*. Therefore, it aims to help coaches gain the knowledge and skills necessary to maximise learning that takes place in their day-to-day practice. In doing so, it recognises that coaches' ability to reflect on their experience and to sense-make their practice is central to meaningful and accelerated learning.

Based on the above ideas, the ADVANCE European Badminton Coaching Framework uses a learner-centred, reality-based pedagogy focused on the needs of the individual learner and the real-life challenges presented in their regular practice. Some examples of the pedagogical methods that will be used include:

- A model-based approach to coaching methodology and pedagogy focused on a deep understanding of the internal logic of the game and the recurrent performance problems.
- Reality-based, problem-solving tasks (situated and applied learning).
- Integrated, function-based delivery (as opposed to subject-based delivery)
- Practical coaching opportunities with in-situ feedback.
- Regular group and self-reflection opportunities.
- Individualised, coach-driven projects that allow learners to explore self-chosen knowledge and practice areas in depth.
- Regular 1-to-1 and group mentoring sessions.
- Expert masterclasses and consultations.

Taking the above into account, the pedagogical focus will be not only on the accumulation of knowledge, but on its assimilation, adoption, adaption, and/or rejection towards the development of individual, context-driven expertise.

9. Certification and Recognition

The ADVANCE Badminton Coaching Education aspires to become a beacon of best practice in badminton coach education across Europe and beyond. During its development phase, careful consideration was given to the crafting of relevant and appropriate learning outcomes and to their levelling. In the first instance, the International and European Sport Coaching Frameworks (ICCE, 2013; 2017) were used to establish the level of expertise and related role title the course would be aimed at. The education development working group agreed the education would sit between the role denomination of coach and advanced/senior coach aiming to develop expertise at 'Competent' level. A graduating coach would therefore be expected to fulfil positions with medium to high levels of responsibility and to progressively be able to plan, deliver and review coaching sessions over multiannual seasons or cycles. They would also be expected to influence and challenge the development or refinement of talent development frameworks and systems.

In addition, the education development group also conducted a mapping exercise of the ADVANCE Badminton Coaching Education to the European Qualifications Framework for Lifelong Learning (EQF; Council of the European Union, 2008; 2017) as a reference point to further consider the level of knowledge, skills, responsibility and autonomy learners are expected to achieve on completion of the programme of study. As a result of this analysis, it was agreed that the ADVANCE Badminton Coaching Education would be targeted at Level 5 in the EQF (see table below).

Knowledge	Skills	Responsibility and Autonomy
Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

Level 5 Learning Outcomes

Finally, further to its positioning in relation to the ISCF/EQF and the EQF, the ADVANCE Badminton Coach Education has been recognised by the Badminton World Federation (BWF) as equivalent to their forthcoming Level 3 Specialised Coaching Award aimed at badminton coaches who are interested in high-level youth coaching or in elite coaching.

On completion of the course, successful candidates will receive official certification from Badminton Europe as an ADVANCE Badminton Coach. Given the levelling described above, Badminton Europe would like to encourage National Federations to recognise this certification and to allow certificate holders to lawfully work in their countries at the equivalent level.

10. Closing Comments

The EBCF is relevant to anyone interested in and working on advancing the levels of badminton coaching. It is the hope that the EBCF has inspired you to further improve and develop your current badminton coaching education structure. Maybe it has even inspired you to create a new badminton coaching education based on parts of or the full EBCF.

Regardless of how the EBCF is used it will only make a difference when “brought to life”. The EBCF provides an evidence-based reference point for those using it, yet it allows a lot of freedom and creativeness for the implementation process. The ABCE is only one example of how this can be done.

The EBCF would have never been possible without the great work of the ADVANCE project partners. Badminton Europe are responsible for raising awareness of the EBCF in the European Badminton world, when the ADVANCE project ends in December 2023. You are also welcome to reach out to the Badminton Europe office if you need advice and support in implementing the EBCF.

Good luck with the implementation of the EBCF.

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Appendix 1 – How the EBCF was developed

The EBCF was developed through a collaborative process involving all ADVANCE Badminton project partners. The following steps were followed:

1. Based on the expertise provided by Sport Coaching Europe, the ISCF and ESCF were identified as the reference frameworks to guide the development of the EBCF. These frameworks provided a starting point for the development of the first iteration competency matrix.
2. The competency matrix was subsequently discussed with all project partners to ensure it represented the needs of the target population of coaches, their levels of responsibility and expertise and that it reflected the needs of the badminton context.
3. Once the competency matrix was agreed, the project partners discuss the pedagogical model to be used in the development of the ABCE. Following the adult-learning principles described in the ISCF/ESCF, the partners set out to create the module structure and relevant learning activities.
4. Finally, the first edition of the ABCE was delivered during the period September 2022 to November 2023.

Appendix 2 – Acknowledgements

The ADVANCE European Badminton Coaching Framework has been developed by:

- Sergio Lara-Bercial, International Council for Coaching Excellence (ICCE)
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