

ECB Foundation Coach (1st4sport Level 1)

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:	ECB Foundation Coach (1st4sport Level 1)
Qualification Overview:	Ensures that learners have the knowledge, skills and confidence to deliver safe and inclusive cricket sessions.
Qualification Code:	ECBFC
Qualification Regulation Number:	610/1556/8
Guided Learning Hours (GLH):	12
Total Qualification Time (TQT):	18
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/12/2022
Qualification Review Date:	30/09/2025
Learner Registration Period:	1 year
Qualification Objective:	This qualification qualifies learners to coach cricket independently.
Qualification Purpose:	Develop knowledge and/or skills in a subject area.

Who is this qualification for?

This qualification is designed for learners who wish to gain future deployment/employment coaching cricket.

Qualification Progression

Following a period of practice as a qualified coach, learners could develop their skills further by participating in continuing professional development opportunities in cricket and coaching-related organisations.

They could also complete the ECB Core Coach (1st4sport Level 2) qualification.

This qualification may lead to paid or voluntary cricket coaching roles. Learners should take opportunities to develop their knowledge and understanding by working with other, more experienced coaches.

Entry Requirements

Learners must be a minimum of 17 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 17 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:

- Multiple Choice Examination (in 3 of 3 mandatory units),
- Practical Demonstration/Assignment (in 3 of 3 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
R/650/4333	Foundation - Being an ECB Coach	4
T/650/4334	Foundation - Developing the Player and Team	4
Y/650/4335	Foundation - The Learning Coach	4

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Foundation - Being an ECB Coach
Unit Aim	This unit assesses the coach's understanding of their role as an ECB Foundation Coach. The coach will also understand their role and responsibility in safeguarding young children and vulnerable adults. Understanding of the ECB Foundation Coach's commitment to abiding by the ECB Coaches Code of Conduct, and the MCC Spirit of Cricket, will also be assessed.
Unique Unit Number	R/650/4333
Unit Assessment Method(s)	- Multiple Choice Examination - Practical Demonstration/Assignment
Assessment Specification	Learners are required to complete a multiple-choice assessment via the ECB e-learning platform which is assessed by the e-learning platform automatically. RPL is not accepted for this unit and all criteria must be evidenced through current assessments.

Learning Outcome: 1. understand the role of the ECB Foundation Coach

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 identify their role as an ECB Foundation Coach	<ul style="list-style-type: none"> • The role, and its boundaries • the importance of building relationships and rapport with others • the role of the cricket coach in encouraging the pursuit of a healthy lifestyle, developing skills and igniting a love of the game • the importance of being a role model

Learning Outcome: 2. understand the role and responsibility of the ECB Foundation Coach in safeguarding young children and vulnerable adults

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 identify their role and responsibility in safeguarding young children and vulnerable adults	<ul style="list-style-type: none"> • The overarching legal and cricket-specific responsibilities • the cricket organisational procedures, responsibilities and liabilities • general principles of safe practice • health and safety requirements including basic risk assessment • health and safety management; knowing how to: <ul style="list-style-type: none"> - prepare the environment, - conduct 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

Unit Title	Foundation - Developing the Player and Team
Unit Aim	This unit assesses the coach's understanding that sessions should be purposeful, active, safe and enjoyable. The coach will also understand the principles of the STEP model, and be able to use this to provide differentiation within a coaching session. Coaches will also develop their understanding of batting, bowling and fielding through the application of simple foundation principles.
Unique Unit Number	T/650/4334
Unit Assessment Method(s)	- Multiple Choice Examination - Practical Demonstration/Assignment
Assessment Specification	Learners are required to demonstrate their ability to deliver and review cricket activities in three x 10-minute practical coaching assessment (either in their workplace or in a simulated environment). RPL is not accepted for this unit and all criteria must be evidenced through current assessments.

Learning Outcome: 1. understand the concept of inclusive, fun, enjoyable and safe cricket coaching

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 identify how to provide inclusive coaching sessions	<ul style="list-style-type: none"> Recognise the importance of providing enjoyable and inclusive coaching sessions with lots of repetitions and very little down time use energising and inspiring language to motivate players create a learning environment that players don't want to leave, and want to access continuously on a regular basis
1.2 identify how to provide fun coaching sessions	<ul style="list-style-type: none"> Create a coaching environment which uses high levels of success, and the experience of failure as important parts of the learning process use problem solving by players as a crucial part of their learning experience coach players the skills they need to play the game effectively feedback on players performance and effort
1.3 identify how to provide safe coaching sessions	<ul style="list-style-type: none"> Know how to organise players within specific tasks so they remain safe consider space, positioning, the role the coach plays and the layout of the environment and equipment used in relation to player safety check equipment for appropriate levels of safety considering the equipment size, the condition, age, and levels of protection

Learning Outcome: 2. understand space, task, equipment and people (STEP) framework for differentiation

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 adapt cricket coaching activities to meet the needs of different players	<p>Adapt the space within which the activity is happening:</p> <ul style="list-style-type: none"> • Level or height of the activity itself: floor-based/in the air/ combinations • Playing area: more space/ less space/shorter wickets/ wider creases • Distances travelled in the activity, physical demands • Zoned playing areas: safe zones/activity zones/ dividing spaces • Nearer to partner/nearer to group • Starting points: at different times/different places/ different positions • Position of activity relative to sources of noise or strong light <p>Adapt the task to ensure it applies to all levels of ability:</p> <ul style="list-style-type: none"> • Easier - simplify the game • Harder - more complex tasks • Different roles for players at different times • Different rules for different players or teams • Different ways of achieving the same outcome • Different targets for different players • Equipment - what is being used • People - who is involved

Learning Outcome: 3. understand how the coaching tools can support a player or player's learning

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 identify the application of each coaching tool	<p>Instruct</p> <ul style="list-style-type: none"> • Is the information and task clear? • Is the information and my language simple? • Are the outcomes clear? • Can the players tell me what they're about to do? <p>Demonstrate</p> <ul style="list-style-type: none"> • What will I achieve with my demo? • Can everyone see my demo? • What's my best option: Me? A peer? A player? A video (icoachcricket)? • Which bit of the demo will I focus the players on? <p>Observe</p> <ul style="list-style-type: none"> • Have I taken enough time to observe (during practice and games)? • What are the players trying to do and what is the outcome? • Is the skill safe (players)? • Have I observed from different positions? <p>Question</p> <ul style="list-style-type: none"> • What do I want to find out? • Closed or open? • What do I do with the answer? • Can I develop the players' self-awareness?

Learning Outcome: 4. know a range of practices for batting, bowling and fielding skill development

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 identify where to find practices for batting, bowling and fielding skill development	<ul style="list-style-type: none"> • Use icoachcricket effectively as the core resource in order to find applicable and appropriate practices for batting, bowling and fielding skill development • be able to interpret icoachcricket practices and utilise the resource throughout their coaching journey

Learning Outcome: 5. know the foundation principles for batting development

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 identify the foundation principles for batting development	<p>Explain relevant foundation principles of batting development in cricket:</p> <p>Scoring runs</p> <p>Setup</p> <ul style="list-style-type: none"> o Comfortable o Balanced o Ready to move <p>React</p> <ul style="list-style-type: none"> o Watch the ball o Get into position <p>Strike</p> <ul style="list-style-type: none"> o Swing the bat o Contact with full face <p>Run</p> <ul style="list-style-type: none"> o Yes, no or wait! <p>Use the following activities in order to coach the principles of batting:</p> <ul style="list-style-type: none"> - Strike or stop - Beat the fielder - Lord's game straight drive - Lord's game pull shot - Follow the leader - Hitting the space - Length batting

Learning Outcome: 6. know the foundation principles for bowling development

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 identify the foundation principles for bowling development	<p>Explain relevant foundation principles of bowling development in cricket:</p> <p>-Taking wickets</p> <p>Approach</p> <ul style="list-style-type: none"> o Rhythmical o Balanced o Aligned to target <p>Delivery</p> <ul style="list-style-type: none"> o Focus on target area o Gather and form action o Tall at the crease o Front arm pushes out to target o Bowling arm rotates in a 'figure 6' to release ball o Body and energy drive towards target o Follow through completes action <p>Use the following activities in order to coach the principles of bowling:</p> <ul style="list-style-type: none"> - Cone strike - Target bowling - Test match bowling

Learning Outcome: 7. know the foundation principles for fielding development

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 identify the foundation principles for fielding development	<p>Explain relevant technical foundation principles of fielding development in cricket:</p> <ul style="list-style-type: none"> - Be a wicket taker Get ready Watch the ball Attack <ul style="list-style-type: none"> o Move to the line of the ball o Get low o Take the ball early Catch <ul style="list-style-type: none"> o Balanced o Large catching area Throw <ul style="list-style-type: none"> o Establish a base in line o Body and energy drive towards target and release o Complete throw and follow through <p>Use the following activities in order to coach the principles of fielding:</p> <ul style="list-style-type: none"> - Crossfire - Hit the stumps - Roller ball - Blockers - Run them out - At the stump relay - Keep your yard clean - Beat the catches - Catching relay - Catching by numbers - Effective recall - Catching tennis

Learning Outcome: 8. know a range of practices that prepare players for physical activity in cricket sessions

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 identify where to find practices for physical preparation and development	<p>Use icoachcricket effectively as the core resource in order to find applicable and appropriate practices for physical preparation and development</p> <p>Be able to interpret icoachcricket practices and utilise the resource throughout their coaching journey</p> <p>Use the following activities in order to physically prepare and develop players:</p> <ul style="list-style-type: none"> - Traffic lights warm up - Blockers - Rabbits and foxes - Rats and rabbits - Catching relay - Catching by numbers - Effective recall - Bat tap

Learning Outcome: 9. be able to apply safe, fun and inclusive characteristics when coaching an activity from icoachcricket

Assessment Criteria The learner can:	Indicative Delivery Content
9.1 demonstrate how active, purposeful and safe characteristics were applied to the coaching of an activity from icoachcricket	Show and evidence how they have applied safe, fun and inclusive characteristics through their coaching

Learning Outcome: 10. be able to help develop a player's batting, bowling and fielding skills

Assessment Criteria The learner can:	Indicative Delivery Content
10.1 use relevant practices to develop batting, bowling or fielding skills	Use the relevant practices provided on icoachcricket, and be able to interpret these to effectively deliver coaching sessions on batting, bowling and fielding skills
10.2 adapt relevant practices to develop batting, bowling or fielding skills	Adapt the relevant practices provided on icoachcricket, and be able to amend these effectively in order to ensure coaching sessions on batting, bowling and fielding skills are fully inclusive
10.3 use coaching tools to develop batting, bowling or fielding skills	Use and apply the following coaching tools in order to develop batting, bowling or fielding skills: <ul style="list-style-type: none"> - Instruct - Demonstrate - Observe - Question - Feedback - Use silence - Praise - Analyse
10.4 apply active, purposeful, and safe concepts to develop batting, bowling or fielding skills	<p>Demonstrate their ability to apply safe, fun and inclusive concepts to the coaching sessions they deliver in developing batting, bowling and fielding skills</p> <p>Actively apply the active, purposeful and safe concepts learnt earlier in the programme to the sessions they coach</p>

Unit Title	Foundation - The Learning Coach
Unit Aim	This unit assesses the cricket coach's ability to reflect on their coaching. The learner will also be able to create a plan for their development as a coach.
Unique Unit Number	Y/650/4335
Unit Assessment Method(s)	- Multiple Choice Examination - Practical Demonstration/Assignment
Assessment Specification	Learners are required to demonstrate their ability to deliver and review cricket activities in a 15-minute practical coaching assessment (either in their workplace or in a simulated environment). The demonstration must be 15-minutes either in the form of a single session, or a series of shorter micro-session. The coaching activities should focus on cricket. RPL is not accepted for this unit and all criteria must be evidenced through current assessments.

Learning Outcome: 1. be able to reflect on their coaching

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 complete a reflection exercise after delivering a cricket coaching session	Understand how to review and evaluate sessions, using the views of players and others
1.2 use reflection to inform future coaching	Understand how the review outcomes can be used to impact on future cricket coaching sessions and know where to refer participants whose needs cannot be met

Learning Outcome: 2. be able to create a plan for their development as a coach

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 create a plan for their own development as a coach	<ul style="list-style-type: none"> Take responsibility for own development develop an action plan; identifying types of personal development activities potential career progressions and the role of others.
2.2 identify where appropriate support is available for them to access	<ul style="list-style-type: none"> Access further appropriate support through: <ul style="list-style-type: none"> icoachcricket ECB Coaches Association ECB Coach Developers County Cricket Boards/County Cricket Clubs any other valid and ECB approved avenues of support

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.

The recognised centre is required to ensure that the learners who are unsuccessful in any aspect of assessment are offered two opportunities to re-sit or resubmit the appropriate assessment component within their registration period.

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):

- have signed the ECB Coach Developer Agreement
- hold a current ECB DBS check
- hold a valid safeguarding certificate
- hold a valid emergency first aid certificate
- hold an ECB Tutor Accreditation
- hold an ECB Assessor Accreditation
- be a member of the ECB Coaches Association
- have successfully completed the ECB Foundation I Coach Orientation.

Assessor(s):

- have signed the ECB Coach Developer Agreement
- hold a current ECB DBS check
- hold a valid safeguarding certificate
- hold a valid emergency first aid certificate
- hold an ECB Tutor Accreditation
- hold an ECB Assessor Accreditation
- be a member of the ECB Coaches Association
- have successfully completed the ECB Foundation I Coach Orientation.

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

- have signed the ECB Coach Developer Agreement
- hold an ECB DBS check
- hold a valid safeguarding certificate
- hold a valid emergency first aid certificate
- hold an ECB Tutor Accreditation
- hold an ECB Assessor Accreditation
- be a member of the ECB Coaches Association
- have successfully completed the ECB Foundation Coach orientation.

The recognised centre is also required to recruit and deploy an approved ECB Internal Quality Assurer, who will oversee the ECB Internal Observation process and produce ECB IQA reports. ECB IQAs are responsible for the internal quality assurance activities.

Additional Qualification Requirements

The ideal learning environment is recommended to include between 12 and 18 registered learners. However it is accepted that a minimum of 12 and a maximum of 24 learners may be registered onto a course. The ratio of Coach Developers to learners is 1:6 i.e. if 18 learners are registered 3 ECB Coach Developers must be deployed for the Bowling and Fielding elements of the course. For the batting element of the course, this ratio can rise to 1:9, so as to facilitate the use of an ECB Internal Observer.

The observed practical assessments must be conducted on a 1:1 basis.

The minimum venue, facility and requirements stated in the centre handbook apply. In addition to this must include practical space to be used for learning and assessment activities which includes a practical indoor playing area to cater for at least 6 and a maximum of 24 learners

This qualification is regulated by Ofqual 610/1556/8 and QiW (Regulated) - C00/4689/9

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