

ECB Advanced Coach (1st4sport Level 3)

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

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| Title: | ECB Advanced Coach (1st4sport Level 3) |
| Qualification Overview: | Prepares cricket coaches to help players improve their skills . |
| Qualification Code: | ECBAC |
| Qualification Regulation Number: | 603/6670/9 |
| Guided Learning Hours (GLH): | 62 |
| Total Qualification Time (TQT): | 132 |
| Credit Value (if applicable): | Not applicable |
| Operational Start Date: | 01/10/2020 |
| Qualification Review Date: | 30/09/2025 |
| Learner Registration Period: | 3 years |
| Qualification Objective: | This qualification qualifies learners to explore wider employment opportunities in coaching. |
| Qualification Purpose: | Prepare for employment in a specific occupational area. |

Who is this qualification for?

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

Qualification Progression

Learners may choose to develop their skills by participating in continuing professional development (CPD) opportunities offered by the ECB which include:

- Workshops
- Webinars
- Conferences.
- ECB Coaches Association membership.

Following a period of practice as a qualified coach working in an appropriate environment, learners may wish to progress to the ECB Specialist Coach programme.

This qualification may lead to paid or voluntary roles as a coach or they may wish to explore other industry-relevant roles which include:

- Player Pathway Officer or Manager

Entry Requirements

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

Pre-requisite(s) or other entry requirements

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

Prior to registration learners are required to:

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

Assessment Methods

The assessment methods used in this qualification are:

- 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 |
|------------|-------------------------------------------|-----|
| L/618/4890 | Advanced - Being an ECB Coach | 8 |
| Y/618/4892 | Advanced - Developing the Player and Team | 44 |
| D/618/4893 | Advanced - The Learning Coach | 10 |

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

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| Unit Title | Advanced - Being an ECB Coach |
| Unit Aim | This unit assesses the coach's ability to develop skills through the understanding and application of areas such as learning, skill development, planning, talent development, psychology, biomechanics, strength and conditioning. The unit also assesses the coach's understanding of batting, bowling, fielding and wicketkeeping. |
| Unique Unit Number | L/618/4890 |
| Unit Assessment Method(s) | Practical Demonstration/Assignment |
| Assessment Specification | Assessed through 6 applied coaching activities, including a professional discussion. RPL is not accepted for this unit and all criteria must be evidenced through current assessments. |

Learning Outcome: 1. understand the role

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 1.1 explain the role of an ECB Advanced Coach | <ul style="list-style-type: none"> • Individual, group and team coaching • Leading and managing other coaches • Their purpose, impact and influence on players. • Their impact and influence on the cricket network |
| 1.2 describe the players they coach | <ul style="list-style-type: none"> • The players' ages, stage of development, experiences, motivations, commitment levels, life outside of cricket and their wants and needs • The context e.g. club structure, strategy, other stakeholders, competitions, formats |

Learning Outcome: 2. understand responsibilities for player welfare and well-being

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 explain the responsibilities for player welfare and well-being | <ul style="list-style-type: none"> • Safeguarding • Inclusion • Diversity • Well-being |

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| Unit Title | Advanced - Developing the Player and Team |
| Unit Aim | This unit assesses the coach's ability to develop skills through the understanding and application of areas such as learning, skill development, planning, talent development, psychology, biomechanics, strength and conditioning. The unit also assesses the coach's understanding of batting, bowling, fielding and wicketkeeping. |
| Unique Unit Number | Y/618/4892 |
| Unit Assessment Method(s) | Practical Demonstration/Assignment |
| Assessment Specification | Assessed through 6 applied coaching activities, including a professional discussion. RPL is not accepted for this unit and all criteria must be evidenced through current assessments. |

Learning Outcome: 1. be able to obtain information to inform planning

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 1.1 assess players' characteristics | <ul style="list-style-type: none"> • How to use real-time observations and video identify players' characteristics, strengths and development areas in relation to: <ul style="list-style-type: none"> - Technical - Tactical - Physical - Mental <ul style="list-style-type: none"> • In the specific skills disciplines: <ul style="list-style-type: none"> - Batting - Pace bowling - Spin bowling - Fielding - Wicket keeping <ul style="list-style-type: none"> • At the following stages: <ul style="list-style-type: none"> - Initial assessments of players - Progress made during a coaching programme - Monitoring and review stages |

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| <p>1.2 observe the components of skill disciplines</p> | <ul style="list-style-type: none"> • How to use real-time observations and video identify players' characteristics, strengths and development areas in relation to: <ul style="list-style-type: none"> - Technical - Tactical - Physical - Mental <ul style="list-style-type: none"> • In the specific skills disciplines: <ul style="list-style-type: none"> - Batting - Pace bowling - Spin bowling - Fielding - Wicket keeping <ul style="list-style-type: none"> • At the following stages: <ul style="list-style-type: none"> - Initial assessments of players - Progress made during a coaching programme - Monitoring and review stages <p>Progress made at the end of a coaching programme</p> |
| <p>1.3 analyse the components of batting, bowling, fielding or wicketkeeping</p> | <ul style="list-style-type: none"> • How to use real-time observations and video identify players' characteristics, strengths and development areas in relation to: <ul style="list-style-type: none"> - Technical - Tactical - Physical - Mental <ul style="list-style-type: none"> • In the specific skills disciplines: <ul style="list-style-type: none"> - Batting - Pace bowling - Spin bowling - Fielding - Wicket keeping <ul style="list-style-type: none"> • At the following stages: <ul style="list-style-type: none"> - Initial assessments of players - Progress made during a coaching programme - Monitoring and review stages <p>Progress made at the end of a coaching programme</p> |
| <p>1.4 involve relevant stakeholders in the design of programmes and sessions</p> | <ul style="list-style-type: none"> • How to integrate stakeholders such as: <ul style="list-style-type: none"> - Players - Parents - Teachers - Coaches and science - Medical staff |
| <p>1.5 involve relevant stakeholders in implementation of programmes and sessions</p> | <ul style="list-style-type: none"> • How to integrate stakeholders such as: <ul style="list-style-type: none"> - Players - Parents - Teachers - Coaches and science - Medical staff |

Learning Outcome: 2. be able to develop the skills of individuals

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 use a variety of sources of information to inform planning | <ul style="list-style-type: none"> • How to use information from: <ul style="list-style-type: none"> - Observations - Video - Statistical data - Discussions with players and other stakeholders |
| 2.2 justify the design and development of the plan | <ul style="list-style-type: none"> • How to involve the player in the design and development of the plan • How to involve relevant stakeholders in the design and development of the plan • Which sources of player evidence and data to use to inform the design and development of the plan • How to select and identify the outcomes and key themes for the three months • How to design the schedule and brief details for each session |
| 2.3 design a plan for an individual player | <ul style="list-style-type: none"> • How to identify outcomes and key themes relevant to the three month period • Designing of a schedule and brief details of each session • Implementation implications and issues e.g. managing workload • Integration of other coaches and practitioners – when relevant |
| 2.4 design sessions from the plan for an individual player to develop specific skill disciplines | <ul style="list-style-type: none"> • Outcomes <ul style="list-style-type: none"> - How to identify the outcomes - The progress the player made towards the outcomes <ul style="list-style-type: none"> • Practices - How the practices relate to the outcomes - What to manipulate during practices - How much variability and instability are created - How the planned practices differ from the actual practices - How the players react to the session - How much time the players spend on task <ul style="list-style-type: none"> • Coach - How planned behaviour can differ from actual behaviour - Identifying any critical moments both positive and negative and subsequent strategies to develop coaching practice - How to measure progress have made towards an action plan <ul style="list-style-type: none"> • In the specific skills disciplines: <ul style="list-style-type: none"> - Batting - Pace bowling - Spin bowling - Fielding - Wicketkeeping |

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| <p>2.5 coach sessions from the plan for an individual player to develop specific skill disciplines</p> | <ul style="list-style-type: none"> • Outcomes - How to identify the outcomes - The progress the player made towards the outcomes <ul style="list-style-type: none"> • Practices - How the practices relate to the outcomes - What to manipulate during practices - How much variability and instability are created - How the planned practices differ from the actual practices - How the players react to the session - How much time the players spend on task <ul style="list-style-type: none"> • Coach - How planned behaviour can differ from actual behaviour - Identifying any critical moments both positive and negative and subsequent strategies to develop coaching practice - How to measure progress have made towards an action plan <ul style="list-style-type: none"> • In the specific skills disciplines: - Batting - Pace bowling - Spin bowling - Fielding - Wicketkeeping |
| <p>2.6 monitor and review coaching sessions with an individual player</p> | <ul style="list-style-type: none"> • How to monitor player progress towards the outcomes • How to regularly review progress throughout delivery • How reviews or other issues may change the design and delivery of the plan • How to involve the player in the review of the plan • How to involve relevant stakeholders in the review of the plan • The sources of player evidence and data are used to inform the review of the plan • How to learn about delivery by reviewing a plan |
| <p>2.7 reflect on coaching practice</p> | <ul style="list-style-type: none"> • How to identify critical moments that require exploration after each session |

Learning Outcome: 3. be able to develop the skills of groups

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| <p>3.1 use a variety of sources of information to inform planning</p> | <ul style="list-style-type: none"> • How to use information from: <ul style="list-style-type: none"> - Observations - Video - Statistical data - Discussions with players and other stakeholders |

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| <p>3.2 design sessions for groups to develop specific skill disciplines</p> | <ul style="list-style-type: none"> • Outcomes - How to identify the outcomes - The progress the player made towards the outcomes <ul style="list-style-type: none"> • Practices - How the practices relate to the outcomes - What to manipulate during practices - How much variability and instability are created - How the planned practices differ from the actual practices - How the players react to the session - How much time the players spend on task <ul style="list-style-type: none"> • Coach - How planned behaviour can differ from actual behaviour - Identifying any critical moments both positive and negative and subsequent strategies to develop coaching practice - How to measure progress have made towards an action plan <ul style="list-style-type: none"> • In the specific skills disciplines: - Batting - Pace bowling - Spin bowling Fielding Wicketkeeping |
| <p>3.3 coach group sessions to develop specific skill disciplines</p> | <ul style="list-style-type: none"> • Outcomes - How to identify the outcomes - The progress the player made towards the outcomes <ul style="list-style-type: none"> • Practices - How the practices relate to the outcomes - What to manipulate during practices - How much variability and instability are created - How the planned practices differ from the actual practices - How the players react to the session - How much time the players spend on task <ul style="list-style-type: none"> • Coach - How planned behaviour can differ from actual behaviour - Identifying any critical moments both positive and negative and subsequent strategies to develop coaching practice - How to measure progress have made towards an action plan <ul style="list-style-type: none"> • In the specific skills disciplines: - Batting - Pace bowling - Spin bowling Fielding Wicketkeeping |

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| 3.4 monitor and review coaching sessions with groups | <ul style="list-style-type: none"> • How to monitor player progress towards the outcomes • How to regularly review progress throughout delivery • How reviews or other issues may change the design and delivery of the plan • How to involve the player in the review of the plan • How to involve relevant stakeholders in the review of the plan <p>The sources of player evidence and data are used to inform the review of the plan</p> |
| 3.5 reflect on coaching practice | <ul style="list-style-type: none"> • How to identify critical moments that require exploration after each session |

Learning Outcome: 4. be able to develop the skills of teams

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 4.1 use a variety of sources of information to inform planning | <ul style="list-style-type: none"> • How to identify areas which may require development: <ul style="list-style-type: none"> - Developing team behaviours - Developing captains - Developing strategies, game plans and tactical awareness - Working with coaches and practitioners |
| 4.2 design an approach for each area | <ul style="list-style-type: none"> • How to identify areas which may require development: <ul style="list-style-type: none"> - Developing team behaviours - Developing captains - Developing strategies, game plans and tactical awareness - Working with coaches and practitioners |
| 4.3 coach each area | <ul style="list-style-type: none"> • How to develop identified areas using applied coaching activities |
| 4.4 monitor and review approaches | <ul style="list-style-type: none"> • How to identify any critical moments both positive and negative and subsequent strategies to develop coaching practice • How to learn from an applied coaching activity |
| 4.5 reflect on coaching practice | <ul style="list-style-type: none"> • How to identify critical moments that require exploration after each session |

Learning Outcome: 5. be able to create a positive environment for players, units, teams and squads

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 5.1 create of an environment that supports learning of players, units, teams or squads | <ul style="list-style-type: none"> Plan coach behaviours appropriate to the age and stage of the players Use coach behaviours appropriate to the age and stage of the players Reflect on use of coach behaviours appropriate to the age and stage of the players |
| 5.2 use coach behaviours to interact with players, units, teams, squads or stakeholders relevant to situation | <ul style="list-style-type: none"> Plan coach behaviours appropriate to the age and stage of the players Use coach behaviours appropriate to the age and stage of the players Reflect on use of coach behaviours appropriate to the age and stage of the players |
| 5.3 select coach behaviours to develop skills | <ul style="list-style-type: none"> Plan coach behaviours appropriate to the age and stage of the players aligned to outcomes and practice design Use coach behaviours appropriate to the age and stage of the players aligned to outcomes and practice design Reflect on use of coach behaviours appropriate to the age and stage of the players aligned to outcomes and practice design |

Learning Outcome: 6. be able to design practices that develop players' skills

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 6.1 demonstrate use of all practice types | Use the continuum of practice - fixed, variable and cricket game-based |
| 6.2 design relevant practices to develop skills | <ul style="list-style-type: none"> Align activities and tasks with identified outcomes Practice intent Cricket variables to manipulate Representative design - fixed, variable and cricket game-based Variability and instability |
| 6.3 identify outcomes for each practice design | <ul style="list-style-type: none"> Select technical, tactical, physical, mental outcomes for batting, pace bowling, spin bowling, fielding, wicketkeeping for individuals, units and the team appropriate to age and stage |

Learning Outcome: 7. be able to equip players to adapt to evolving demands of the game

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 7.1 illustrate how a player has been equipped to adapt to evolving demands of the game | <ul style="list-style-type: none"> Identify what players will need to be successful in the future |

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| Unit Title | Advanced - 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 | D/618/4893 |
| Unit Assessment Method(s) | Practical Demonstration/Assignment |
| Assessment Specification | Assessed through 6 applied coaching activities, including a professional discussion. RPL is not accepted for this unit and all criteria must be evidenced through current assessments. |

Learning Outcome: 1. be able to reflect on coach education and development

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 1.1 identify own development during the ECB Advanced Coach programme using reflection | <ul style="list-style-type: none"> Strengths and areas for development |

Learning Outcome: 2. be able to develop self-awareness of coaching practice through reflection

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 use reflective tools to develop self-awareness of coaching practice | <ul style="list-style-type: none"> Use of video to develop an awareness of own behaviour and its appropriateness in the context of player's age and stage |

Learning Outcome: 3. able to articulate own coaching beliefs

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 articulate coaching beliefs | <ul style="list-style-type: none"> • How players learn • How to coach • What good coaching looks like • Playing experiences - in cricket and other sports • Coaching experiences - in cricket and other sports • Coach development experiences - formal and informal • Other life experiences. |

Learning Outcome: 4. be able to create a plan for on-going development as a coach

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 4.1 identify own strengths and areas for development as a coach | <ul style="list-style-type: none"> • Progress after the intervention of the ECB Advanced Coach programme • Investment in the ECB Advanced Coach programme |
| 4.2 create a plan for development as an ECB coach | <ul style="list-style-type: none"> • The critical areas that need developing in the short and medium term |
| 4.3 identify where support is available | <ul style="list-style-type: none"> • Where to find support from ECB and other bodies |

Qualification Conditions: Delivery and assessment requirements

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

Qualification Approval Conditions: Workforce requirements

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

Tutor(s):

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

The recognised centre is required to recruit and deploy a minimum of two approved ECB Coach Developers as tutors who are required to:

- have signed the ECB Coach Developer Agreement
- hold a current ECB DBS check or equivalent
- hold a valid safeguarding certificate
- hold a valid emergency aid certificate
- hold an ECB Tutor Accreditation or equivalent
- be a member of the ECB Coaches Association
- have successfully completed the ECB Advanced Coach programme orientation.

Coach Developers are required to deliver the ECB Learning and Assessment Programme conducting valid and reliable assessments.

Assessor(s):

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

The recognised centre is required to recruit and deploy a minimum of two approved ECB Coach Developers as assessors who are required to:

- have signed the ECB Coach Developer Agreement
- hold a current ECB DBS check or equivalent
- hold a valid safeguarding certificate
- hold a valid emergency aid certificate
- hold an ECB Assessor Accreditation or equivalent
- be a member of the ECB Coaches Association
- have successfully completed the ECB Advanced Coach programme orientation.

Coach Developers are required to deliver the ECB Learning and Assessment Programme conducting valid and reliable assessments.

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

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

The recognised centre is required to recruit and deploy approved ECB Coach Developers as internal quality assurers who are required to:

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

The ECB IQAs are responsible for the internal quality assurance activities.

Additional Qualification Requirements

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

In addition further qualification specific requirements are:

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

- a practical space to be used for learning and assessment activities which includes a practical indoor playing area to cater for at least 15 and a maximum of 30 learners

The recognised centre is required to have equipment in place to facilitate the full ECB Programme of Learning and Assessment which must comply with ECB Coaches Safety Pack and other directives. As a minimum, all equipment in order to facilitate the relevant activities as described within the Coach Developer Guidance notes.

This qualification is regulated by Ofqual (603/6670/9) and CCEA . Further operational requirements regarding this qualification are found in the “Assessment Appendix - Cricket

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