

# ECB Core Coach (1st4sport Level 2)

## 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 Core Coach (1st4sport Level 2)
Qualification Overview:	Gives learners the knowledge, skills and confidence to coach cricket sessions .
Qualification Code:	ECBCC
Qualification Regulation Number:	610/0102/5
Guided Learning Hours (GLH):	28
Total Qualification Time (TQT):	44
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/11/2021
Qualification Review Date:	30/09/2025
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to become a cricket coach.
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 future deployment/employment coaching cricket.

### Qualification Progression

Following a period of practice as a qualified coach working in an appropriate environment, learners may wish to progress to the ECB Advanced Coach (1st4sport Level 3) qualification.

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

- Cricket Official (Umpire, Scorer)
- Cricket Club Welfare Officer

### 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
H/650/0487	Being an ECB Coach	10
J/650/0488	Developing the Player and Team	10
K/650/0489	The Learning Coach	8

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification

<b>Unit Title</b>	Being an ECB Coach
<b>Unit Aim</b>	This unit assesses the coach's understanding of their role as an ECB Core Coach. The coach will also understand their role and responsibility in safeguarding young children and vulnerable adults. Understanding of the ECB Core coach's commitment to abiding by the ECB Coaches Code of Conduct, and the MCC Spirit of Cricket, will also be assessed.
<b>Unique Unit Number</b>	H/650/0487
<b>Unit Assessment Method(s)</b>	- Multiple Choice Examination - Practical Demonstration/Assignment
<b>Assessment Specification</b>	This unit will be assessed through multiple choice questioning, observation of coaching practice and professional discussion. RPL is not accepted for this unit and all criteria must be evidenced through current assessments.

## Learning Outcome: 1. understand their role as an ECB Core Coach

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 identify the role of an ECB Core Coach	<ul style="list-style-type: none"> <li>• Developing passion for the game</li> <li>• Igniting a lifelong love for the game</li> <li>• Develop players' skills</li> <li>• Coaches create safe, fun, player centred coaching environments. Player's enjoyment is paramount; the activities, atmosphere and experience is entirely appropriate to their age, stage of development and their needs</li> <li>• Demonstrate the values of the MCC Spirit of Cricket</li> </ul>
1.2 identify the responsibilities of an ECB Core Coach	<ul style="list-style-type: none"> <li>• Upholding the spirit of cricket</li> <li>• Knowledge of the laws of cricket</li> <li>• Plan activities and monitor the players, equipment and facilities throughout the session to ensure they are safe</li> <li>• To have appropriate insurance</li> </ul>
1.3 explain how to manage coaching sessions	<ul style="list-style-type: none"> <li>• Safety factors</li> <li>• Environmental factors</li> <li>• Organising and monitoring players during sessions</li> <li>• Player ratios</li> </ul>
1.4 describe how good coaching should look in their environment	<ul style="list-style-type: none"> <li>• Players experience high levels of success</li> <li>• Failure is an important part of the learning process</li> <li>• Players have lots of repetitions</li> <li>• New and appropriate ideas</li> <li>• Energising, inspiring language</li> <li>• Enjoyable tasks</li> <li>• Very little down time</li> <li>• Safe</li> <li>• Players don't want to leave, they always want to come back</li> <li>• Players solve simple problems</li> <li>• Players learn skills which help them to play the game</li> <li>• Coaches feedback on performance and effort</li> <li>• High levels of praise</li> </ul>

## Learning Outcome: 2. understand their role as an ECB Core Coach

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 fulfil the role and responsibilities of an ECB Core Coach	<p>Role - To help each player to develop and to create coaching environments that are:</p> <ul style="list-style-type: none"> <li>• Safe - Plan and monitor: players, organisation, activities, environment (facilities) and equipment (to ensure they are safe) throughout</li> <li>• Fun - Ensure all players are involved and happy, with multiple opportunities to experience success</li> <li>• Appropriate - Activities, challenge, coach behaviour and coaching environment are appropriate to age, stage of development and player need</li> <li>• Player-centred - Always consider needs and player, outcomes, practice.</li> </ul> <p>Responsibility - Coaches all have a duty to protect and safeguard young cricketers. As the responsible adult during coaching sessions, you are responsible for the welfare of all players in your care</p>
2.2 demonstrate the behaviour required by the ECB Coaches Code of Conduct	<ul style="list-style-type: none"> <li>• Rights</li> <li>• Relationships</li> <li>• Responsibilities - personal standards</li> <li>• Responsibilities - professional standards.</li> </ul>

<b>Unit Title</b>	Developing the Player and Team
<b>Unit Aim</b>	This unit assesses the coach's understanding that sessions should be player-centred. They will develop their understanding and use of the player-centred planning process (player/outcome/practice). Coaches will also develop their understanding of batting, bowling, fielding and wicketkeeping through the application of the core principles.
<b>Unique Unit Number</b>	J/650/0488
<b>Unit Assessment Method(s)</b>	- Multiple Choice Examination - Practical Demonstration/Assignment
<b>Assessment Specification</b>	This unit will be assessed through multiple choice questioning, observation of coaching practice and professional discussion. RPL is not accepted for this unit and all criteria must be evidenced through current assessments.

### Learning Outcome: 1. understand the concept of ECB player-centred coaching

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 describe the ECB Player Development Model	<ul style="list-style-type: none"> <li>Insight into the needs of all players across all stages of development</li> <li>Identifying specific information that supports the needs of each individual player</li> <li>Development of the technical, tactical, mental, physical and lifestyle aspects, which are relevant and appropriate to participants' stage of development</li> <li>The first three stages of player development are:               <ul style="list-style-type: none"> <li>early stage</li> <li>basic stage</li> <li>enhanced stage                   <ul style="list-style-type: none"> <li>The technical building block approach:</li> </ul> </li> </ul> </li> </ul> Stage of development Start of stage characteristics Development practices End of stage characteristics. <ul style="list-style-type: none"> <li>Understanding how players learn and differentiating to meet individual needs</li> </ul>



<p>1.2 identify the key elements of the ECB player-centred coaching process to be considered when planning coaching</p>	<p>Who is the PLAYER?</p> <ul style="list-style-type: none"> <li>Name, Age, Experience</li> <li>The whole person (beyond cricket)</li> <li>Individuality (what can they already do?)</li> <li>Safety (is how they currently perform the skill safe?)</li> <li>Stage of Development (ECB PDM Early/Basic/Enhanced)</li> <li>Role - batting/bowling/fielding/wicketkeeping/captain</li> <li>What do they want/need to learn?</li> </ul> <p>What OUTCOMES will we achieve?</p> <ul style="list-style-type: none"> <li>Which part of the game will we develop - Technical/Tactical/Physical/Mental?</li> <li>Which specific cricket skill - Batting/Bowling/Fielding/Wicketkeeping?</li> <li>Which core principles/tactical skills/physical skills/mental skills will we enhance and develop?</li> <li>How will we continue to enhance existing strengths?</li> </ul> <p>What type of PRACTICE and coaching tools will I use?</p> <ul style="list-style-type: none"> <li>Where on the continuum of practice - Fixed/Variable/Cricket Game Based?</li> <li>What coaching tools will I use - Instruct/Demonstrate/Observe/Analyse/Praise/Use Silence/Question/Feedback?</li> </ul>
<p>1.3 describe the wants and needs of the players they coach</p>	<p>Who is the PLAYER?</p> <ul style="list-style-type: none"> <li>Name, Age, Experience</li> <li>The whole person (beyond cricket)</li> <li>Individuality (what can they already do?)</li> <li>Safety (is how they currently perform the skill safe?)</li> <li>Stage of Development (ECB PDM Early/Basic/Enhanced)</li> <li>Role - batting/bowling/fielding/wicketkeeping/captain</li> <li>What do they want/need to learn?</li> </ul> <p>What OUTCOMES will we achieve?</p> <ul style="list-style-type: none"> <li>Which part of the game will we develop - Technical/Tactical/Physical/Mental?</li> <li>Which specific cricket skill - Batting/Bowling/Fielding/Wicketkeeping?</li> <li>Which core principles/tactical skills/physical skills/mental skills will we enhance and develop?</li> <li>How will we continue to enhance existing strengths?</li> </ul> <p>What type of PRACTICE and coaching tools will I use?</p> <ul style="list-style-type: none"> <li>Where on the continuum of practice - Fixed/Variable/Cricket Game Based?</li> <li>What coaching tools will I use - Instruct/Demonstrate/Observe/Analyse/Praise/Use Silence/Question/Feedback?</li> </ul>
<p>1.4 identify how the icoachcricket resource can be used to support coaching</p>	<ul style="list-style-type: none"> <li>Highlights and provides resources on how players have different needs and should be treated individually.</li> </ul>

1.5 describe the STEP model	<ul style="list-style-type: none"> <li>• Space, task, equipment and people</li> </ul>
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**Learning Outcome: 2. understand how fixed, variable and cricket game-based practices can support a player or players**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
2.1 identify the characteristics of fixed, variable and cricket game-based practices	Fixed practice <ul style="list-style-type: none"> <li>• Activities that require players to repeatedly perform the same skill or movement; For example: batting – repeated front foot drive to constant feed; bowling – repeat stock ball, same line, length, trajectory</li> <li>• Able to maximise practice repetitions within any session</li> <li>• Suitable for the introduction of new or complex skills</li> </ul>
2.2 identify the advantages of fixed, variable and cricket game-based practices	Fixed practice <ul style="list-style-type: none"> <li>• Activities that require players to repeatedly perform the same skill or movement; For example: batting – repeated front foot drive to constant feed; bowling – repeat stock ball, same line, length, trajectory</li> <li>• Able to maximise practice repetitions within any session</li> <li>• Suitable for the introduction of new or complex skills</li> </ul>

<p>2.3 identify the disadvantages of fixed, variable and cricket game-based practices</p>	<ul style="list-style-type: none"> <li>• Can improve players' immediate performance and confidence in practice</li> <li>• Has potentially limited impact on learning and transfer of skills developed in practice into game situations</li> </ul> <p>Variable practice</p> <ul style="list-style-type: none"> <li>• Activities that require players to perform the skill or movement differently from one attempt to the next (no repetition)</li> <li>• For example: batting – randomised front and back foot attacking shots; bowling – stock ball, slower ball and yorker are all practised in a random order</li> <li>• Attempt to replicate the random demands associated with a real game</li> <li>• Can enhance players' learning and development of game-specific skills</li> <li>• Can be challenging and can lead to reduced practice performance and player confidence</li> </ul> <p>Cricket game-based practice</p> <ul style="list-style-type: none"> <li>• Scenarios that attempt to replicate the random demands associated with the actual game</li> <li>• Typically delivered via small-sided or conditioned games (e.g. last 4 overs, batting on a turning pitch, etc)</li> <li>• Encourages the 'holistic' development of skills (integration of technical, tactical, physical and mental elements of the game)</li> <li>• Allows a 'hands-off' coaching approach and encourages players to self-discover</li> <li>• Promotes the potential transfer of skills developed in this type of practice into the actual game</li> <li>• Players immediate performance may be limited (in comparison to a fixed practice)</li> <li>• Potentially a challenging approach for coaches (based on: confidence/time/space/organisation/differentiation/practice repetitions etc)</li> </ul>
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<b>Learning Outcome: 3. understand how the coaching tools can support a player or players</b>	
<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
3.1 identify the characteristics of each coaching tool	<ul style="list-style-type: none"> <li>• The coaching tools are prompts for you to use to help structure your sessions based on the needs of the player, outcomes you are working to achieve and practice you are using.</li> <li>• The coaching tools are flexible, you'll see that some are used more often on some kinds of coaching sessions than others.</li> </ul> The key is that you feel confident enough to select and
3.2 identify the advantages of each coaching tool	See Appendix B for advantages and disadvantages

### Learning Outcome: 4. understand the core principles of cricket

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 define the core principles of cricket	<p>The core principles represent an attempt to simplify technique and address the foundations or basics of batting, bowling, fielding and wicketkeeping.</p> <p>Core principles for skill development:</p> <ul style="list-style-type: none"> <li>• Batting</li> <li>• Bowling</li> <li>• Fielding</li> <li>• Wicketkeeping</li> </ul> <p>Tactical aspects - how and when to attack/defend</p>
4.2 identify the core principles for different skills	<p>The core principles represent an attempt to simplify technique and address the foundations or basics of batting, bowling, fielding and wicketkeeping.</p> <p>Core principles for skill development:</p> <ul style="list-style-type: none"> <li>• Batting</li> <li>• Bowling</li> <li>• Fielding</li> <li>• Wicketkeeping</li> </ul> <p>Tactical aspects - how and when to attack/defend</p>

### Learning Outcome: 5. know the physical and mental skills that a cricketer can develop to support their game

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 identify the physical skills that a cricketer can develop to support their game	<ul style="list-style-type: none"> <li>• Speed</li> <li>• Strength</li> <li>• Balance</li> <li>• Co-ordination</li> </ul>
5.2 identify practices for physical skill development	<ul style="list-style-type: none"> <li>• See icoachcricket</li> </ul>
5.3 identify the mental skills that a cricketer can develop to support their game	See Appendix A

### Learning Outcome: 6. be able to design a plan using player-outcome-practice

Assessment Criteria The learner can:	Indicative Delivery Content

<p>6.1 design a plan using player-centred planning process</p>	<ul style="list-style-type: none"> <li>Production of a sixty-minute plan using the player-centred planning process (player/outcome/practice), with: appropriate part of the game to develop (technical/tactical/physical/mental) for each practice in the plan appropriate cricket skills to develop (batting/bowling/fielding/wicketkeeping) for each practice in the plan</li> </ul>
<p>6.2 select outcomes to achieve based on understanding of players</p>	<ul style="list-style-type: none"> <li>Production of a sixty-minute plan using the player-centred planning process (player/outcome/practice), with: appropriate part of the game to develop (technical/tactical/physical/mental) for each practice in the plan appropriate cricket skills to develop (batting/bowling/fielding/wicketkeeping) for each practice in the plan appropriate core principle/tactical skills/physical skills/mental skills to develop for each practice in the plan appropriate practice types relevant to identified outcomes for each practice in the plan</li> <li>Design of practice tasks appropriate and relevant to identified outcomes</li> <li>Identify appropriate coaching tools to utilise relevant to identified outcomes and practice types for each practice in the plan</li> <li>Plan how to organise and manage the sixty-minute plan</li> </ul>
<p>6.3 select practice type or types linked to outcomes</p>	<ul style="list-style-type: none"> <li>Production of a sixty-minute plan using the player-centred planning process (player/outcome/practice), with: appropriate part of the game to develop (technical/tactical/physical/mental) for each practice in the plan appropriate cricket skills to develop (batting/bowling/fielding/wicketkeeping) for each practice in the plan appropriate core principle/tactical skills/physical skills/mental skills to develop for each practice in the plan appropriate practice types relevant to identified outcomes for each practice in the plan</li> <li>Design of practice tasks appropriate and relevant to identified outcomes</li> <li>Identify appropriate coaching tools to utilise relevant to identified outcomes and practice types for each practice in the plan</li> <li>Plan how to organise and manage the sixty-minute plan</li> </ul>

<p>6.4 select or designs tasks within practice types linked to outcomes</p>	<ul style="list-style-type: none"> <li>• Production of a sixty-minute plan using the player-centred planning process (player/outcome/practice), with: appropriate part of the game to develop (technical/tactical/physical/mental) for each practice in the plan appropriate cricket skills to develop (batting/bowling/fielding/wicketkeeping) for each practice in the plan appropriate core principle/tactical skills/physical skills/mental skills to develop for each practice in the plan appropriate practice types relevant to identified outcomes for each practice in the plan</li> <li>• Design of practice tasks appropriate and relevant to identified outcomes</li> <li>• Identify appropriate coaching tools to utilise relevant to identified outcomes and practice types for each practice in the plan</li> <li>• Plan how to organise and manage the sixty-minute plan</li> </ul>
<p>6.5 select coaching tools linked to practice types</p>	<ul style="list-style-type: none"> <li>• Production of a sixty-minute plan using the player-centred planning process (player/outcome/practice), with: appropriate part of the game to develop (technical/tactical/physical/mental) for each practice in the plan appropriate cricket skills to develop (batting/bowling/fielding/wicketkeeping) for each practice in the plan appropriate core principle/tactical skills/physical skills/mental skills to develop for each practice in the plan appropriate practice types relevant to identified outcomes for each practice in the plan</li> <li>• Design of practice tasks appropriate and relevant to identified outcomes</li> <li>• Identify appropriate coaching tools to utilise relevant to identified outcomes and practice types for each practice in the plan</li> <li>• Plan how to organise and manage the sixty-minute plan</li> </ul>

## Learning Outcome: 7. be able to help develop skills

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 prepare for the delivery of coaching sessions	<ul style="list-style-type: none"> <li>• Appropriate checks prior to the session of: facilities equipment</li> </ul>
7.2 create a positive and enjoyable learning environment	<ul style="list-style-type: none"> <li>• Players experience high levels of success</li> <li>• Failure is an important part of the learning process</li> <li>• Players have lots of repetitions</li> <li>• New and appropriate ideas</li> <li>• Energising, inspiring language</li> <li>• Enjoyable tasks</li> <li>• Very little down time</li> <li>• Safety</li> <li>• Players don't want to leave, they always want to come back</li> <li>• Players solve simple problems</li> <li>• Players learn skills which help them to play the game</li> <li>• Coaches feedback on performance and effort</li> <li>• High levels of praise</li> </ul>
7.3 utilise coaching tools to develop skills	<ul style="list-style-type: none"> <li>• To provide an appropriate introduction to the session outlining organisation, safety and outcomes</li> <li>• to explain, organise and manage practices</li> <li>• to understand and monitor players response to the practice</li> <li>• to understand and monitor players progress towards the identified outcomes</li> <li>• to help players develop their skills using relevant core principle/tactical skills/physical skills/mental skills information</li> </ul>
7.4 manage the characteristics of the selected practice type to help players develop their skills	<ul style="list-style-type: none"> <li>• See descriptors of practice type</li> <li>• Module 5 - eLearning - Fixed Practice/ Variable Practice/Cricket game-based Practice</li> </ul>
7.5 manipulate the design and characteristics of the practice to help players develop their skills	<ul style="list-style-type: none"> <li>• Observe players and adapt tasks accordingly</li> </ul>
7.6 manage sessions so all players spend time on tasks to develop their skills	<ul style="list-style-type: none"> <li>• Equipment</li> <li>• Group sizes</li> <li>• Transitions</li> <li>• Space/layout</li> </ul>
7.7 ensure the safety of coaches and players before, during and after sessions	<ul style="list-style-type: none"> <li>• How to manage a session and monitor conditions to maintain safety</li> </ul>

<b>Unit Title</b>	The Learning Coach
<b>Unit Aim</b>	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.
<b>Unique Unit Number</b>	K/650/0489
<b>Unit Assessment Method(s)</b>	- Multiple Choice Examination - Practical Demonstration/Assignment
<b>Assessment Specification</b>	This unit will be assessed through multiple choice questioning, observation of coaching practice and professional discussion. RPL is not accepted for this unit and all criteria must be evidenced through current assessments.

### Learning Outcome: 1. understand the process of self-reflection

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 explain the importance of self-reflection and evaluation	<ul style="list-style-type: none"> <li>Effectiveness of sessions</li> <li>Identifying areas for personal development</li> </ul>
1.2 identify sources of feedback to support self-reflection and evaluation	<ul style="list-style-type: none"> <li>Who may be able to provide helpful feedback: Other coaches The players/participants Parents/ observers.</li> </ul>

### Learning Outcome: 2. be able to reflect after a coaching session using ECB player-centred coaching as a guide

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 complete reflection after a coaching session using the ECB player-centred coaching approach as a guide	<ul style="list-style-type: none"> <li>How to reflect and evaluate</li> </ul>
2.2 use reflection to inform future coaching	<ul style="list-style-type: none"> <li>How to use reflection and evaluation</li> </ul>



**Learning Outcome: 3. be able to create a plan for their development as a coach**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
3.1 identify their strengths and areas for development	<ul style="list-style-type: none"> <li>• How to complete self-assessment</li> </ul>
3.2 identify actions to support their development as a coach	<ul style="list-style-type: none"> <li>• Actions to be taken over the next 12 months</li> <li>• Identify the support is available to them in their development</li> </ul>

### 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):

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 an ECB approved Coach Developer who is required to:

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

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

Each course needs a minimum of two ECB Coach Developers, one acting as lead Developer.

#### 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 an ECB approved Coach Developer who is required to:

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

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

Each course needs a minimum of two ECB Coach Developers, one acting as lead Developer.

#### 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 must recruit and deploy an ECB approved Internal quality assurer who must hold:

- an ECB DBS check
- a valid safeguarding certificate
- a valid emergency aid certificate
- an ECB Tutor Accreditation
- an ECB Assessor Accreditation

AND

- sign the ECB Coach Developer Agreement
- be a member of the ECB Coaches Association
- have successfully completed the ECB Core Coach orientation.
- has successfully attended the ECB IQA orientation
- oversee the ECB Internal Observation process and produce ECB IQA reports

The IQA is responsible for having ownership and knowledge of IQA activity taking place, and may use a coach developer as an observer on the practical elements on their behalf. The IQA must have no involvement in the delivery or assessment of the course being IQA'd.

## 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 a practical space to be used for learning and assessment activities which includes a practical indoor playing area to cater for at least 9 and a maximum of 18 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 (610/0102/5). Further operational requirements regarding this qualification are found in the "Assessment Appendix - Cricket.

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