

1st4sport Level 2 Certificate in Coaching Children's Cricket (QCF)

Qualification Specification

Version 3: 31 October 2016

This document is designed to be viewed on a computer and contains hyperlinks which will not be available if printed.

This specification must be read by all relevant personnel within recognised centres approved to offer this qualification. It contains the *Qualification Approval Conditions* which must be complied with and should be read in conjunction with the *1st4sport Centre recognition Conditions*.

Tutors, assessors and verifiers should also comply with the following addendums to ensure full deployment of the standards required to be maintained:

- The Learner Pack
- The Tutor, Assessor, Verifier Guidance

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National/Qualification Accreditation Number: 601/1072/7

Qualification accreditation date: 01 September 2013

Specification publication dates:

V1 1 September 2013: Initial specification
V2 1 November 2014: All content rationalised and *Conditions* redeveloped to encompass evidence requirements

V3: Qualification Review Date updated, unit specifications inserted into the Appendices

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Introduction to the Qualification

The 1st4sport Level 2 Certificate in Coaching Children's Cricket (QCF) is solely awarded by 1st4sport Qualifications and has been developed in partnership with The England and Wales Cricket Board (ECB). It is recognised by the ECB as the industry standard level 2 qualification for coaching children's cricket in England and in Wales.

Qualification Regulation¹ Dates and Details

Qualification Title	Qualification No.	GLHs	Level	Credit
1st4sport Level 2 Certificate in Coaching Children's Cricket (QCF)	601/1072/7	108	2	18
Regulation Dates				
Qualification regulation start date:	01 September 2013			
Qualification review date:	31 December 2017			
Certification end date:	31 December 2019			

Qualification Structure and Units

To qualify for the 1st4sport Level 2 Certificate in Coaching Children's Cricket (QCF), learners must successfully achieve 18 credits from the eight mandatory units. Achievement of the qualification is normally through attendance on the ECBs *Programme of Learning and Assessment* which ensures completion of the *1st4sport Learner Pack* and all assessed tasks. The unit specifications for the 1st4sport Level 2 Certificate in Coaching Children's Cricket (QCF) are contained within Appendix 2 of this Qualification Specification.

Title	Accreditation No.	Level	GLHs	Credit	
201	Understanding the fundamentals of coaching sport	J/601/2101	2	22	3
202	Understanding how to develop participant(s) through coaching sport	Y/601/2104	2	12	2
203	Supporting participant(s)' lifestyle through coaching sport	H/601/2106	2	16	2
204	Understanding the principles of safe and equitable coaching practice	M/601/2108	2	13	2
205	Plan a series of Children's Cricket coaching sessions	R/505/5314	2	8	2
206	Prepare the Children's Cricket coaching environment	Y/505/5315	2	13	2
207	Deliver a series of Children's Cricket coaching sessions	H/505/5317	2	16	3
208	Monitor and evaluate Children's Cricket coaching sessions	F/505/5325	2	8	2

¹ This qualification is equivalent to Level 3 on the European Qualifications Framework (EQF). Further information about the EQF can be found through [this link](#).

Qualification Purpose Statement

Overview

What does this qualification cover?

The objective of the Level 2 Certificate in Coaching Children's Cricket (QCF) is to provide a benefit to learners through an introduction into the principles/practice of safe, ethical and effective management and coaching of children's cricket coaching sessions to children in an appropriate environment.

Who is this qualification designed for?

This qualification is designed for individuals preparing to work in a Children's Cricket coaching environment who wish to independently coach cricket to children (often, but not restricted to, participants aged under 14).

Progression

What could this qualification lead to?

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

- ECB Game Based Learning for Children
- ECB Creating the Learning Climate for Children
- ECB Skill Development for Children
- Coaching in Primary Schools
- Coaching in Secondary Schools
- Disability Inclusion Training.

Following a period of practice as a qualified coach working in a performance environment learners may wish to progress to the 1st4sport Level 3 Certificate in Coaching Cricket (QCF).

This qualification may lead to paid or voluntary roles as an ECB Children's coach or they may wish to explore other industry-relevant roles which include:

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

Support

Who supports this qualification?

This qualification is supported by the ECB and also the County Cricket Boards as employers of children's cricket coaches. Technical experts from within the ECB have provided technical advice in the development of the qualification.

Qualification Approval Conditions

1st4sport recognised centres are required to comply with the *1st4sport Centre Recognition Conditions*. All centres who have achieved qualification approval status for this qualification are also obliged to comply with the following *Qualification Approval Conditions*.

Failure to comply with all relevant conditions will result in sanctions being applied, which may lead to qualification approval status being revoked. Centres are advised to ensure their qualification workforce is familiar with the conditions which impact upon them, their role and responsibilities.

Section One: Qualification Resources	
QCON 1.1 Qualification workforce capacity and ratios	
Conditions	Evidence: minimum workforce
<p>The recognised centre is required to have a qualified and competent qualification workforce in place which includes as a minimum²:</p> <ul style="list-style-type: none"> • a qualification administrator • a qualification coordinator • two ECB Coach Educators (to act as tutor/assessors) • an ECB Field-Based Trainer (to act as an internal verifier)³ <p>In deploying the workforce, the recognised centre must ensure that each course operates with a minimum of two Coach Educators to act as the tutor/assessors.</p> <p>The ideal learning environment is recommended to include between 10 and 18 registered learners. However it is accepted that a maximum of 24 learners may be registered onto a course.</p> <p>The observed practical assessments must be conducted on a 1:1 basis.</p>	<p>Must be evidenced in the <i>Staff</i> section of <i>Athena</i>, the 1st4sport Quality Assurance System⁴. Each member of staff must be named and linked to the qualification and role. This information must be current at all times and include as a minimum:</p> <ul style="list-style-type: none"> • a qualification administrator • a qualification coordinator • two ECB Coach Educators (to act as tutor/assessors) • an ECB Field-Based Trainer (to act as an internal verifier) <p>1st4sport will conduct a quality check on tutors, assessors and internal verifiers against the ECB master coach educator list.</p>
	Evidence: ratios
	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • course/programme attendance registers to include workforce and learners • course/programme authorisation requests to 1st4sport

² One person may fulfil a number of the required roles.

³ Internal verifiers must not tutor or assess on a course where they are conducting internal verification activities.

⁴ To gain access to *Athena*, please request this via qmt@1st4sportqualifications.com.

QCON 1.2 Qualification administrator	
Conditions	Evidence: competence
<p>The recognised centre is required to recruit and deploy a qualification administrator who is responsible for the administration of this qualification via timely, accurate administration activities. Administration activities must be completed through the ECB EMS system and must comply with the <i>1st4sport Position Statement: Qualification Administration</i>.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> course authorisation and any related activities learner registration and any related activities learner certification and any related activities
QCON 1.3 Qualification coordinator	
Conditions	Evidence: competence
<p>The recognised centre is required to recruit and deploy a qualification coordinator who is responsible for ensuring compliance with the <i>qualification approval conditions</i> outlined within this qualification specification.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> qualification resource records (staff, sites, learning and assessment materials) qualification administration, initial assessment and induction records training, assessment and internal quality assurance records.
QCON 1.4 Coach Educators (Tutor/Assessors)	
Conditions	Evidence: initial competence
<p>The recognised centre is required to recruit and deploy a minimum of two approved ECB Coach Educators as tutor/assessors who are required to:</p> <ul style="list-style-type: none"> have signed the <i>ECB Coach Educator Agreement</i> hold a current ECB DBS check hold a valid safeguarding certificate hold a valid emergency 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 qualification orientation. <p>Coach Educators are required to deliver the <i>ECB Learning and Assessment Programme</i> conducting valid and reliable assessments.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> 1st4sport approval of each ECB Coach Educator listed as a tutor and an assessor via the <i>Athena Staff</i> tab.
	Evidence: ongoing competence
	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> standardisation activities assessment records internal verification reports and action responses external verification reports and action responses (<i>Athena</i>).

QCON 1.5 ECB Field Based Internal verifiers	
Conditions	Evidence: Initial competence
<p>The recognised centre is required to recruit and deploy approved ECB Field-Based Trainers as internal verifiers who are required to:</p> <ul style="list-style-type: none"> • have signed the <i>ECB Coach Educator Agreement</i> • have signed the <i>ECB Field-Based Trainer Agreement</i> • 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 Field Based Trainer Accreditation • be a member of the ECB Coaches Association • have successfully completed the ECB qualification orientation. <p>The ECB Field-Based Trainers are responsible for the internal quality assurance activities.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • 1st4sport approval of each ECB Field- Based Trainer to listed as an internal verifier within the <i>Athena Staff</i> tab.
	Evidence: ongoing competence
	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • recorded standardisation activities • internal verification records (implementation of sampling and reports) • external verification reports and action responses (<i>Athena</i>).
QCON 1.7 Qualification delivery sites, facilities and environment	
Conditions	Evidence: sites and facilities
<p>The recognised centre is required to have one or more delivery sites which contain facilities to support the programme of learning and assessment. These must comply with health and safety regulations and have in place appropriate access arrangements. All training and/or assessment sites must include the following facilities:</p> <ul style="list-style-type: none"> • A practical space to be used for learning and assessment activities which includes a practical indoor⁵ playing area to cater for at least 10 and a maximum of 24 learners in the • A theory space which may include a sports hall or a call room. This must contain multimedia facilities such as data projector and laptop, flip chart and pens. <p>The weather and environment must be conducive to playing and coaching cricket. It must also be conducive to learning; lighting and temperature appropriate to the participant and learner needs. The space surrounding the playing area must be safe and free of obstructions.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • inventories and risk assessments • internal verification reports and action responses • external verification reports and action responses (<i>Athena</i>).

⁵ It is accepted that assessment activities may be conducted at clubs whereby an external playing area may be used.

QCON 1.8 Qualification equipment	
Conditions	Evidence: equipment
<p>The recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment which must comply with <i>ECB Coaches Safety Pack</i> and other directives which include as a minimum:</p> <ul style="list-style-type: none"> • cricket bats (one bat to three learners) • children’s cricket balls (one ball per learner) • four large soft balls • incrediballs (one ball per learner) • cones (two cones per learner) • kwik Cricket stumps (one set to three learners) • batting tees (one tee per four learners) • one set of SAQ ladders • four beanbags • two gym benches • one wobble board • one football • one skipping rope. <p>The recognised centre is required is required to ensure that all learners and participants wear appropriate sports apparel.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • pre-course instructions to learners • inventories and risk assessments • internal verification reports • external verification reports (<i>Athena</i>).
QCON 1.9 Qualification materials	
Conditions	Evidence: materials
<p>The recognised centre is required to ensure that the ECB Coach Educators (tutor/assessors) have available for use doing sessions the:</p> <ul style="list-style-type: none"> • ECB <i>iCoachCricket</i> USB in its current form • ECB Tutor Resource Pack (includes the coaches kit bag posters) • ECB Course Powerpoint Presentation • ECB Tutor Guidance Notes • <i>1st4sport Qualification 1st4sport Tutor, Assessor, Verifier Guidance Specification</i> • 1st4sport NCR Pad specific to this qualification. <p>The recognised Centre is also required to ensure that learners are provided with the a <i>1st4sport Learner Pack</i> which includes the:</p> <ul style="list-style-type: none"> • ECB <i>iCoachCricket</i> USB in either the mac or PC format upon request • ECB Learner Workbook⁶ • 1st4sport assessment tasks • 1st4sport folder. <p>The recognised centre must also ensure that access to ECB e-learning platform via email.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • pre-course instructions to learners • inventories • printed certificate from the completion of ECB e-learning modules • printed certificate from the ECB e-MCQ • 1st4sport assessment tasks which are assessed and annotated in accordance with the <i>1st4sport Tutor, Assessor, and Verifier Guidance</i> • internal verification reports and action responses • external verification reports and action responses (<i>Athena</i>).

⁶ Learner completion of the workbook is not mandatory; this should be used flexibly as a learning tool.

QCON 1.10 Qualification fees ⁷	
Conditions	Evidence: Fees and payments
<p>The recognised centre is required to pay a £56 learner registration and certification fee per registered learner when the course is authorised with 1st4sport within the appropriate timescales⁸.</p> <p>The recognised centre is required to ensure that learners are provided with information on the total cost of achieving the qualification; this should include a comprehensive package of learning and assessment and any optional costs made very clear at the point when the learner enters into a contract/agreement with the centre.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • pre-course marketing tools • pre-course instructions to learners • learning contracts/agreements • course authorisation requests to 1st4sport and related payment logs.

⁷ The fee is per learner and includes registration and certification where this is appropriate. Standardised assessment tools are also provided and are complimentary.

⁸ Where recognised centres wish to authorise courses between 10 and 19 working days before the start of the course, 1st4sport will automatically upgrade the course to our *FastTrack* service for additional £5 fee per learner (plus VAT where this is applicable).

Section Two: Administration, initial assessment and inductions

QCON 2.1 Course administration

Conditions	Evidence: course administration
<p>The recognised centre is required to engage with the ECB Education Membership Management System (EMMS⁹) to be able to authorise courses, and register and certificate learners.</p> <p>All qualification administration activities must be conducted in accordance with the <i>1st4sport position Statement: Qualifications Administration</i>.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • engagement with EMMS • course authorisation records, related updates and communications • learner registration records, related updates and communications • learner certification records, related updates and communications.

QCON 2.2 Learner enrolment and learning contracts/agreements

Conditions	Evidence: enrolment and agreements
<p>The recognised centre is required to have a fair and equitable enrolment process. In doing so relevant learner information must be collected to enable initial assessment of learner's eligibility be conducted.</p> <p>Where eligibility is confirmed, the recognised centre is required to have an contract/agreement in place with each learner to ensure that they will:</p> <ul style="list-style-type: none"> • conduct themselves accordingly in accordance with the <i>Learner Agreement/Contract</i> and the <i>ECB Coaches Code of Conduct</i> • make all relevant payments • attend all components of the learning and assessment programme (unless other arrangements have been made as a result of an RPL submission) • understand that the registration period for this qualification is two years in which time they must complete all aspects of their learning and assessment including reassessments • comply with recognised centre policy and procedure • comply with the qualification conditions, 1st4sport policy, position statements and related processes. 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • learner application forms • signed learning contract/agreements.

⁹ To gain access to EMMS and obtain the user guide, please contact the ECB Membership Services Manager
Tel: 0121-440 1748.

QCON 2.3 Learner eligibility and pre-requisites¹⁰

Conditions	Evidence: pre-requisites
<p>Prior to registration learners are required to:</p> <ul style="list-style-type: none"> • have been accurately identified¹¹ • be at least 17 years of age (learners may attend the course of training and assessment if they are over 17 years of age; however, due to the level of responsibility associated with the role, they will not be certificated until they are 18 years of age) • able to communicate effectively in English (listening, speaking, reading and writing). Where it is clear that an individual may not have an appropriate command of the English language, an activity must be completed in order to establish their eligibility to complete the qualification. <p>Prior to certification, learners must:</p> <ul style="list-style-type: none"> • be at least 18 years of age • hold, as a minimum, a current emergency aid certificate • have evidence of having undergone training in the protection of children and vulnerable adults from abuse • have completed, via the ECB Disclosure and Barring Service (DBS) department, the process that provides for them with a clear enhanced DBS Check.¹² <p>The recognised centre is require to provide learners with the mechanism by which to seek an ECB DBS check.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • learner records containing personal data including title, name, date of birth, address, gender, nationality, ethnicity, disability and access needs • learner identity check details containing the type of proof, the reviewer's name and the date confirmed • records of the checks that took place to ensure that the learner has been trained in the protection of children and vulnerable adults from abuse, the type of evidence, the reviewers name and confirmation date • records of checks that took place to ensure that each learner has a clear enhanced DBS Check, the reviewers name and confirmation date • records of the checks that took place to ensure that the learner has a current emergency aid certificate, the type of certificate, the reviewers name and confirmation date • records of activities to check understanding of the English language (where this is deemed to be necessary).

¹⁰ Learners should be made aware that they will require appropriate insurance cover before undertaking independent coaching practice. Those working towards this qualification will be required by employers to complete a self-disclosure of past convictions and cautions, and to apply for a disclosure through the DBS. In some cases, status as an ECB registered coach will preclude the need for further employer's checks.

¹¹ The identify check must be completed in the course induction

¹² In the event that an overseas learner is deemed eligible to complete the qualification they must provide a valid police check or equivalent from their country of residence. The exception to this rule is if they have resided in the UK for at least 12 months in which case they must complete the ECB DBS checking process.

QCON 2.4 Learner eligibility and barriers to access

Conditions	Evidence
<p>The recognised centre is required to conduct an initial assessment of each learner's eligibility to consider barriers to access in accordance <i>Equality Act 2010</i>¹³ and its protected characteristics. The barriers to access to this qualification which preserve the integrity, the technical requirements and safety of learners and participants include:</p> <ul style="list-style-type: none"> • age – individuals under the age of 17 are not permitted to attend this qualification to prevent coaching autonomously in this area without appropriate experience. As a result no adjustments to this barrier can be applied. • race – individuals who are not English, Welsh or Irish and/or those who do not speak these as a first language may be prevented from accessing the qualification if they cannot communicate to the appropriate standard in these languages. In such cases reasonable adjustments will not be applied. • disability – individuals with mental, physical or learning disabilities may find some of the competencies difficult and/or dangerous to their well being • pregnancy and maternity – it could be detrimental to the health of a pregnant woman and her unborn child to attempt the full extent of the competencies within this qualification. <p>Where learners have declared disability, pregnancy or maternity barriers, reasonable adjustments should be requested in accordance with the <i>1st4sport Position Statement: Access Arrangements</i>.</p>	<p>Must be evidenced though:</p> <ul style="list-style-type: none"> • learner application forms • reasonable adjustment requests (Athena) and clearly implemented arrangements.

¹³ There are no barriers to access on the ground of marriage, race, religion or belief, sex, sexual orientation or gender transformation.

QCON 2.5 Learner inductions	
Conditions	Evidence: inductions
<p>The recognised centre is required to provide an effective qualification/course induction¹⁴ to all learners which introduces:</p> <ul style="list-style-type: none"> • the individual members of the centre’s workforce and what their role will be • the centre’s policies and procedures which as a minimum must cover: <ul style="list-style-type: none"> - health and safety - equality and diversity - data protection - child/vulnerable adult safeguarding - appeals - complaints - malpractice/maladministration - RPL • information on their Unique Learner Number (ULN) and the Personal Learner Record (PLR) (for centres in England only at this time) • the learning outcomes and the assessment criteria • the <i>ECB Programme of Learning and Assessment</i> • links to National Occupational Standards and functional skills (where these exist) • the position of the qualification in relation to others and any progression opportunities • any quality assurance (IV or EV) activities that are scheduled. 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • induction attendance registers and records • policy booklets or signposts • induction documentation.

¹⁴ Learner identity check must be completed in the learner induction.

Section Three: Training and Assessment

QCON 3.1 Training and Assessment Hours

Conditions	Evidence: course length
<p>The recognised centre is required to deliver the qualification in accordance with the <i>ECB Learning and Assessment Programme</i> in its entirety. This is aligned to the recommended guided learning hours for the qualification which total 108 hours.</p> <p>In doing so the recognised centre must ensure that the eight mandatory units are completed, giving learners 18 credits. Each credit is equivalent to 10 hours of learning time.</p> <p>The recommended hours may need to be extended for learners with additional needs.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> marketing tools (where these exist) the <i>ECB Learning and Assessment Programme</i> per course¹⁵.

QCON 3.2 Training and Assessment Programme

Conditions	Evidence: course programme
<p>The recognised centre is required to deliver the <i>ECB Learning and Assessment Programme</i> adapting this only where necessary to meet the specific needs of individual learners.</p> <p>In delivering the programme the following must be considered:</p> <ul style="list-style-type: none"> all learning outcomes all assessment opportunities and the assessment criteria learner's individual needs the learners' registration period (24 months). 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> the <i>ECB Learning and Assessment Programme</i> per course course administration records learning and assessment records per course internal verification reports and action responses external verification reports and action responses (<i>Athena</i>).

¹⁵ The *ECB Learning and Assessment Programme* is a pre-standardised tool which centres must apply to each course; publishing dates and records of when each aspect was delivered.

QCON 3.3 Assessment Specification¹⁶	
Conditions	Evidence: Assessment
<p>The recognised centre is required to ensure this assessment specification is fully complied with without deviation. To achieve the qualification, learners are required to have assessed evidence of:</p> <ul style="list-style-type: none"> • understanding of the Level 2 knowledge units and the specific technical knowledge underpinning the coaching of cricket, which will be assessed via performance, simulation, tasks, assignments and a written paper • plans for six cricket coaching sessions, four of which must be linked and demonstrate a distinct progression appropriate to the needs of the participants; the duration of each session must be a minimum of 30 minutes; these sessions must be drawn from the Level 2 Children’s Cricket Technical Syllabus • a written risk assessment for each coaching venue used during the coaching of the above sessions • an evaluation schedule for the above sessions that identifies the evaluation methods that will be used, and when feedback will be sought and from whom • the delivery of six coaching session plans for cricket, four of which must be linked and progressive; the planned sessions must be a minimum of 30 minutes in duration; all sessions must be drawn from the Level 2 Children’s Cricket Technical Syllabus • being observed delivering two cricket coaching sessions by an appropriately qualified assessor; these sessions may be simulated and delivered on the course of training; an individual session plan and evaluation should be produced for each session • the evaluation of all coaching session plans for cricket, including the effectiveness of the four linked and progressive sessions • a written coach assessment and Self-Reflection form. <p>All sessions must be drawn from the <i>Level 2 Children’s Cricket Technical Syllabus</i> which is contained within the appendix of this specification.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • a record of learners attendance and achievement of each task and unit, the ECB Coach Educators who conducted the assessment and the completion dates • completed record of achievement page per learner via the NCR • assessed and annotated assessment tasks contained within the <i>1st4sport Learner Packs</i> • printed certificate from the completion of ECB e-learning modules • printed certificate from the ECB e-MCQ • completed observation checklists • internal verification reports and action responses • external verification reports and action responses (<i>Athena</i>).

¹⁶ The detailed unit-by-unit assessment specification and assessment guidance can be found in the *1st4sport Tutor, Assessor Verifier Guidance*.

QCON 3.4 Assessment tools	
Conditions	Evidence: assessment tools
<p>The recognised centre is required to use pre-standardised, valid and reliable assessment tools designed by 1st4sport in consultation with ECB which include:</p> <ul style="list-style-type: none"> • assessment tasks contained within the <i>1st4sport Learner Pack</i> • e-learning modules via the ECB e-Platform • the e-MCQs via the ECB e-learning platform <p>There are no alternatives to these assessments which are accepted other than those identified as part of the reasonable adjustment process.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • printed certificate from the ECB e-learning module • printed certificate from the ECB e-MCQ • assessed and annotated assessment tasks contained within the <i>1st4sport Learner Pack</i> in line with the <i>1st4sport Tutor, Assessor, Verifier Guidance</i> • completed observation checklists • internal verification reports and action responses • external verification reports and action responses (<i>Athena</i>).
QCON 3.5 Assessment eligibility	
Conditions	Evidence: assessment eligibility
<p>The recognised centre is required to ensure all learners have attended the <i>ECB Programme of Learning and Assessment</i> are given opportunities to be assessed within their period of registration for the qualification (24 months).</p> <p>Learners must not be assessed for the final practical assessment (task 4) until they have completed tasks 1-3. This requires them to show that they have successfully achieved the e-learning module and the e-MCQ via the ECB e-learning platform.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • <i>ECB Programme of Learning and Assessment</i> • registers and/or records of attendance • printed certificate from the ECB e-learning modules • printed certificate from the ECB e-MCQ • assessed and annotated assessment tasks contained within the <i>1st4sport Learner Pack</i> in line with the <i>1st4sport Tutor, Assessor, Verifier Guidance</i> • completed observation checklists • internal verification reports and action responses • external verification reports and action responses (<i>Athena</i>).

QCON 3.6 Assessment process	
Conditions	Evidence: assessment activities
<p>The recognised centre is required to ensure that the assessment process is managed effectively and ensures:</p> <ul style="list-style-type: none"> • assessment plans and schedules are communicated to all affected • assessment briefings are completed with reference to the format of the assessment, what is expected of learners and the assessment criteria being used • the assessment is conducted in line with the assessor guidance and any relevant invigilation conditions • assessment decisions are made in line with the principles of assessment (Validity Authenticity, Reliability, Currency, Sufficiency of evidence) • final assessment decisions are communicated to the learner face to face after the final practical assessment has taken place • assessment decisions are recorded. 	<p>Must be evidenced though:</p> <ul style="list-style-type: none"> • <i>ECB Programme of Learning and Assessment</i> per course • records of attendance and achievement per task and unit, the <i>ECB Coach Educator</i> who conducted the assessment and completion date • printed certificate(s) from the ECB e-learning modules • printed certificate from the ECB e-MCQ • assessed and annotated assessment tasks contained within the <i>1st4sport Learner Pack</i> in line with the <i>1st4sport Tutor, Assessor, Verifier Guidance</i> • completed observation checklists • signed <i>Learner Record of Achievement</i> • assessor communications to administrators • internal verification reports and action responses • external verification reports and action responses (<i>Athena</i>).
QCON 3.7 Eligibility of learners for special consideration	
Conditions	Evidence: special consideration
<p>The recognised centre is required to ensure learners who are disadvantaged, unable to complete or attend their assessment due to emotional, physical difficulties or adverse circumstances, request special consideration in accordance with the <i>1st4sport Position Statement: Access Arrangements</i>.</p>	<p>Must be evidenced through</p> <ul style="list-style-type: none"> • special consideration requests (<i>Athena</i>) • implementation of the arrangements.

QCON 3.8 Eligibility of learners for Certification	
Conditions	Evidence: certification
<p>The recognised centre is required to ensure that learners who have completed all pre-requisites and assessment requirements and who have been confirmed by the ECB Coach Educator as eligible for certification are certificated.</p> <p>Where a verification sampling plan requires an intervention to be conducted, learners must be made aware that the assessment decisions which have been confirmed to them are subject to verification outcomes.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> signed <i>Learner Record of Achievement</i> assessment tracking records ECB Coach Educator communications to the qualification administrator administrator communications to learners certification requests to 1st4sport internal verification reports and action responses external verification reports and action responses (<i>Athena</i>).
QCON 3.9 Reassessments	
Conditions	Evidence: reassessment activities
<p>The recognised centre is required to ensure that learners who are unsuccessful in any aspect of assessment are offered a maximum of two opportunities to re-sit the appropriate assessment component within their period of registration (24 months).</p> <p>Recognised centres may levy additional charges for conducting reassessments.</p> <p>All reassessments must be conducted in accordance with the assessment specification.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> <i>ECB Programme of Learning and Assessment</i> per course re-assessment plans, tracking and records records of attendance and achievement per task and unit, the ECB Coach Educator who conducted the assessment, reassessments and completion dates printed certificate from the ECB e-learning module printed certificate from the ECB e-MCQ assessed and annotated assessment tasks contained within the <i>1st4sport Learner Pack</i> in line with the <i>1st4sport Tutor, Assessor, Verifier Guidance</i> completed observation checklists signed <i>Learner Record of Achievement</i> assessor communications to administrators internal verification reports and action responses external verification reports and action responses (<i>Athena</i>).

Section Four: Internal Quality Assurance

QCON 4.1 Internal Verification Strategy

Conditions	Evidence: IV strategy
<p>The recognised centre is required to have in place an internal verification strategy which includes strategic objectives which include, but are not limited to:</p> <ul style="list-style-type: none"> • a selected sample across 25% of learner evidence and assessor feedback internally verified from 50% of the courses authorised • all active assessors internally verified across all active assessment sites and all tasks over a twelve month period • ECB standardisation activities conducted annually • internal verification conducted in accordance with a risk based approach; tutors/assessors and assessments perceived as higher risk experience more frequent IV interventions. 	<p>Must be evidence through:</p> <ul style="list-style-type: none"> • a current internal verification strategy document uploaded into the <i>Documents</i> section of <i>Athena</i> • an internal verification sampling plan template • internal verification report templates • external verification reports and action responses (<i>Athena</i>).

QCON 4.2 Internal Verification Sampling

Conditions	Evidence: IV sampling
<p>The recognised centre is required to develop and implement sampling plans in accordance with the interval verification strategy.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • internal verification sampling plans • external verification reports and action responses (<i>Athena</i>).

QCON 4.3 Internal Verification Interventions

Conditions	Evidence: IV interventions
<p>The recognised centre is required to ensure internal verification interventions across all tutors/assessors at all sites and in line with the sampling plans include:</p> <ul style="list-style-type: none"> • observation of Coach Educator performance • sampling of assessment evidence across all tasks • learner interviews • workforce interviews. <p>The interventions must ensure that support and development is given to the centre and the qualification workforce.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • internal verification reports and action responses • external verification reports and action responses (<i>Athena</i>).

Communications and Contacts

In an effort to reduce the costs of our qualifications we aim to utilise electronic means of communication wherever possible. [1st4sport Qualification's website](#) or [enquiries e-mail](#) should be the first port of call for organisations or individuals looking for information.

Additional important contacts	
ECB Contact Details	Website: www.ECB.com Enquiries: mailto:enquiries.coacheducation@ecb.co.uk Telephone: 0121-440 1748/ 0121-446 6344 Address: ECB Coach Education Department, Warwickshire County Cricket Ground, Edgbaston, Birmingham B5 7QX
Skills Active The Sector Skills Council for Active leisure, Learning and Well-being	Website: skillsactive.com Enquiries e-mail: mailto:skills@skillsactive.com Telephone: 0330 004 0005
The Register of Regulated Qualifications:	The full list of regulated qualifications available from 1st4sport Qualifications is available through accessing the following this link . ¹⁷
The Office of the Qualifications and Examination regulator (Ofqual)	Website: ofqual.gov.uk
Department for Education	Website: education.gov.uk
The Department for Business Innovation and Skills (BIS)	Website: bis.gov.uk
Learning Records Service	Website: learningrecordsservice.org.uk

¹⁷ Any changes to qualifications will be communicated with recognised centres via various means of communications.

Appendix 1: Technical Syllabus for the 1st4sport Level 2 Certificate in Coaching Children's Cricket (QCF)

This syllabus should be read in conjunction with the unit specifications of the 1st4sport Level 2 Certificate in Coaching Children's Cricket (QCF). To achieve the 1st4sport Level 2 Certificate in Coaching Children's Cricket (QCF), learners will be required to demonstrate an understanding and application of coaching the following cricket techniques in an appropriate environment.

Practical Topics	Components of Practical Topics
ECB player-centred coaching guidance <ul style="list-style-type: none"> Planning, delivering and reviewing sessions 	<ul style="list-style-type: none"> Player – Who is the player? Outcomes – What outcomes will we achieve? Practice – What type of practice and coaching tools will I use?
Coaching tools <ul style="list-style-type: none"> Links to practice types and player need Impact on skill development 	<ul style="list-style-type: none"> Instruct, demonstrate, observe, analyse, intervene, praise, use silence, question and feedback
Core principles <ul style="list-style-type: none"> Development and enhancement 	<ul style="list-style-type: none"> Batting Bowling Fielding Wicketkeeping
Continuum of practice <ul style="list-style-type: none"> Links to coaching tools and player need Impact on skill development 	<ul style="list-style-type: none"> Fixed Variable Cricket game-based
ECB Player Development Model <ul style="list-style-type: none"> Technical, tactical, physical, mental, performance lifestyle 	<ul style="list-style-type: none"> Early stage of player development Basic stage of player development
Technical*	<ul style="list-style-type: none"> Stage-specific technical development – batting, bowling, fielding, wicketkeeping
Tactical*	<ul style="list-style-type: none"> Stage-specific tactical development – tactical variables and scenarios
Physical*	<ul style="list-style-type: none"> Stage-specific physical development – warm-ups and cool-downs, fast, strong and balanced, coordinated
Mental*	<ul style="list-style-type: none"> Stage-specific mental development
Role of the coach	<ul style="list-style-type: none"> Role of a children's cricket coach Characteristics of high quality coaching of children's cricket
Coaching philosophy	<ul style="list-style-type: none"> Construction, development, reflection
Learning	<ul style="list-style-type: none"> Coach learning – formal, informal, non-formal Player learning – children

Practical Topics	Components of Practical Topics
Developing skills	<ul style="list-style-type: none"> • Through use of coaching tools and practice types • Fixed and variable practices • Designing and delivering cricket game-based learning
Safety and welfare	<ul style="list-style-type: none"> • Organisation, environmental factors, equipment • Practice types and their implications for safety • Safeguarding in cricket
Integrated practices**	<ul style="list-style-type: none"> • Designing and delivering integrated practices • Working alongside others (eg coaches, leaders, officials)
Differentiation	<ul style="list-style-type: none"> • STEP framework • Individualisation and player need
Self-development	<ul style="list-style-type: none"> • Evaluation • Reflection in action, reflective on action • Action planning

*See *iCoachCricket* for start and end of characteristics, development activities/practices and hotspots.

**See *iCoachCricket* for developmentally appropriate examples.

Appendix 2: Unit Specifications for the 1st4sport Level 2 Certificate in Coaching Children's Cricket (QCF)

Title:	Understanding the fundamentals of coaching sport
Level:	2
Credit value:	3
Unit Aim:	This unit assesses the coach's understanding of their role in the planning, implementing, analysing and revising coaching sessions. They will also identify a range of methods of developing learning, performance and the effective management of participant behaviour.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 understand the role of a coach	1.1 describe how to ensure that the participant is at the centre of the coaching process
	1.2 explain how to empower participants' choice, discovery of solutions and need to develop at their own pace
	1.3 describe how to develop and maintain positive relationships with and between participants
	1.4 describe how to provide a coaching environment that motivates, recognises and values diversity, controls risk, encourages challenge, enjoyment and achievement
	1.5 identify methods to develop participants' confidence and self esteem
	1.6 describe how to identify opportunities for the coach to reflect and develop their coaching practice
	1.7 list the different support personnel that can contribute to coaching sessions
	1.8 describe how support personnel can be used to contribute to coaching sessions
	1.9 explain the importance of positively promoting the role of officials in competition
	1.10 define what is acceptable in terms of a coach:participant relationship
	1.11 explain the consequences of not adhering to the principles of what is acceptable in terms of a coach:participant relationship
	1.12 identify the components of a code of practice for coaching which allows high standards of personal conduct to be maintained and a positive image of the sport to be projected
	1.13 outline the types of information that the coach should provide to participants after a coaching session

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
2 understand the coaching process	2.1 outline how to identify participants' needs
	2.2 list the sources of information that a coach can use when planning and preparing coaching sessions
	2.3 identify the types of information about participants which should be treated confidentially
	2.4 describe the stages and components of the coaching process
	2.5 describe how to plan coaching sessions that meet participants' needs
	2.6 explain how individual coaching sessions support the aims of the wider coaching programme
	2.7 explain the process of setting smart goals/objectives
	2.8 describe how to start and end a coaching session
	2.9 explain how the physical and psychological capabilities of participants will influence the content and structure of the session
	2.10 describe different types of demonstrations that encourage learning
	2.11 explain how to balance instruction, facilitation, and demonstration within sessions
	2.12 describe how to use listening skills
	2.13 describe how to select language that is appropriate to participants
	2.14 list how the coach can establish the views of participants about the coaching sessions
	2.15 identify situations when a coach may need to change or adapt a session
	2.16 describe how to give constructive feedback to participants
	2.17 identify how to cater for an individual's needs within group coaching
	2.18 describe how to organise group coaching sessions

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
3 understand participants' learning styles	3.1 outline different learning styles and needs
	3.2 explain how to consider participants' learning styles and needs when planning coaching sessions
	3.3 describe the difference between the ways that adults and children learn
	3.4 define the principles of monitoring and evaluating learning
	3.5 describe how the coach can support participants in taking responsibility for their own learning
	3.6 describe how to manage different learning styles and learning needs, in group coaching
4 understand behaviour management	4.1 identify the principles of positive behaviour management
	4.2 describe how to develop a behaviour management strategy for coaching sessions
	4.3 outline ground rules for positive behaviour during coaching sessions
	4.4 outline the methods of communicating and implementing ground rules
	4.5 explain the importance of fair and consistent behaviour management
	4.6 explain how to encourage and reward positive behaviour
	4.7 identify the types of behaviour by participants and others that may cause emotional distress
	4.8 explain how to respond as a coach to behaviour by participants that may cause emotional distress
	4.9 describe how to respond to discriminatory behaviour
	4.10 describe the procedures to be followed if a participant wants to complain about discrimination

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>5 understand how to reflect on a coaching session.</p>	5.1 identify valid sources of feedback from participants and support staff
	<p>5.2 explain how to do each of the following as part of self-reflection:</p> <ul style="list-style-type: none"> • make self-assessment of skill level • identify action to be taken • use different methods of self-reflection
	5.3 outline how to use evidence of own performance
	5.4 list factors that impact on the ability to identify own development needs
	5.5 identify methods for personal action planning and the prioritisation of such planning
	<p>5.6 describe how to measure each of the following:</p> <ul style="list-style-type: none"> • the quality of the coaching experience • participant development • the quality assurance mechanisms used
	5.7 describe how to use information taken from evaluations to improve the programme/session
Assessment guidance	This unit will be assessed through the assessment of a portfolio of evidence and observation of coaching practice

Title:	Understanding how to develop participants through coaching sport
Level:	2
Credit value:	2
Unit Aim:	This unit assesses the coach's understanding of the principles of planning, delivering and evaluating coaching sessions, which improve participants' performance in sport
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 understand the principles of planning coaching sessions	1.1 identify the information required to plan coaching sessions
	1.2 identify health and safety requirements that may impact on coaching sessions
	1.3 describe how to establish goals for coaching sessions based on participants' needs
	1.4 identify sport-specific technical content to be included in coaching session plans
	1.5 list a range of coaching styles
	1.6 explain the use of different coaching styles
	1.7 describe how fun and enjoyment in coaching sessions can impact on learning
	1.8 describe the components of planning a progressive coaching sessions
	1.9 identify other appropriate people who can contribute to the delivery of coaching sessions and describe their potential contributions
	1.10 describe how coaching sessions might be adapted as a result of unforeseen changes to the coaching environment or participants' needs

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
2 understand the principles of skill development through coaching sessions	2.1 define: <ul style="list-style-type: none"> • skill coordination • motor-skill learning • skill acquisition • skill retention • skill transfer
	2.2 describe the basic methods of analysing participants' performance
	2.3 identify factors that affect the development of participants' skills in sport
	2.4 describe the organisational requirements for the delivery of coaching sessions
	2.5 describe the different techniques available for developing participants' skill through coaching
	2.6 identify methods to support participant development
	2.7 identify sources of feedback which will support participants' development
	2.8 explain the importance of gaining feedback from participants
3 understand the how the stages of participants' development impact on their coaching	3.1 describe the progressive stages of development through maturity
	3.2 identify how the participants' stage of development affects the content of coaching sessions
	3.3 identify how participants' stage of development impacts on the coaching environment
	3.4 identify what influence training and competition have throughout the different stages of development

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
4 understand the principles of evaluation in coaching.	4.1 explain the principles of evaluating coaching sessions
	4.2 identify a variety of evaluation methods that can be used to monitor participants' development and learning
	4.3 identify types of information that can be gathered to monitor participants' development and learning
	4.4 identify appropriate other people who can contribute to the evaluation of coaching sessions
	4.5 describe how and when to gather information on current coaching practice from participants and others
	4.6 explain how the feedback from participants and others should impact on future coaching practice
	4.7 describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development
Assessment guidance	This unit will be assessed through the assessment of a portfolio of evidence and observation of coaching practice

Title:	Supporting participants' lifestyle through coaching sport
Level:	2
Credit value:	2
Unit Aim:	This unit assesses the coach's understanding of the lifestyle factors of nutrition, physical conditioning, mental preparation and awareness of drugs, which underpin performance in sport
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 understand basic nutrition and hydration principles for sports performance	1.1 identify the five different food/nutritional groups
	1.2 describe the principles of good nutrition as it relates to sports performance
	1.3 describe the principles of hydration
	1.4 identify the signs and symptoms of dehydration
	1.5 describe the principles of weight management as appropriate to specific sports
	1.6 explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition
2 understand physical conditioning for sport	2.1 identify the components of physical and skill-related fitness
	2.2 describe the physical capabilities required for a sport
	2.3 describe the principles of injury prevention in training
	2.4 describe how to support participants in the management of injury
	2.5 identify methods of training different physical components in participants
	2.6 identify the basic anatomy and biomechanical demands of a sport related activity
	2.7 identify specific physical testing protocols for a sport related activity
	2.8 identify methods to enhance participant recovery time from session to session

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
3 understand principles of mental preparation in sport	3.1 identify the mental capabilities required for a sport related activity
	3.2 identify key methods for improving participants': <ul style="list-style-type: none"> • confidence • concentration • motivation • emotional control • cohesion
	3.3 describe the principles of participants' development at the different stages of cognitive, emotional and social development
	3.4 outline how a coach can profile participants' mental skills
	3.5 describe the basic coach intervention techniques for developing mental skills for training and competition
4 understand how to support participant awareness of drugs in sport.	4.1 outline the ethical issues surrounding drug taking in sport
	4.2 identify sources of information on drugs in sport
	4.3 outline the consequences for participants in taking supplementation or prescription medicines
Assessment guidance	This unit will be assessed through the assessment of a portfolio of evidence and observation of coaching practice

Title:	Understanding the principles of safe and equitable coaching practice
Level:	2
Credit value:	2
Unit Aim:	This unit assesses the coach's understanding of how to ensure that their coaching is safe and equitable.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 understand how to ensure participants' safety during sport-specific coaching sessions	1.1 describe the health and safety requirements that are relevant to planned sport-specific activities and competition
	1.2 describe how to structure coaching sessions to minimise the risk of injury to participants
	1.3 explain how to plan for contingencies to coaching sessions as a result of external influences
	1.4 explain how to implement contingencies to coaching sessions as a result of external influences
	1.5 describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition
	1.6 outline the main rules/regulations of the sport/activity appropriate to the level of the participants
	1.7 explain how to interpret and communicate the rules/regulations of the sport/activity to participants
	1.8 describe the coach's duty of care responsibilities for participants, including children
	1.9 outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately
	1.10 describe the following requirements for ensuring the protection of children from abuse: <ul style="list-style-type: none"> • legal requirements • sport-specific requirements
	1.11 describe the insurance requirements on a coach operating in a coaching environment

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
2 understand how to ensure equitable coaching of sport-specific activities.	2.1 describe the following requirements impacting on equitable coaching: <ul style="list-style-type: none"> • legal requirements • sport-specific requirements
	2.2 explain the purpose of sport-specific codes of practice for coaching
	2.3 explain how sport-specific codes of practice for coaching impact on coaching behaviour
	2.4 describe methods to minimise barriers to participant development
	2.5 explain what information is required in order to provide appropriate and safe opportunities for disabled participants and specific populations
	2.6 describe the nature of impairments and how their implications may affect aspects of the coaching process
	2.7 describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment
	2.8 describe how and when to involve support staff to ensure participants' needs are provided for within the coaching activity
	2.9 describe how to adapt and progress activities and sessions
	2.10 describe how to prepare athletes for competition
	2.11 identify types of performance enhancing drugs and illegal substances
	2.12 explain how a coach can discourage the use of performance enhancing drugs and any illegal substances
Assessment guidance	This unit will be assessed through the assessment of a portfolio of evidence and observation of coaching practice

Title:	Plan a series of children's cricket coaching sessions
Level:	2
Credit value:	2
Unit Aim:	This unit covers the planning of a short series of linked children's cricket coaching sessions, which includes reviewing participants' needs and establishing goals for children's cricket coaching sessions, producing plans for individual children's cricket coaching sessions within the series that support participants' needs and identified goals, and planning for the evaluation of the series of children's cricket coaching sessions.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 be able to review participants' needs for a series of coaching sessions	1.1 collect accurate and up-to-date information relevant to the participants and the series of sessions
	1.2 maintain confidential information appropriately
	1.3 use the collected information to identify participants' needs
	1.4 identify how participants' needs may impact on the sessions
	1.5 identify the overall aims for the series of coaching sessions
	1.6 refer participants whose needs cannot be met to a competent person or agency
2 be able to produce a series of coaching session plans	2.1 identify the goals for each session in the series, that meet the needs of the participants and the group
	2.2 develop coaching session plans which are consistent with own level of technical knowledge and competence
	2.3 identify coaching activities and styles that will motivate the participants and achieve planned goals, for each session in the series
	2.4 ensure plans include realistic timings, sequences, intensity and duration of activities
	2.5 ensure plans allow for a balance of instruction, activity and discussion
	2.6 identify resources required for each session
	2.7 ensure plans are consistent with accepted good practice for the sport or activity

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
3 be able to plan the evaluation of a series of coaching sessions.	3.1 identify the information required to evaluate the series of coaching sessions 3.2 identify how and when the information will be collected 3.3 identify others who may be able to contribute to the evaluation
Assessment guidance	Learners need to produce evidence of: <ul style="list-style-type: none"> • an outline plan for a series of four coaching sessions in children's cricket. The series of sessions is required to be drawn from the Technical Syllabus for the 1st4sport Level 2 Certificate in Coaching Children's Cricket (QCF) and demonstrate progression appropriate to the needs of the participants. The outline plan should identify the evaluation methods to be used and identify sources of feedback • individual session plans for each of the four coaching sessions derived from the outline plan above, and an additional two coaching sessions

Title:	Prepare the children's cricket coaching environment
Level:	2
Credit value:	2
Unit Aim:	This unit covers the provision of resources for a children's cricket coaching session, assessing and minimising risk, establishing and maintaining working relationships with participants and other people and the safeguarding and protecting of children and vulnerable adults during a children's cricket coaching session.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 be able to prepare resources for the coaching session	1.1 ensure that the identified resources meet the requirements of the sport or activity
	1.2 handle equipment safely
	1.3 set up equipment according to the session plan
	1.4 ensure the coaching environment is safe, appropriate and conducive to learning for all participants
	1.5 ensure everyone involved in the session has the information they need to participate
2 be able to assess and minimise risks before the session	2.1 identify existing risk assessments for: <ul style="list-style-type: none"> • the activities • the resources • the participants
	2.2 identify possible hazards
	2.3 assess the risk that identified hazards present, including likelihood of occurrence and severity
	2.4 assess how to minimise the identified risks
	2.5 identify a competent person who can advise if there are hazards or risks outside of own level of competence to assess
	2.6 comply with information in the normal operating procedures for the environment where the session will take place

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
3 be able to establish and maintain working relationships	3.1 Establish effective rapport with participants and other people involved in the session 3.2 Communicate effectively with participants and other people 3.3 Give participants and other people time, attention and support relevant to their needs 3.4 Manage participant behaviour and any conflict 3.5 Ensure working relationships take account of equality and diversity and are in line with relevant codes of practice
4 Be able to safeguard and protect children and vulnerable adults.	4.1 Follow the relevant procedures for safeguarding children and vulnerable adults 4.2 Follow the relevant procedures for protecting self from accusations 4.3 Identify possible signs of abuse 4.4 Follow procedures for recording and reporting concerns about the welfare of children and vulnerable adults 4.5 Maintain confidentiality as appropriate
Assessment guidance	<p>Learners need to produce evidence of:</p> <ul style="list-style-type: none"> individual session plans for each of the four coaching sessions derived from the outline plan above, and an additional two coaching sessions the delivery of a minimum of six coaching sessions, including the four linked and progressive sessions from the outline plan a health and safety log for each coaching venue utilised for the delivery of coaching sessions contributing the achievement of this qualification the observation and internal assessment of the delivery of a minimum of one session by an appropriately qualified assessor. The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes per learner. the observation and independent assessment of the delivery of a minimum of one session by an appropriately qualified assessor. The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes per learner. <p>All sessions must be drawn from the Technical Syllabus for the 1st4sport Level 2 Certificate in Coaching Children's Cricket (QCF)</p>

Title:	Deliver a series of children's cricket coaching sessions
Level:	2
Credit value:	3
Unit Aim:	This unit covers the delivery of children's cricket coaching sessions, including preparing the participants to take part, delivering the session, developing participant performance and concluding the session.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 be able to prepare participants for coaching sessions	1.1 meet the participants punctually
	1.2 ensure participants are made to feel welcome and at ease
	1.3 record attendance in line with relevant procedures
	1.4 ensure participants are at a level of experience, ability and physical readiness to participate safely
	1.5 ensure participants have the correct clothing and equipment
	1.6 establish behaviour rules for the session
	1.7 deliver warm up activities appropriate to the participants and session
	1.8 ensure participants are aware of the goals of the session
2 be able to deliver coaching sessions	2.1 provide clear information to participants about the planned activities
	2.2 ensure activities maximise participants' learning in line with the participants' goals
	2.3 provide technically correct explanations and demonstrations appropriate to participants' needs and level of experience
	2.4 use methods for motivating participants appropriate to their needs and in line with accepted good practice
	2.5 ensure all participants have the opportunity to take part in activities
	2.6 deliver sessions at a pace appropriate to the participants' needs
	2.7 carry out emergency procedures when appropriate

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
3 be able to develop participants' performance	3.1 review participants' performance with regards to: <ul style="list-style-type: none"> • strengths • weaknesses • areas for improvement
	3.2 use appropriate coaching methods and practices
	3.3 provide feedback to participants during the session to help participants achieve their goals
	3.4 adapt sessions to respond to the participants' changing needs
	3.5 provide opportunities for participants to reflect on their learning and apply their reflections to their performance
	3.6 encourage participants to take responsibility for their own learning
4 be able to conclude coaching sessions.	4.1 ensure there is sufficient time to conclude the session
	4.2 encourage participants to give feedback
	4.3 provide feedback to participants on their performance relating to their goals
	4.4 deliver cool down activities appropriate to the participants and session
	4.5 provide information to participants about future sessions
	4.6 ensure participants depart from the session safely
	4.7 follow procedures for checking and dealing with equipment used
	4.8 ensure the coaching environment is left in a condition fit for future use.

Assessment guidance

Learners need to produce evidence of:

- the delivery of a minimum of six coaching sessions, including the four linked and progressive sessions from the outline plan
- a health and safety log for each coaching venue utilised for the delivery of coaching sessions contributing the achievement of this qualification
- the observation and internal assessment of the delivery of a minimum of one session by an appropriately qualified assessor. The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes per learner.
- the observation and independent assessment of the delivery of a minimum of one session by an appropriately qualified assessor. The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes per learner.

All sessions must be drawn from Technical Syllabus for the 1st4sport Level 2 Certificate in Coaching Children's Cricket (QCF)

Title:	Monitor and evaluate children's cricket coaching sessions
Level:	2
Credit value:	1
Unit Aim:	This unit covers the monitoring and evaluation of children's cricket coaching sessions, including evaluating participant performance, coaching sessions and own coaching practice.
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1 be able to evaluate participant performance	1.1 carry out participant evaluations according to the session evaluation plan
	1.2 involve all participants in evaluating their performance
	1.3 review participants' performance
	1.4 measure participants' progress against planned goals
	1.5 provide feedback to participants
	1.6 produce an action plan to progress or adapt participants' goals
	1.7 record evaluations for future reference
2 be able to evaluate coaching sessions	2.1 carry out session evaluations according to the session evaluation plan
	2.2 use feedback from participants and other people involved in the session to evaluate the session
	2.3 compare outcomes and feedback to the session goals
	2.4 identify the effectiveness of the activities, and session overall
	2.5 identify the effectiveness of own management of the session, including health and safety and welfare issues
	2.6 discuss evaluations with an appropriate colleague for additional feedback
	2.7 record evaluations for future reference

Assessment guidance

Learners need to produce evidence of:

- A recorded evaluation for each coaching session delivered that contributes to the achievement of this qualification
- the observation and independent assessment of the delivery of a minimum of one session by an appropriately qualified assessor, during which all the relevant assessment criteria for this qualification are met. The session may be drawn from the sessions planned previously. This may be delivered in a simulated environment and will take a minimum of 20 minutes per learner.

All sessions must be drawn from the Technical Syllabus for the 1st4sport Level 2 Certificate in Coaching Children's Cricket (QCF)

About us

1st4sport Qualifications is an awarding organisation recognised and regulated in England by the *Office of Qualifications and Examinations Regulation (Ofqual)*, who also regulate vocational qualifications in Northern Ireland. 1st4sport is further regulated in Wales by *The Welsh Government* and in Scotland by SQA Accreditation. We specialise in offering vocational and occupational qualifications in the active leisure, learning and well-being sector. We work in partnership with a variety of organisations, including Governing Bodies of Sport (GBS) and other organisations, to award qualifications across the following areas:

- coaching
- leadership
- spectator safety
- leisure operations and management
- education and training
- sports volunteering
- first aid and injury management
- functional skills
- physical education and school sport
- using sport to tackle youth crime
- employee rights and responsibilities
- exercise and fitness
- multi-skills development
- the outdoors
- sports performance
- sport officiating.

Our qualifications are delivered part time and full time at centres throughout the UK. Successful learners are able to prove to employers that they have practical skills and abilities, knowledge and understanding which meet industry standards.

1st4sport Qualifications is a brand of Coachwise Ltd, the trading arm of sports coach UK, the UK registered charity leading the development of coaching. Any proceeds go directly back to sports coach UK, to invest in the development of sport in the UK.

Role

We develop qualifications, support the recognised centres that deliver our qualifications to learners, and provide quality assurance in the awarding of these qualifications.

Mission

To provide the active leisure and learning industry with a quality-assured and cost effective qualification awarding service.

Values

- Quality improvement via a culture of excellence
- Governance and management by processes
- Personnel development and organisational learning
- Partnerships and innovation
- Customer satisfaction and result orientation.

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