



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 3 Diploma in the Principles of Cricket Coaching (R66T Academy)

Qualification Specification

August 2023

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About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Employer Support for the Qualification Development

During the development of this qualification QUALIFI consults with a range of employers, providers, and existing centres (where applicable) to ensure rigour, validity and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality and Diversity

QUALIFI's qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure teaching and learning are free from any barriers that may restrict access and progression.

Learners with any specific learning need should discuss this in the first instance with their approved centre who will refer to QUALIFI's Reasonable Adjustment and Special Consideration Policy.

Qualification Title and Accreditation Number

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit within the qualification has its own RQF code. The QAN for this qualification is as follows:

Level 3 Diploma in the Principles of Cricket Coaching (R66T Academy) - 610/3153/7

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 3 Diploma in the Principles of Cricket Coaching (R66T Academy)

The aim of the QUALIFI Level 3 Diploma in the Principles of Cricket Coaching (R66T Academy) is to provide learners with an understanding of both what and how to coach and their role in developing and improving cricketers. Learners will develop practical skills for a role in Cricket Coaching.

Successful completion of the QUALIFI R66T Academy Diploma in the Principles of Cricket Coaching provides learners with the opportunity to progress to further study or employment.

Learning Outcomes of the QUALIFI Level 3 Diploma in the Principles of Cricket Coaching (R66T Academy)

The overall learning outcomes of the qualification are for learners to:

- Gain knowledge and practical understanding of how to use different player focused coaching strategies using R66T tools and resources.
- Introduction to skill acquisition and sports psychology theories in relation to cricket coaching and its practical implementation.
- Learn how to maximise the potential of every individual, and how to develop a player as per their individual ability.

The learning outcomes and assessment criteria for each unit are outlined in the unit specifications.

Delivering the Qualification

External Quality Assurance Arrangements

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners. Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved Centres are required to have in place qualified and experienced tutors, all tutors are required to undertake regular continued professional development (CPD).

Approved centres will be monitored by QUALIFI External Quality Assurers (EQAs) to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance, and formative assessment.

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres.

QUALIFI, unless otherwise agreed:

- sets all assessments.
- moderate's assessments prior to certification;
- awards the final mark and issues Awards.

Learner Induction and Registration

Approved Centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook and a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements qualification and that, if applicable, appropriate pathways or optional units are selected to meet the learner's progression requirements.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance to support them in making the necessary qualification and unit choices. During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI Registration, Results and Certification Policy and Procedure.

Entry Criteria

Approved Centres are responsible for reviewing and making decisions as to the applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

The qualification has been designed to be accessible without artificial barriers that restrict access. For this qualification, applicants must be aged 16 years or over to commence and undertake the Awards but cannot complete the Diploma until aged 18 years or over.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate enrolment to UK higher education postgraduate programmes where applicable. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units, or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's *Recognition of Prior Learning Policy*.

Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes and may be made available to our regulators. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

Learner Voice

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year, centres will have a range of mechanisms for learners to feed back about their experience of teaching and learning.

Professional Development and Training for Centres

QUALIFI supports its approved centres with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 3 Diploma in the Principles of Cricket Coaching (R66T Academy)** will enable learners to progress to:

- Employment in an associated profession.
- Higher Level R66T Academy awards in cricket coaching.
- Other QUALIFI awards/qualifications.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI Level 3 Diploma in the Principles of Cricket Coaching (R66T Academy) is made up of [37] credits which equates to hours [370] of TQT.

Total Qualification Time (TQT): is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Examples of activities that can contribute to Total Qualification Time includes guided learning, independent and unsupervised research/learning, unsupervised compilation of a portfolio of work experience, unsupervised e-learning, unsupervised e-assessment, unsupervised coursework, watching a pre-recorded podcast or webinar, unsupervised work-based learning.

Guided Learning Hours (GLH): are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination for QUALIFI Level 3 Diploma in the Principles of Cricket Coaching (R66T Academy)

All Units are mandatory to receive the Diploma.

Unit Reference	Mandatory Units	Level	TQT	Credit	GLH
F/650/8244	Skill Acquisition and Cricket Coaching	3	70	7	53
H/650/8245	Batting Coaching in Cricket	3	60	6	45
J/650/8246	Bowling Coaching in Cricket	3	60	6	45
K/650/8247	Fielding Coaching in Cricket	3	60	6	45
L/650/8248	Wicket-keeping Coaching in Cricket	3	70	7	53
M/650/8249	Strength and Conditioning for Cricket	3	50	5	40
Total			370	37	281

Achievement Requirements

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve this qualification. QUALIFI will issue Awards to all successful learners via their registered centres.

Awarding Classification/Grading

This qualification grading is **Pass/Fail**

All units will be internally assessed through written assignments and multiple-choice tests and internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Methods

QUALIFI will provide written assessment tasks for each unit of this qualification. These tasks will address all learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification.

The tasks will enable learners to draw on work-related information and/or examples wherever possible. Some assessment tasks will contain a practical assignment which will require observation by an assessor, see Assessment Guidance for further information.

The assessment tasks will require learners to draw on real organisational information or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

Learner assessments will be internally marked by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

All learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification. To achieve a 'pass' for each of the units, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

The assessment tasks will require learners to draw on real organisational information or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

Learner assessments will be internally marked by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

More information can be found later in this specification under **Assessment Guidance**.

Unit Specifications

Unit PCC301: Skill Acquisition and Cricket Coaching

Unit code: F/650/8244

RQF level: 3

Aim

The aim of this unit is to develop learners' understanding of the core principles of skill acquisition in relation to coaching cricket. The unit covers how knowledge of skill acquisition theories influences coaching strategy and allows the coach to align individual and team requirements with appropriate coaching methods.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will be able to:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the principles of skill acquisition in cricket coaching.	1.1 Describe the stages of learning a skill. 1.2 Explain the different types of guidance a cricket coach can use to meet the different ways in which learners acquire skills. 1.3 Explain when and why a coach would use different types of practice. 1.4 Explain the key aspects/principles of the theory of transfer of learning. 1.5 Explain the principles and features of giving feedback and the potential consequences of giving poor feedback.

<p>2. Understand how coaches align individual and team skill requirements with appropriate coaching methods.</p>	<p>2.1. Explain how coaches modify their delivery methods to account for individual and team differences and needs.</p> <p>2.2. Explain the significance of explicit vs implicit learning when planning sessions.</p>
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Indicative Content

- Acquiring Skills and Coaching Philosophy
- Are Skills Caught or Taught
- The Transfer of Learning
- Skill Technique and Pressure
- Understanding Players / Catering for the Individual
- Stages of Learning
- Giving Feedback
- Who learns what, when and how?
- Explicit vs Implicit learning
- Practice Characteristics
- Structured vs Unstructured practice
- Blocked vs Random practice
- Game Sense

Suggested Resources

- Chappell G (Jan 2022) 'Highly Structured Coaching Dehumanised'
www.espnccricinfo.com
- Bunker & Thorpe (1982) 'Games for Understanding'
- Renshaw et al (2010) 'A Constraint-led Approach to Coaching Cricket'
- Fitts & Posner (1967) 'Stages of Motor Learning'

Unit PCC302: Batting Coaching in Cricket

Unit code: H/650/8245

RQF level: 3

Aim

This unit aims to develop learners' understanding of the core techniques and methods used in batting. It also addresses the role and importance of the mental skills required by batters to train and play and considers tactical decision-making when batting. The unit covers how knowledge of skill acquisition theories influences the batting coaching techniques used, the aim being for the coach to implement an appropriate coaching strategy to match an individual's requirements.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will be able to:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the techniques and methods used in batting in cricket.	1.1 Describe the techniques used in front and back foot shots. 1.2 Assess how spin, pace and swing on the ball influence technical considerations. 1.3 Explain how differing pitch conditions and the state of the match can affect tactical and technical decision making. 1.4 Assess how the nature and strategy of the opposing bowlers can affect tactical and technical decision making.

<p>2. Understand the basic principles of skill acquisition as applied to batting coaching in cricket.</p>	<p>2.1. Explain the principles and features of giving feedback and the potential consequences of giving poor feedback.</p> <p>2.2 Describe how coaches modify their delivery methods to account for differences in a player’s age, ability, sex, gender and physical ability.</p> <p>2.3. Explain how coaches create problem-solving environments for players to rehearse mental batting skills and tactical decision-making.</p> <p>2.4. Explain how coaching methods help players to use their knowledge and skills to improve match performance.</p>
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Indicative Content

- Coaching Philosophy
- What are your batting objectives?
- Batting Fundamentals
- Front Foot Skills/Back Foot Skills
- Giving Feedback
- Batting mental skills
- Batting tactical skills
- Allowing for age, sex, ability and physical differences
- Transferring skills learned to effective performance

Suggested Resources

- Chappell G (2005) ‘Chappell on Coaching’
- Chappell G (Jan 2022) ‘Highly Structured Coaching Dehumanised’ www.espnccricinfo.com
- Bradman D (1958) ‘The Art of Cricket’
- Knott J & O’Connor A (2022) “Batting: A Comprehensive Modern Guide for Players and Coaches”
- Woolmer B, Noakes T and Moffett H (July 2008) “Bob Woolmer’s Art and Science of Cricket”
- Bunker & Thorpe (1982) ‘Games for Understanding’
- Renshaw et al (2010) ‘A Constraint-led Approach to Coaching Cricket’
- Fitts & Posner (1967) ‘Stages of Motor Learning’

Unit PCC303: Bowling Coaching in Cricket

Unit code: J/650/8246

RQF level: 3

Aim

This unit aims to develop learners' understanding of the core techniques and methods used in bowling. It also addresses the role and importance of the mental skills required by bowlers to train and play and looks at tactical decision-making when bowling. The unit covers how knowledge of skill acquisition theories and basic physiology influence the bowling coaching techniques used, the aim being for the coach to implement an appropriate coaching strategy to match an individual's requirements.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will be able to:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the techniques and methods used in bowling in cricket.	<ol style="list-style-type: none">1.1. Explain the theory underpinning front on, mid-way and side-on bowling actions.1.2. Describe basic grips and bowling action elements for spin-bowling and seam-bowling.1.3. Explain how differing pitch conditions and the state of the match can affect tactical and technical decision making.1.4. Explain how the nature and strategy of the opposing batters can affect tactical and technical decision making.
2. Understand the principles of skill acquisition as applied to bowling coaching in cricket.	<ol style="list-style-type: none">2.1. Explain the principles and features of giving feedback and the potential consequences of giving poor feedback.2.2 Describe how coaches modify their delivery methods to account for differences in player age, ability, sex and physical ability.2.3. Explain how coaches create problem-solving environments for players to rehearse mental bowling skills and tactical decision-making.2.4. Explain how coaching methods help

	<p>players to use their knowledge and skills to improve match performance.</p>
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Indicative Content

- Coaching Philosophy
- What are your bowling objectives?
- Basic Bowling Technique
- Coaching Mechanics
- Coaching Interventions
- Spin Skills/Seam Skills
- Giving Feedback
- Bowling mental skills/Bowling tactical skills
- Allowing for age, sex, ability and physical differences
- Transferring skills learned to effective performance

Suggested Resources

- Chappell G (2005) 'Chappell on Coaching'
- Chappell G (Jan 2022) 'Highly Structured Coaching Dehumanised' www.espncricinfo.com
- Bradman D (1958) 'The Art of Cricket'
- Woolmer B, Noakes T and Moffett H (July 2008) "Bob Woolmer's Art and Science of Cricket"
- Pont I "The Fast Bowler's Bible"
- Illingworth R "Spin Bowling"
- Philpott P "The Art of Wrist Spin Bowling"
- Bunker & Thorpe (1982) 'Games for Understanding'
- Renshaw et al (2010) 'A Constraint-led Approach to Coaching Cricket'
- Fitts & Posner (1967) 'Stages of Motor Learning'

Unit PCC304: Fielding Coaching in Cricket

Unit code: K/650/8247

RQF level: 3

Aim

This unit aims to develop learners' understanding of the core techniques and methods used in fielding. It also addresses the role and importance of the mental skills required by fielders to aid them when training and playing and looks at tactical decision-making. The unit covers how knowledge of skill acquisition theories influences the fielding coaching techniques used, the aim being for the coach to implement an appropriate coaching strategy to match an individual's requirements.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will be able to:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the techniques and methods used in fielding in cricket.	<ol style="list-style-type: none">1.1. Describe the different techniques used when stopping and gathering the ball.1.2. Describe the grip for throwing and the different techniques required for throwing overarm, sidearm, and underarm.1.3. Explain techniques for catching close to the wicket and in the outfield.1.4. Explain how differing pitch conditions and the state of the match can affect tactical and technical decision making.1.5. Explain how the nature and strategy of the opposing batters can affect tactical and technical decision making.

<p>2. Understand the principles of skill acquisition as applied to fielding coaching in cricket.</p>	<p>2.1. Explain the principles and features of giving feedback and the potential consequences of giving poor feedback.</p> <p>2.2 Describe how coaches modify their delivery methods to account for differences in player age, ability, sex, gender and physical ability.</p> <p>2.3. Explain how coaches create problem-solving environments for players to rehearse mental fielding skills and tactical decision-making.</p> <p>2.4. Explain how coaching methods help players to use their knowledge and skills to improve match performance</p>
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Indicative Content

- Coaching Philosophy
- Approach to Fielding
- Fielding Positions
- Fielding Techniques
- Ground Fielding
- Catching - close to the wicket/Catching - in the outfield
- Gathering
- Fielding Mental skills/Fielding Tactics
- Allowing for age, sex, ability and physical differences
- Transferring skills learned to effective performance

Suggested Resources

- Chappell G (2005) 'Chappell on Coaching'
- Chappell G (Jan 2022) 'Highly Structured Coaching Dehumanised'
www.espnccricinfo.com
- Bradman D (1958) 'The Art of Cricket'
- Stone C (July 1992) "The Complete Book of Modern Fielding"
- Woolmer B, Noakes T and Moffett H (July 2008) "Bob Woolmer's Art and Science of Cricket"
- Bunker & Thorpe (1982) 'Games for Understanding'
- Renshaw et al (2010) 'A Constraint-led Approach to Coaching Cricket'
- Fitts & Posner (1967) 'Stages of Motor Learning'
- [How To Field Like a Pro | Fielding Masterclass With Carl Hopkinson - YouTube](#)

Unit PCC305: Wicket-keeping Coaching in Cricket

Unit code: L/650/8248

RQF level: 3

Aim

This unit aims to develop learners' understanding of the core techniques and methods used in wicket-keeping. It also addresses the role and importance of the mental skills required by wicketkeepers to aid them when training and playing and it considers tactical decision-making. The unit covers how knowledge of skill acquisition theories influences the wicket-keeping coaching techniques used, the aim being for the coach to implement an appropriate coaching strategy to match an individual's requirements.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will be able to:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the techniques and methods used in wicket-keeping in cricket.	<ol style="list-style-type: none">1.1. Describe the techniques used by wicketkeepers when standing up to the stumps and when standing back from the stumps.1.2. Explain the wicket-keeper's role and importance in leading a team's fielding performance.1.3. Explain how match situations and pitch conditions affect tactical decisions relating to a wicketkeeper's positioning.
2. Understand the principles of skill acquisition as applied to wicket-keeping coaching in cricket.	<ol style="list-style-type: none">2.1. Explain the principles and features of giving feedback and the potential consequences of giving poor feedback.2.2. Explain how coaches modify their delivery methods to account for differences in player age, ability, sex, gender and physical ability.2.3. Explain how coaches create problem-solving environments for players to rehearse mental fielding skills and tactical decision-making.2.4. Explain how coaching methods help players to use their knowledge and skills to improve match performance

Indicative Content

- Coaching Philosophy
- Approach to Wicket-keeping
- Standing up to slower bowlers
- Standing back to quicker bowlers
- Working with Captains and Bowlers
- Tactical Fundamentals
- Wicket-keeping Fitness
- Wicket-keeping mental skills
- Allowing for age, sex, ability and physical differences
- Transferring skills learned to effective performance

Suggested Resources

- Chappell G (2005) 'Chappell on Coaching'
- Chappell G (Jan 2022) 'Highly Structured Coaching Dehumanised'
www.espncricinfo.com
- Bradman D (1958) 'The Art of Cricket'
- Knott J and O'Connor A (March 2021) Wicket-Keeping - A Comprehensive Modern Guide for Cricket Players and Coaches
- Woolmer B, Noakes T and Moffett H (July 2008) "Bob Woolmer's Art and Science of Cricket"
- Bunker & Thorpe (1982) 'Games for Understanding'
- Renshaw et al (2010) 'A Constraint-led Approach to Coaching Cricket'
- Fitts & Posner (1967) 'Stages of Motor Learning'

Unit PCC306: Strength and Conditioning for Cricket

Unit code: M/650/8249

RQF level: 3

Aim

This unit aims to develop learners' understanding of the core principles of strength and conditioning in relation to coaching cricket. Achievement of this unit will enable learners to understand how coaches prepare appropriate programmes for whole teams and individuals.

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will be able to:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the physiological components of fitness and the foundations of the energy system.	<ol style="list-style-type: none">1.1. Describe the components of fitness.1.2. Explain how the different energy systems work.1.3. Explain how and why coaches would establish baseline fitness testing for team/players.
2. Understand how to construct effective training programmes for teams and individuals.	<ol style="list-style-type: none">2.1. Explain the 80/20 rule as applied to strength and conditioning training programmes.2.2. Design an outline of a training programme based on "The Big 10".2.3. Explain how the principles of progression, overload, specificity, and reversibility are used in the design of training programmes.2.4. Explain how the principles of skill acquisition are embedded when designing training programmes.

Indicative Content

- The role of a Strength and Condition coach in cricket
- Components of fitness
- Fitness Testing
- Energy Systems
- Strength vs Power
- Sport or Ability specific programmes
- The Big 10 exercises
- 80/20 rule
- Building a conditioning programme

Suggested Resources

- Bevan H (2016) "Strength and Conditioning for Cricket"
- Pearson A "Training and Conditioning for Cricket"

Assessment Guidance

Learners may be assessed by using information from a learner's coursework, or by using case studies from their coaching practice and, on occasions, face to face contact with tutors. Assessors should observe the learners undertaking these activities either via the submission of video evidence or via a visit. Use question and answer to assess the learners understanding of the task, a summary of the sources of information used by the learner should be appended to the assignment when submitted. Learners may use the same sources to complete various tasks (if applicable).

Unit PCC301: Skill Acquisition and Cricket Coaching

Learning Outcome 1 (AC 1.1, 1.2,1.3,1.4 and 1.5) will be assessed via a series of multiple-choice questions.

Learning Outcome 2 (AC 2.1, 2.2) will be assessed via short written responses.

Unit PCC302: Cricket Batting Coaching

Learning Outcome 1 (AC 1.1, 1.2,1.3,1.4 and 1.5) will be assessed via a series of multiple-choice questions.

Learning Outcome 2 (AC 2.1, 2.2) will be assessed via a series of multiple-choice questions.

Learning Outcome 2 (AC 2.3 and 2.4) will be assessed via short written responses.

Unit PCC303: Cricket Bowling Coaching

Learning Outcome 1 (AC 1.1, 1.2,1.3,1.4,1.5 and 1.6) will be assessed via a series of multiple-choice questions.

Learning Outcome 2 (AC 2.1, 2.2) will be assessed via a series of multiple-choice questions.

learning Outcome 2 (AC 2.3 ,2.4) will be assessed via short written responses.

Unit PCC304: Cricket Fielding Coaching

Learning Outcome 1 (AC 1.1, 1.2,1.3, 1.4,1.5 and 1.6) will be assessed via a series of multiple-choice questions.

Learning Outcome 2 (AC 2.1, 2.2) will be assessed via a series of multiple-choice questions.

learning Outcome 2 (AC 2.3 ,2.4) will be assessed via short written responses.

Unit PCC305: Cricket Wicket Keeping Coaching

Learning Outcome 1 (AC 1.1, 1.2,1.3,1.4 and 1.5) will be assessed via a series of multiple-choice questions.

Learning Outcome 2 (AC 2.1, 2.2) will be assessed via a series of multiple-choice questions.
Learning Outcome 2 (AC 2.3 ,2.4) will be assessed via short written responses.

Unit PCC306: Strength and Conditioning for Cricket

Learning Outcome 1 (AC's 1.1, 1.2, 1.3) will be assessed via a series of multiple-choice questions.

Learning Outcome 2 (AC's 2.1, 2.2, 2.3 and 2.4) will be assessed via a written Strength and Conditioning Program.

Contact Details

Customer service number: +44 (0) 1158882323

Email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com