ICC Cricket Coach
Education Endorsement
and Classification Scheme

Guidelines and Application Form

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1. Overview of ICC Cricket Coach Education Endorsement and Classification Scheme

Coach Education is a critical aspect of the development of Cricket and has been highlighted as one of the priority areas/issues that ICC Members want the ICC to play a leadership role in. With this in mind the ICC with the assistance of leading Cricket Coach Education experts from around the World is introducing a Coach Education Endorsement and Classification Scheme.

The ultimate aim of this scheme is to increase the number of Member countries delivering quality Cricket Coach Education Courses which in turn should further enhance the standard, knowledge and ability of cricket players globally.

The benefits of the endorsement and classification scheme of ICC Members Coach Education Courses will include:

- Global standards and quality assurance for ICC endorsed coach education programs
- International recognition and understanding of coaching qualifications
- International endorsement of Members’ programs
- Availability of universally-agreed core competencies
- Simplified cross-recognition process for individual coaches
- For some Members, ICC endorsement of their coach education programs will enhance their reputation and attract more coaches to undertake their training courses

In addition, the core competencies will give Members that do not currently have Cricket Coach Education Courses a basis for the development of their own programs in the future.

Minimum Standards and Criteria have been developed in the following areas:

**Endorsement**
- Course administration minimum standards
- Course presenter minimum standards
- Course assessor minimum standards

**Classification**
- Generic (general coaching principles) competencies and performance criteria (3 levels)
- Cricket specific coaching competencies and performance criteria (3 levels)
Section 2 of this document explains the application and approval process for a Cricket Coach Education Course to receive ICC endorsement and classification. Section 3 provides the minimum standards and criteria that must be met for a course to receive ICC endorsement and Section 4 details the criteria that will be used to classify the Coach Education courses into Level A, B and C. Section 5 details the obligations of an ICC Endorsed Education Course and finally Section 6 contains the application form and checklist for Members to wanting to submit their Coach Education Courses for endorsement and classification.

The purpose of this document is threefold:

a. To give ICC Members guidance on what and how they need to submit information to have their Cricket Coach Education Courses endorsed and classified by the ICC

b. To provide the ICC Coach Education Advisory Panel (CEAP) assessors with a standard set of criteria to assess Members Cricket Coach Education Courses in a fair and consistent manner both for endorsing and classifying programs

c. To ensure all ICC endorsed Cricket Coach Education Courses are operating under best practice standards, as laid out by the ICC

ICC Members will need to read all sections of the Guidelines carefully in order to fully understand the process and requirements for the ICC to endorse and classify their Coach Education Courses. Submitted Cricket Coach Education Courses will be endorsed if they meet all of the Criteria detailed in Section 3 of this document. In addition the syllabus from each endorsed course will be assessed against the ICC benchmarks (detailed in Section 4 of this document) to ascertain what classification it will be issued. This will enable coaches to understand how their qualifications fit into other Members’ qualifications more easily.
2. How to obtain ICC endorsement and classification for a Cricket Coach Education course

Application and Approval Process

The ICC Coach Education and Training Endorsement Application and Approval process involves several steps, all of which need to be followed in order for a Cricket Coach Education Course to gain ICC endorsement and classification.

Step 1 - Applicant to contact the ICC Member Services Officer or access the ICC website to obtain a copy of the “ICC Cricket Coach Education Endorsement and Classification Scheme – Guidelines and Application Form” and then read each section carefully.

Step 2 - Applicant to submit their application (including all necessary evidence / information, as listed in Sections 1 - 6 of the “ICC Cricket Coach Education Endorsement and Classification Scheme – Guidelines and Application Form”, to the ICC Member Services Officer.

Step 3 - The application will be assessed by the ICC Coach Education Advisory Panel (CEAP). The applicant will be notified of the outcome of this assessment within 6 weeks.

If additional information is required, the applicant will be notified of these additional requirements. The applicant then has the opportunity to submit additional evidence within 15 working days to satisfy any shortfall areas.

Step 4 - Once the ICC Coach Education Advisory Panel (CEAP) is satisfied that the applicants Cricket Coach Education course has met all areas of the ICC endorsement standards, the course will be formally classified and recognised as an ICC endorsed Coach Education Course for a period of 3 years.

Updating - ICC Coach Education endorsement is granted for a period of 3 years.

To renew this status, endorsed ICC Cricket Coach Education Courses will need to be re-submitted. This will allow the ICC to ensure that the Member’s systems and resources still meet ICC minimum standards and that the Member is continuing to comply with current ICC requirements, as these may change over time.
Flowchart of Application and Approval Process

Obtain a copy of the ICC Coach Education Endorsement and Classification Scheme Guidelines and Application Form

Complete and Submit Application Form (Appendix A) to ICC

Stage 1 Endorsement - Application assessed by ICC on Endorsement Criteria

- Endorsement Approved by ICC
  - Stage 2 Classification – CEAP panel to assess and classify coach education course
    - CEAP classify coach education course
      - ICC to send out notification of classification to applicant and add to official list of ICC endorsed and classified Coach Education Courses
      - ICC to monitor compliance with obligations
      - Member required to re-submit in 3 years
    - ICC to contact applicant and advise of additional information required
      - Applicant to provide additional information within 15 working days
        - Additional information received
        - Additional information not received
          - Application returned to applicant
        - Application unsuitable
          - ICC to contact applicant and provide feedback
          - Application returned to applicant
      - Application not fully compliant
    - Application unsuitable

- Application unsuitable
3. Endorsement Criteria and Evidence Examples

Criteria 1: Qualified Presenter, Assessor and Tutor Personnel

- **Assessments** within ICC endorsed cricket coach education courses must be conducted by a person who has the following qualification (or has demonstrated the equivalent competency):
  - ICC Assessor training program
  In addition to this, they must be qualified at least to the level of the training program that they will be assessing and they must possess suitable technical skills relevant to the training program they will be assessing.

- **Presenters** within ICC endorsed cricket coach education courses must have completed the following qualification (or have demonstrated the equivalent competency):
  - ICC Presenter training program
  In addition to this, they must be qualified at least to the level of the training program they will be presenting and they must possess suitable technical skills relevant to the training program they will be presenting.

- **Tutors** within ICC endorsed cricket coach education courses must have completed the following qualification (or have demonstrated the equivalent competency):
  - ICC Presenter training program
  In addition to this, they must be qualified at least to the level of the training program they are tutoring and they must possess suitable technical skills relevant to the training program they will be tutoring.

Criteria 2: Competency Based Training

- All Cricket Coach Education courses must be based on the principals of competency based training.

  Competency Based Training (CBT) has been around for a very long time, but largely in the traditional trade areas (building trades, etc). It was designed to allow learners to learn on the job and to ensure that they could actually do what they were trained to do, not just know how to go about it!

  A competency can be defined as “the application of specific knowledge and skill to a required standard of performance in a given situation”. This means “what does the coach need to demonstrate to be effective in a given situation”. 
CBT varies from many “traditional” forms of coach training. Some of these differences are:

**Criterion Based**
Coaches are assessed against a set of specific performance criteria, NOT against each other. For a coach to achieve competency in a course, they need to demonstrate their competency in **all** performance criteria, not just some of them.

**Evidence Based**
Decisions as to whether a coach is competent, are based upon evidence (information, demonstrations, etc) provided by the coach in assessment situations.

**Participatory Processes are used**
The coach is involved in planning and arranging learning and / or assessment processes, wherever possible. They have some input into achieving competency.

**Criteria 3: Quality Controls / Mechanisms**

- All applicants (Members) must have appropriate quality controls and mechanisms in place to ensure that all courses are being delivered and assessed in a consistent manner throughout the territory that the applicant operates in. This includes having a process in place to monitor the performance of assessors, presenters and tutors as well as an accurate record management system.

**Criteria 4: Suitable course curricula and resources**

- All applicants must have documented curricula for each course that clearly details the learning outcomes / abilities that all students will have on successful completion of the particular course. All Presenters, Assessors and Tutors should have standard resources provided to them by the applicant (Member) to help ensure that the course being delivered and assessed is consistent throughout the territory.

**Criteria 5: Fairness – Accessible by all who want to undertake courses**

- All applicants must demonstrate that their Coach Education courses are accessible and open to all. If there are specific entry requirements for specific courses these should be clearly stated as should the selection process for any courses with restricted access.
Criteria 6: Student Support and Records Management Systems

- The applicant (Member) must have the infrastructure to support individual students through their Coach Education courses, from the initial enquiry to post-course support.

- The applicant (Member) must have the means to securely store student files (including information on student enrolment and completed assessment tasks and tools) in a logical and consistent manner.

Criteria 7: Suitable Insurance Cover

- The applicant (Member) must ensure it has all of the insurance cover necessary/required to carry out its business, including workers compensation for employees, public liability, professional indemnity and any other insurance specific to the country that the applicant (Member) will be delivering the Cricket Coach Education course in.

Criteria 8: Understanding the obligations of Members with ICC Endorsed courses

- The applicant must have a sound understanding of the obligations of delivering an ICC Endorsed and Classified course, as outlined in Section 5 of the ICC Cricket Coach Education Endorsement and Classification Scheme – Guidelines and Application Form

Criteria 9: Recognition of Current Competency (RCC) Policy

- The applicant must have a policy and process in place for the Recognition of Current Competency (RCC) of students. If students can provide satisfactory evidence of their existing competence in a specific learning outcome they should receive recognition for that learning outcome without having to undertake that section of the course or the related assessment activities.

Criteria 10: Provide clear information to participants

- Prior to enrolment, the applicant (Member) must disseminate clear information about the following points to each participant:
  - Training course information, including content and outcomes
  - Enrolment and selection process (if appropriate)
  - Fees and charges, including fee refund procedure
  - Provisions for flexible learning options and support
The ICC Coach Education and Training Framework, for which specific minimum competency / performance criteria benchmarks have been developed, include Level A, Level B and Level C Coach Education Programs.

<table>
<thead>
<tr>
<th>ICC Coaching Level</th>
<th>Stage of Player Development</th>
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<tbody>
<tr>
<td>Level A</td>
<td>- FUNdamentals</td>
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<tr>
<td></td>
<td>- Learning to Train</td>
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<tr>
<td>Level B</td>
<td>- Training to Train</td>
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<td></td>
<td>- Training to Compete</td>
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<tr>
<td>Level C</td>
<td>- Training to Win</td>
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The following pages provide:
- Broad Competency Statements
- Performance Criteria - Generic Coaching/General Principles
- Performance Criteria – Cricket Specific

For each of the three classification levels (Levels A, B and C).
4.1 – Level A Broad Competency Statements

At the completion of this Training Program the Coach will be able to:

Plan and Prepare:
- Explain the role of the coach at this level (FUNdamentals, Learning to Train).
- Plan and prepare appropriate and safe training activities / sessions for their players.
- Identify and organise all necessary / available resources (people and equipment).
- Ensure the training environment is suitable for the session.

Conduct:
- Effectively deliver an appropriate and safe training session at this level (FUNdamentals, Learning to Train).
- Demonstrate effective group management and communication skills throughout the session.
- Provide effective skill demonstrations and practice opportunities to ensure player skill development is optimised.
- Ensure high level of participation by all players at all times.

Monitor:
- Observe and analyse player participation and development in a session and provide appropriate technical and tactical corrections to improve player experiences.
- Provide specific, positive and constructive feedback to players.
- Effectively manage the risks associated with the training activities to maintain player safety.
- Adapt coaching activities and approaches to meet the specific needs of the players and the situation.

Evaluate:
- Evaluate the achievement of the objectives of the session.
- Evaluate player enjoyment and improvement.
- Evaluate their own performance as a coach.
- Identify actions / strategies to improve ineffective coaching behaviours.

Adapt:
- Implement the identified modifications to their session activities and their coaching behaviour, based on self-reflection.
4.1.1 – Level A Performance Criteria (Generic Coaching - General Principles)

1. Role of the Coach:

1.1 Develop a player centred coaching philosophy.
1.2 Explain the different types of coaching styles and their uses.
1.3 Establish positive working relationships with players, parents, umpires and others (e.g. other coaches, club administrators / volunteers).
1.4 Outline the roles and responsibilities of the Coach in training and competition at this level (FUNdamentals / Learning to Train).
1.5 Outline the coach’s ethical responsibilities.
1.6 Identify sources of information to assist the coach to improve their coaching.

2. Safety and Player Well-Being:

2.1 Apply coaching risk management principles (identify risks, assess risks, eliminate / minimise risks) within the coaching environment.
2.2 Explain minor incident management procedures.
2.3 Identify and use appropriate training equipment.
2.4 Provide sufficient rest / recovery and drink breaks between session activities.

3. Coaching Communication:

3.1 Use communication skills to create a fun and positive cricket learning environment.
3.2 Provide clear instructions (verbal and non-verbal).
3.3 Demonstrate practical skills and activities to enhance player performance (this may involve the use of other players in skill demonstrations).
3.4 Communicate with a range of groups (e.g. parents, players with a disability, ethnic groups, others).

4. Player Development:

4.1 Deliver coaching activities which maximise participation and focus on individual player skill improvement.
4.2 Develop skill and fitness through the use of game-based (modified games) activities.

5. Coaching Teams and Squads:

5.1 Promote cooperation and teamwork between all players and team personnel.
5.2 Demonstrate group organisation skills.
5.3 Manage group behaviour in training and competition (e.g. group activities, discipline, respect) to enable learning and enjoyment for all.
5.4 Implement game-based activities which involve large and small groups of players.

6. Planning:

6.1 Plan safe and fun coaching activities (including warm-ups and cool-downs) which maximise participation.
6.2 Plan a safe and fun cricket training session which develops individual and team skills.
6.3 Work with players to set short-term individual and team goals.
4.1.2 – Level A Performance Criteria (Cricket Specific)

1. Laws of the Game:

1.1 Explain the basic laws of the game, as they relate to:
   - Number of players
   - Number of balls per over
   - Methods of dismissal
   - Scoring
   - Umpire signals
   - Playing / local regulations
   - Innings
   - Coin toss

1.2 Demonstrate the “spirit of the game”. i.e. fair play, respect, etc.

1.3 Explain / describe the fundamental fielding positions.

2. Cricket Skills:

2.1 Batting –

2.1.1 Implement introductory level skill development activities for:
   - Set-up
   - Watching the ball
   - Judgement of line and length
   - Front foot shots
   - Back foot shots
   - Running between the wickets

2.2 Bowling –

2.2.1 Implement introductory level skill development activities for:
   - Basic bowling action (straight arm)
   - Run and jump (cross over)
   - Bowling at a target

2.3 Fielding –

2.3.1 Implement introductory level skill development activities for:
   - Watching the ball
   - Ground fielding
   - Basic throwing (underarm / overarm)
   - Basic catching (close and high catches)

2.3.2 Outline the dangers of young / inexperienced players fielding too close to the wicket.

2.4 Wicket Keeping –

2.4.1 Implement introductory level skill development activities for:
   - Wicket keeping set up
   - Basic glove work
   - Watching the ball
   - Basic foot work

2.5 Captaincy –

2.5.1 Explain the role of the captain in the team.

2.5.2 Develop all players’ understanding of the batting order, bowling order and basic field placements and encourage all players to be captain at some stage).
3. Cricket Practice Organisation:

3.1 Organise fun and safe group and individual coaching activities which incorporate:
   - Fun games
   - Available resources appropriate to this level of player (FUNdamentals / Learning to Train), e.g. soft balls, cricket balls, field markers, batting gloves, wicket keeping gloves, helmets, nets, batting pads, box (personal protector), bats, etc.

4. Cricket Awareness:

4.1 Create cricket training games and activities to teach basic tactics and strategies.
4.2 Modify cricket training games and activities to meet the specific needs of a particular player or group / team / squad.
4.3 Implement introductory level activities designed to develop player understanding of:
   - The purpose of basic field positions.
   - Methods of scoring (e.g. hitting to gaps, running between wickets, boundaries).
   - Basic decision making as a bowler, fielder and batsman, etc.
   - How to play the game of cricket.
4.2 – Level B Broad Competency Statements

At the completion of this Training Program the Coach will be able to:

Plan and Prepare:

- Explain the role of the coach at this level (Training to Train, Training to Compete).
- Describe the needs of the players being coached.
- Plan a series of safe, appropriate and progressive sessions designed to meet the needs of the players.
- Source resources to meet the objectives of the series of sessions.

Conduct:

- Analyse player skill performance and improve, through the application of basic biomechanics.
- Analyse player physical performance and improve, through the application of basic physiology.
- Apply basic sports science knowledge (physical and technical) to the needs of players.
- Conduct a series of safe and progressive training sessions, which develop and challenge players (physically, technically and tactically).
- Seek player input into session activities (empowering players).

Monitor:

- Analyse player performance and improve through physical, technical and tactical corrections.
- Respond to unforeseen circumstances in training and competition, and adapt activities / strategies appropriately.

Evaluate:

- Evaluate the achievement of the objectives of the series of sessions.
- Evaluate player performance (physical, technical and tactical).
- Evaluate their own performance as a coach.
- Identify actions / strategies to improve ineffective coaching behaviours.

Adapt:

- Implement strategies to improve coaching plans, based on coach assessment and player feedback.
- Modify coaching activities to suit the needs of the players and improve the session outcomes.
1. **Role of the Coach:**

1.1 Review their own personal coaching philosophy and make changes if required, to increase their focus on the needs of the players.

1.2 Explain the need to use different coaching styles in different situations and with different players.

1.3 Explain the need to use inclusive coaching strategies, to meet the specific needs of players (stage of development, females, players with a disability, various cultural and linguistic backgrounds, etc).

1.4 Explain the importance of the coach developing and maintaining a positive coaching environment for all players, other coaches and support staff.

1.5 Identify various methods of coaching self-analysis and how these could improve their coaching, e.g.
   - Coaching diary
   - Video self-analysis (if equipment is available)
   - Mentoring
   - Athlete feedback
   - Athlete improvement / results

1.6 Interact with other coaches / specialists who may be working with an individual player.

2. **Safety and Player Well-Being:**

2.1 Identify common cricket injuries which occur as a result of ineffective training and how to avoid these.

2.2 Identify and explain injury prevention strategies, which assist in maintaining player health and well-being.

2.3 Develop, implement and review specific flexibility training activities designed to improve the flexibility of developmental / advanced players.

2.4 Explain the importance of delivering coaching activities which meet the physical, social and emotional needs of the players being coached.

3. **Coaching Communication:**

3.1 Implement communication strategies designed to meet the individual needs of players. Techniques used are to include, but not be limited to:
   - Verbal / non verbal communication
   - Active listening
   - Learning styles
   - Feedback
   - Conflict resolution
   - Questioning
   - 2-way communication between the coach and the players
   - Speaking to groups in public
   - Use of voice outside (clear instructions)
   - Use of whistle / other tools

3.2 Seek feedback from players and use this information to improve coaching.

3.3 Use technically proficient players to provide specific demonstrations.
4.2.1 – Level B Performance Criteria (Generic Coaching - General Principles)

4. Player Development:

4.1 Explain the components of fitness: (speed, strength, power, agility, endurance and flexibility).

4.2 Prioritise the development of the components of fitness relevant to cricket performance and individual player needs.

4.3 Develop physical training activities to improve each component of fitness.

4.4 Explain the physical training principles (specificity, progression, overload, variation, individuality and reversibility).

4.5 Describe coaching activities relevant to each major stage of physical growth and development.

4.6 Develop and implement skill coaching strategies that are specific and relevant to the stage of skill learning the players are in.

4.7 Develop and implement recovery activities which meet the needs of the players.

4.8 Adapt training activities and plans to continually challenge players and their rate of development.

4.9 Explain the benefits of players participating in other sports at this stage of player development (i.e. Training to Train / Training to Compete).

5. Coaching Teams and Squads:

5.1 Manage group behaviour during coaching activities to maximise participation, performance and enjoyment for all.

5.2 Provide opportunities for players to develop individual and team skills within a competitive environment.

5.3 Describe how individual player roles will be identified.

5.4 Explain the importance for player / group involvement in the development of program objectives and performance goals.

5.5 Explain the importance of a positive group culture.

5.6 Explain the impact that cultural and religious diversity may have on group / team dynamics.

6. Planning:

6.1 Plan and organise a series of safe coaching sessions that maximise player participation.

6.2 Develop and implement a progressive training plan / program which incorporates:
   - *Skill development (individual and team) activities*
   - *Physical development activities*
   - *Recovery activities*
   - *A short-medium training period (at least 1-12 weeks).*

6.3 Consider other activities / commitments of player when planning sessions and programs (e.g. school, university, work, family / friends, other sports, etc).
4.2.2 – Level B Performance Criteria (Cricket Specific)

1. Laws of the Game:

1.1 Understand the laws of the game, as they relate to:
   - Pitch requirements (length, width, crease, etc)
   - Height of stumps
   - Playing conditions

1.2 Identify and describe all commonly used fielding positions.

1.3 Umpire in junior matches.

1.4 Source detailed information relating to all laws of the game and their implementation.

1.5 Teach players the laws of the game as they relate to their training activities.

2. Cricket Skills:

2.1 Batting –

2.1.1 Implement competitive level skill development activities, which teach correct technique for:
   - Vertical bat shots
   - Horizontal bat shots

2.1.2 Develop player's abilities to explain and perform horizontal and vertical shots in the context of the game (i.e. range of shots, shot selection and shot execution).

2.1.3 Apply basic sports science principles (physical and technical) when developing player batting skills.

2.2 Bowling –

2.2.1 Describe the types of bowling (pace, wrist spin, finger spin)

2.2.2 Explain the variations available to pace bowlers (in / out swing, slower balls, etc)

2.2.3 Identify and implement competitive level skill development activities which teach correct technique for:
   - Pace bowling (types of actions, grip, whole action, where to bowl, variations, etc)
   - Wrist spin bowling (types of actions, grip, whole action, where to bowl, variations, etc)
   - Finger spin bowling (types of actions, grip, whole action, where to bowl, variations, etc)

2.2.4 Develop player's abilities to implement a basic bowling plan, based on various batter characteristics.

2.2.5 Apply basic sports science principles (physical and technical) when developing player bowling skills.

2.2.6 Explain bowler specific injury prevention strategies.

2.2.7 Coach basic ball maintenance strategies.
2.3 Fielding –

2.3.1 Implement competitive level throwing development activities, which teach correct technique, e.g.:
- Crow-hop
- Relay throw
- Side arm
- Attacking underarm

2.3.2 Implement competitive level catching development activities, which teach correct technique, e.g.:
- Below the waist
- Above the waist
- Diving
- High catching
- Soft hands

2.3.3 Implement competitive level defensive and attacking fielding activities, which teach correct technique, e.g.:
- Inner circle (defensive and attacking)
- Boundary (defensive and attacking)
- Sliding (defensive and attacking)
- Pick-up and throw (defensive and attacking)
- Apply basic sports science principles (physical and technical) when developing competitive level player fielding, catching and throwing skills.

2.4 Wicket Keeping –

2.4.1 Implement competitive level skill development activities, which teach correct technique, e.g.:
- Wicket keeping head position
- Positioning of the hands
- Feet position for off side take up and back
- Feet position for leg side take up and back
- Wicket keeping to pace bowling
- Wicket keeping to spin / slow bowling
- Apply basic sports science principles (physical and technical) when developing player wicket keeping skills.

2.5 Captaincy –

2.5.1 Develop players' understanding of competitive level match strategies (e.g. setting different fields, use of bowlers, setting the batting order, etc).

2.5.2 Develop player's understanding of the role that the captain plays in implementing match strategies.

3. Cricket Practice Organisation:

3.1 Organise safe group and individual coaching activities which incorporate:
- Net practice activities (group and 1 on 1)
- Open wicket activities
- Modified game activities
- Match simulation activities
- Available resources appropriate to this level of player (Training to Train / Training to Compete), e.g. cricket balls, field markers, batting gloves, wicket keeping gloves, helmets, nets, batting pads, box (personal protector), bats, ball machine, video camera, etc.
4. Cricket Awareness

4.1 Implement competitive level coaching activities designed to develop player’s understanding of:
   a. *Making decisions in match conditions*
   b. *Basic batting, bowling and fielding plans*
   c. *Different playing disciplines for the different formats of the game (limited over matches Vs longer versions of the game)*

4.2 Explain the key components of a successful cricket talent identification program.

4.3 Use an understanding of the principles of the game (technical, tactical and physical), and of the players being coached, to effectively manage team selection matters.

4.4 Demonstrate and encourage an awareness of the history, traditions and values of the game of cricket.
4.3 – Level C Broad Competency Statements

At the completion of this Training Program the Coach will be able to:

Plan and Prepare:

- Understand the role of the coach at this level (Training to Win).
- Collect and analyse current information to:
  - Assist in the development of their high performance players.
  - Prepare players for competition at a high performance level.
  - Consider environmental factors relating to high performance cricket.
- Plan and prepare a long term (seasonal / annual), integrated training plan for the development of high performance cricketers.
- Develop individual player long term (seasonal / annual) performance plans that link to the team plan.
- Identify and plan to use the necessary / available human resources (support staff) required to effectively deliver the program.

Conduct:

- Apply sports science knowledge (physical and technical) to the needs of a high performance team and individual players.
- Facilitate a learning environment for other cricket coaches.
- Effectively manage all program support staff.
- Use appropriate technology to assist in player development.
- Organise and conduct safe training activities and training sessions to develop and challenge high performance cricketers / teams (physically, technically and tactically).
- Use appropriate and positive communication to meet the needs of a team / individual and the situation.

Monitor:

- Monitor support staff effectiveness.
- Monitor high performance player performance and provide appropriate physical, technical and tactical corrections.
- Respond to unforeseen circumstances in training and competition, and adapt activities appropriately.
- Monitor player understanding and ownership of their development as high performance cricketers.
- Monitor player’s ability to work effectively within a high performance cricket team (training and competition) environment.

Evaluate:

- Evaluate the achievement of the objectives of the seasonal / annual plans.
- Evaluate high performance player development (physical, technical and tactical).
- Evaluate their own performance as a high performance cricket coach.
- Identify actions to change ineffective coaching behaviours.

Adapt:

- Analyse and implement appropriate modifications to a long-term (seasonal / annual) high performance cricket training plan.
- Adapt training plans based on results of tests (physical, technical, tactical and psychological) and contemporary research.
- Identify and change ineffective coaching behaviours.
4.3.1 – Level C Performance Criteria (Generic Coaching – General Principles)

1. Role of the Coach:
   1.1 Identify relevant human resource requirements that would assist their coaching program and how these may be realistically attained.
   1.2 Plan for suitable athlete support services to be available (e.g. nutritionist, physiotherapist, biomechanist, sports psychologist, etc).
   1.3 Ensure support staff / specialists needs are met.
   1.4 Plan, implement and review strategies designed to improve areas of their own coaching, and the performance of the support staff, which are identified as needing improvement.
   1.5 Identify the key elements of a positive team culture.
   1.6 Implement intrinsic and extrinsic player motivation strategies.
   1.7 Implement strategies to develop a “winning culture”.
   1.8 Encourage and manage a positive learning environment for other cricket coaches (e.g. assistant coaches, specialist coaches, visiting coaches, etc).

2. Safety and Player Well-Being:
   2.1 Identify common sport injuries suffered by high performance cricketers.
   2.2 Identify coaching strategies to prevent common injuries occurring in their players.
   2.3 In conjunction with sports medicine personnel (if available), plan a rehabilitation program for a player suffering a common injury, to allow them to be quickly and safely re-introduced to competition.
   2.4 Identify the key benefits of recovery training for player performance.
   2.5 In the event of not having access to specialist support staff, coaches will be able to identify recovery training methods and their relevance to high performance players, e.g.: Session cool-downs, Massage, Hydrotherapy (water activities), Stretching, Active recovery, Ice therapy, Heat therapy, Progressive muscular relaxation (PMR), Meditation, Post exercise nutrition.
   2.6 Advise athletes of appropriate training and competition diets.
   2.7 Identify the components of a suitable fluid replacement regime for players.
   2.8 Plan for effective time management as a high performance coach.
   2.9 Outline the importance of having a coaching career goal / plan.
   2.10 Develop a personal coaching career plan.
   2.11 Recognise the role of the high performance coach in the area of anti-doping.
   2.12 Recognise the role of the high performance coach in the area of anti-corruption.

3. Coaching Communication:
   3.1 Facilitate player lead analysis of training and match performance.
   3.2 Encourage players to develop individual and team improvement strategies / activities.
   3.3 Provide specific, technical feedback to players.
   3.4 Encourage players to ask questions and to gain an understanding of their training plan.
   3.5 Use available training aids / technology to assist in communicating with the players (e.g. video footage, etc).
   3.6 Develop player self-reflection skills.
4.3.1 – Level C Performance Criteria (Generic Coaching – General Principles)
Continued...

4. Player Development:

4.1 Outline the common characteristics of world class elite players.
4.2 Use knowledge of the common characteristics of elite players to identify and develop talent.
4.3 Work with support staff (specialists) if available, to implement a cricket specific physiological testing program that will assist to improve high performance player performance.
4.4 Accurately analyse the specific movement patterns of high performance players.
4.5 Recommend changes to specific movement patterns / techniques of a high performance player, based on the analysis of the athlete’s movement.
4.6 Establish long and short term goals with high performance players.
4.7 Recognise the need for and apply stress management, arousal control and mental rehearsal techniques with high performance players.

5. Coaching Teams and Squads:

5.1 Identify and use senior players to develop a leadership group within the team / squad to provide player ownership and responsibility.
5.2 Identify the importance for player / group involvement in the development of program objectives and high performance goals.
5.3 Identify the specific roles of individual players within the team / squad.
5.4 Create a highly competitive and positive environment to allow the achievement of individual and team high performance outcomes.
5.5 Meet the needs of the individual players within the team / squad and team / squad as a unit.
5.6 Develop both individual player and team / squad game plans.
5.7 Accurately assess the effectiveness of their own coaching in the high performance team / squad environment and to make appropriate alterations as required.
5.8 List the roles and responsibilities of support staff within their program.
5.9 Provide constructive feedback and support to all support staff.
5.10 Use available coaching aides / technology to assist in analysing match performance.

6. Planning:

6.1 Plan and conduct an individual player needs analysis, (including – psychological, physiological, tactical and skill tests), to assess the player’s strengths and weaknesses and ability to perform at the high performance level.
6.2 Work with high performance players to develop specific, measurable, achievable and time focused performance goals (short and long-term).
6.3 Understand the phases of the training year as they relate to high performance cricket.
6.4 Develop a specifically designed long-term (12- month), periodised coaching plan for high performance players. Integrate the following into the plan:
   - The training phases of the year
   - Microcycles (short-term training blocks)
   - Macrocycles (medium-term training blocks)
   - Mesocycles (long-term training blocks)
   - Physical training
   - Psychological skills training
   - Recovery training
   - Technical and tactical skills training
   - Cross training / other sporting activities
4.3.2 – Level C Performance Criteria (Cricket Specific)

1. Laws of the Game:

1.1 Understand playing conditions applied to specific tournaments / events.
1.2 Understand and communicate relevant player codes of conduct.
1.3 Identify aspects of illegal bowling actions.
1.4 Understand and communicate relevant anti-doping and anti-corruption policies.

2. Cricket Skills:

2.1 Batting – “Developing High Performance Talent”

2.1.1 Apply and adapt specific batting techniques, to meet the needs of the competitive situation (e.g. status of the game, environmental conditions, types of bowlers, etc).
2.1.2 Develop player skills to adapt advanced batting tactics, to meet the needs of the competitive situation (e.g. rotating the strike, building partnerships, changing the tempo, attacking the weaknesses of bowlers and fielders, etc).
2.1.3 Develop shot innovation skills in batsmen.
2.1.4 Develop player’s ability to bat effectively in various forms of the game (limited overs matches, versus longer forms).
2.1.5 Develop player’s ability to self-analyse and self-correct their batting performances.
2.1.6 Use available training aides / technology to assist in analysing batting technique / performance (e.g. video footage, etc).
2.1.7 Assist players to develop individual batting routines.

2.2 Bowling – “Developing High Performance Talent”

2.2.1 Develop and implement specific bowling plans.
2.2.2 Develop player skills to adapt bowling techniques and tactics, to meet the needs of the competitive situation (e.g. status of the game, environmental conditions, types of batsmen, etc).
2.2.3 Develop player’s ability to bowl effectively in various forms of the game (limited over matches, versus longer forms).
2.2.4 Identify and implement high performance skill development activities for:
   - **Pace bowling variations** (in-swing, out-swing, reverse-swing, slower ball, bouncer, yorker, etc).
2.2.5 Identify and implement high performance skill development activities for:
   - **Wrist and finger spin bowling variations** (leg-break, slider, flipper, wrong-un, Top spinner, floater, arm ball, doosra, the use of the crease at delivery, etc).
2.2.6 Develop player’s ability to self-analyse and self-correct their bowling technique and performances.
2.2.7 Develop player’s ability to bowl effectively in various forms of the game (limited overs matches, versus longer forms)
2.2.8 Use available training aides / technology to assist in analysing bowling technique / performance (e.g. video footage, etc).
2.2.9 Assist players to develop individual bowling routines.
2.3 Fielding – “Developing High Performance Talent”

2.3.1 Identify and implement high performance skill development activities for:
- Tactics linked to specific fielding positions
- Creating pressure.
- Specialised positional skills (e.g. slips, gully, short-leg, mid-wicket, etc).
- Quick release throwing methods.
- In-field throwing
- Out-field throwing

2.3.2 Identify and implement relevant tactical strategies to adapt different field placings, based on the opposition / situation.

2.3.3 Use available training aids / technology to assist in analysing fielding technique / performance (e.g. video footage, etc).

2.3.4 Develop player’s ability to self-analyse and self-correct their fielding technique and performances.

2.3.4 Assist players to develop individual fielding routines.

2.4 Wicket Keeping – “Developing High Performance Talent”

2.4.1 Identify and implement high performance wicket keeping skill development activities for:
- Diving
- Working effectively with first slip
- Wicket keeping in different conditions (e.g. bounce, carry, pace, turn, etc).
- Pace
- Leg spin
- Finger spin

2.4.2 Use available training aids / technology to assist in analysing wicket keeping technique / performance (e.g. video footage, etc).

2.4.3 Develop player’s ability to self-analyse and self-correct their wicket keeping technique and performances.

2.4.5 Assist players to develop individual wicket keeping routines.

2.5 Captaincy –

2.5.1 Identify the key player characteristics / skills / knowledge required to captain at the high performance level.

2.5.2 Develop players’ understanding of different pitch and outfield conditions and the effect these conditions may have on a match.

2.5.3 Develop player’s ability to make effective captaincy decisions based on factors such as:
- The opposition (strengths and weaknesses)
- The status of the game
- The playing conditions
- Others

2.5.4 Develop player’s ability to captain effectively in various forms of the game (limited overs matches, versus longer forms).

2.5.5 Develop player’s ability to develop a positive team culture, involving all players, coaches and support staff.

2.5.6 Assist captains to develop individual captaincy routines.
3. **Cricket Practice Organisation:**

3.1 Plan and implement match specific, innovative, individual and team focused high performance training activities (physical, technical, tactical and psychological).

3.2 Facilitate individual high performance player coaching (1 on 1).

3.3 Source available specialist assistance as required.

3.4 Facilitate player driven training activities to develop player understanding and ownership of performance.

4. **Cricket Awareness:**

4.1 Demonstrate and encourage an awareness of the history, traditions and values of the game of Cricket.

4.2 Use all available resources to prepare high performance players and analyse their performances in all forms of the game.

4.3 Understand effective tactical decisions in match situations in all forms of the game and assist the team, through the captain, to implement these appropriately.

4.4 Identify and understand various types of pitch behaviours.

4.5 Develop player’s understanding of effective training, pre-match, during match and post match routines.
5. Obligations of ICC Endorsed Coach Education Courses

Prior to ICC Endorsement being granted, it is essential that applicants (Members) understand and agree to comply with a number of ICC Endorsement Obligations, as outlined within this section of the Guidelines.

An ICC Assessor will assess an applicant’s (Member’s) level of understanding of these obligations as a part of the application process and then once ICC endorsement and classification has been granted, the ICC will monitor each applicant (Member) throughout the registration period in order to ensure that all of the following obligations are being met.

**Administrative and Reporting Compliance**

a. ICC endorsed Cricket Coach Education courses must continue to adhere to all ten ICC Endorsement Criteria at all times (refer to Section 3 of this document - Endorsement Criteria and Evidence Examples).

b. ICC endorsed courses must **always** be organised, conducted and assessed in accordance with the information provided by the applicant (Member) during the assessment process.

c. Marketing and advertising of ICC Endorsed and Classified courses must be done in a clear, accurate and ethical manner so that client expectation of training program outcomes is consistent with actual outcomes.

d. The ICC logo must only be used on qualifications and marketing materials directly related to ICC Endorsed Coach Education courses or as approved by the ICC.

e. The applicant (Member) must ensure the safeguard of confidential client/student information. This includes ensuring that, except by law, information about a client is not disclosed to a third party without written consent.

f. Applicants (Members) for ICC Endorsed and Classified Cricket Coach Education Courses must accept regular checks by the ICC or its identified representatives to conduct on-site evaluations of its delivery of ICC Endorsed and Classified Cricket Coach Education Courses and compliance to ICC policies, criteria and procedures as outlined in this document (ICC Cricket Coach Education Endorsement and Classification Scheme – Guidelines and Application Form).
Presenters, Assessors and Tutors

g. Owners of ICC Endorsed Coach Education courses must ensure that their Presenters, Assessors and Tutors receive ongoing support and training to continually enhance their skills.

h. Owners of ICC endorsed coach education courses must accept that the ICC or its delegate may at any time conduct a review of any of their Assessors, Presenters and Tutors.

Cancellation of ICC Endorsement Status

i. Cancellation of ICC endorsement or classification may occur in the event of any of the following:
   - The course structure or content being altered in any way
   - Failure to comply with Section 5 of the ICC Cricket Coach Education Endorsement and Classification Scheme – Guidelines and Application Form
   - Opting to voluntarily cancel their ICC endorsement status

j. Where the ICC determines at its sole discretion that the owner of an ICC endorsed course has failed to maintain its ICC Endorsed Education Program Obligations (refer to Section 5 of the ICC Cricket Coach Education Endorsement and Classification Scheme – Guidelines and Application Form), the following procedure will be adopted:
   - The ICC will issue the applicant (Member) with a written breach notice setting out the specifics of its failure to meet the ICC Obligations. The breach notice will specify a timeframe within which the applicant (Member) must rectify the breach. In determining this timeframe the ICC will take into account the severity and risks associated with the breach.
   - If the applicant (Member) fails to rectify in accordance with the breach notice, the ICC at its sole discretion, may either elect to extend the rectification period or cancel the Member’s Coach Education Course status.
6. Appendices

ICC Cricket Coach Education Endorsement and Classification Scheme
Application Form

Please complete the following application form and attach policies and evidence as requested then submit to:

Ben Leaver
Member Services Officer- Education and Training
Phone: +971 4 368 8300
Fax: +971 4 368 8080
Email: ben.leaver@icc-cricket.com
Post: PO Box 500 070, Dubai, United Arab Emirates
Appendix A

ICC Cricket Coach Education Endorsement and Classification Scheme

Application Form

1. Name of Cricket Board?

2. Nominated contact person?

3. Contact details
   Email address:
   Telephone number:
   Fax:

4. Name of Coach Education course being submitted?

5. Classification level seeking for this specific coach education course?
   Select one from drop down list

6. Who developed / wrote this education course?

7. When was this course developed / written?

8. Is there a scheduled year or date when this course will be reviewed / updated?
   □ Yes  □ No
   If yes, when?

9. Has this coach education course been developed on the principles of competency based training?
   □ Yes  □ No

10. Does the National Cricket Federation control and manage the delivery of this course?
    □ Yes  □ No
    If yes, how?
11. Is a fee charged to participants to attend this course?
☐ Yes  ☐ No

If yes, do you charge to make a profit or just to cover costs?

12. Do you deliver this course outside of your own country?
☐ Yes  ☐ No

If yes, please provide details of where?

13. What systems and controls do you have in place to ensure consistent and high quality delivery of this course throughout your territory? (please detail)

14. What administrative systems do you have in place to manage this education course? (please detail)

15. What systems and methods do you have in place to securely retain and store all of the records and data related to this education course?

16. In addition to successfully completing the education course are there additional requirements placed on participants in order to receive or remain accredited such as x number of hours coaching, x number of hours of professional development activities etc?

☐ Yes  ☐ No

If yes, please detail or attach relevant documentation.
In addition to completing this form applicants are also requested to submit the following documents for assessment or as evidence of having appropriate systems, processes and policies in place.

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<th>Document / Evidence</th>
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<th>Comments</th>
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<td>Course syllabus (including assessment details and methods)*</td>
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<td>All course resources:*</td>
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<td>Recognition of Current Competency (RCC) policy</td>
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*if posting, please provide 3 copies of these documents so that a copy can be sent to the selected three members of the CEAP assessment panel for assessment.

Please complete the application form and attach policies and evidence as requested then submit to:

**Ben Leaver**  
**Member Services Officer- Education and Training**  
Phone: +971 4 382 8800  
Fax: +971 4 382 8600  
Email: ben.leaver@icc-cricket.com  
Post: PO Box 500 070, Dubai, United Arab Emirates