

IICUS with Cricket Australia and the Cricket Association of Nepal



BTEC in Cricket Umpiring:

Kathmandu, Nepal,

Hotel de l'Annapurna

30th September– 5th October 2008

Course Tutors: Darren Goodger
Denis Burns



*"The Spirit of Cricket is
the soul of the game"*

Durga Nath Subedi, C.A.N.
30th September 2008



In March 2008 Peter Hughes and Denis Burns, together with representatives of Edexcel International, met with Ross Turner of Cricket Australia's Global Development Program to discuss the possibility of CA trialling the IICUS BTEC. Six months later Cricket Australia funded the pilot project in Kathmandu, Nepal.

Left to Right: Peter Hughes IICUS, Ross Turner CA, JC Fong, Edexcel International, AU Yong Edexcel International, Denis Burns IICUS meet in Kuala Lumpur



Kathmandu nestles in a valley within the foothills of the Himalayas. Many of the course participants travelled from outlying areas with some journeys taking up to 18 hours by bus. 16 experienced umpires, some with ODI experience, committed themselves to an intensive, interactive, and rewarding programme for 6 days.

Nepal is a deeply religious society in which cricket is played and revered as a sport. The hospitality and genuine openness of the Cricket Association of Nepal (CAN) was a truly humbling experience. CAN are committed to excellence in all aspects of cricket and the IICUS BTEC is regarded as a catalyst to further the professional development of the umpiring community of Nepal. IICUS wishes to express its gratitude to Cricket Australia, and in particular to the work of Ross Turner, for their generous funding this pilot project.

Left to Right: His Excellency Mr. Graeme Lade, Australian Ambassador to Nepal, Mr. Binay Raj Pandey, President of C.A.N., Shriharsh Koirala, Vice President C.A.N., Tanka P. Paneru, Treasurer C.A.N., Ross Turner, Cricket Australia, Tarak M. Dixit, C.A.N.



The course opened at the Hotel de la Annapurna on 30th September amid intense television and press interest. The Australian Ambassador to Nepal, His Excellency Mr. Graeme Lade, opened the course by welcoming all the participants and reminding everyone of the progress made by C.A.N. in all aspects of cricket, including international success in Under 19s and Women's competitions. The President of C.A.N., Mr. Binay Raj Pandey, welcomed everyone and discussed the course within the context of cricket

development in Nepal and, in particular, the professional development of umpires. Ross Turner of Cricket Australia's Global Development Program introduced participants to the structure of the IICUS BTEC and explained the role played by CA in leading such developments in Asia.

Course members get to grips with the range IICUS documentation during a workshop session. Photo shows Unit 1 Learner's Handbook and Assessment Book. IICUS materials have been developed between colleagues in the UK and NSW/CUSA.



Documentation has been produced with our printers, PMW, in digital print-runs which allow us to edit and fine-tune our materials at short notice.



Important aspects of the IICUS BTEC are teamwork and role-play. Buddhi Bahadur Pradhan and Durga Nath Subedi take the lead in demonstrating a range of man-management and conflict-resolution techniques.

Full participation was assured with a highly motivated group of experienced umpires. Course members were able to work in groups and experience peer-tutoring as they completed assessments.

Practical sessions on field . technique took place within the hotel grounds. Darren Goodger demonstrates aspects of visioning and focusing before putting course members through their paces in practical scenarios.



Questioning and discussion are crucial aspects of any programme of study. Course members take the opportunity to ask a range of questions relating to field-craft. Discussions and demonstrations with Darren ensure that the Laws are contextualised and fully understood.



Darren directs course members on positioning techniques. This was a very popular aspect of the programme and evaluations revealed that all participants valued the intensity and learning that resulted from these sessions.

How do you move into position when an injured striker has a runner? Practical scenarios are a vital part of learning when you need to embed procedures into an umpire's behaviour and movement.



Back into the classroom to discuss the learning that has taken place and complete a range of assessments. Group support and simulation help to consolidate the points learned . followed by video analysis to aid further study and interpretation.

Darren Goodger and Denis Burns reflect on the learning that has taken place and plan further role-plays to stretch course members and decide to concentrate on aspects of communication skills and man-management.

An essential aspect of the BTEC programme is the assessment for learning that takes place all the way through the programme. Tutors need to satisfy themselves, and learners, that the learning outcomes of the Unit have been met. This knowledge allows tutors to target individual course members who may need further support in achieving their targets of study. Tutors are also able to demonstrate supportive and productive team-work to course members.



Constant evaluation of progress also allows the tutors to accelerate the program and control the pace of learning to ensure that course members are fully stimulated and engaged.



Back to the classroom to complete assessments and consolidate the learning that has taken place.

Varying activities ensures that the momentum and pace of sessions are maintained.

Course members are introduced to the Critical Self-Analysis section of Unit 3. Pairs of umpires prepare for field-work whilst the pitch is made ready.



This was the opportunity for candidates to apply their learning and demonstrate the knowledge, skills, and techniques learned throughout the week.

The Himalayan foothills provide a perfect backdrop to a game of cricket.



Darren marks the coursework of two candidates. Instant feedback is an important aspect of assessment for learning. Learners can use the feedback to assess their areas of strength and those areas in need of further development and study.

The end of the course arrives far too quickly and participants are directed to the Banqueting Hall of the Hotel LqAnnapurna.



Course members are awarded their attendance certificates for Units 1 and 2. The final BTEC will be awarded by Edexcel International on completion of the Critical Self-Analysis section of Unit 3.

Course members:

Buddhi Bahadur Pradhan

Vinay Kumar Jha

Mohammed Shafique

Ram Kailash Yadav

Himal Raj Giri

Shailendra Raj Nepal

Adhip Pradhan

Durga Nath Subedi

Sanjay Gurung

Shirish Kumar Upadhayay

Rajendra Bahadur Chand

Manmohan Lamsal

Hira Lal Raut

Raman Shiwakoti

Manohar Adhikari

Congratulations to all our course members who studied and worked so successfully throughout the week.

The next two pages contain a synopsis of the completed Learner Evaluations of the Nepalese Programme:

IICUS BTEC Cricket Umpiring

Synopsis: all % rounded up to ± 2%

Unit Evaluation Form Learner

Unit Numbers 1 and 2

IICUS aims to continually improve its courses and support for students. Please help us to assess the value of our course by completing this questionnaire. Your comments will help us to improve our provision and training.

Tutors Darren Goodger, Denis Burns

Number of Learners: 16

Venue: Hotel de l'Annapurna, Kathmandu

Date: 30th Sept - 5th Oct 2008

Please tick a box in the table below to indicate your rating of each statement

1 is agree strongly

4 is don't agree

	1	2	3	4
I felt welcomed by IICUS	100			
Learning objectives of the unit were clearly explained	100			
I felt challenged by the content of the unit	100			
I thought the content was too difficult for me			10	90
I thought the content was too easy for me				100
The unit was paced appropriately	100			
I was able to participate	100			
The PowerPoint presentations were clear	100			
The PowerPoint presentations were useful	100			
The handouts were clear	100			
The handouts were useful	100			
The tutors were well prepared	100			
The demonstrations were useful and relevant	100			
The tutors were responsive to my learning needs	100			
The arrangements for assessments were made clear	100			
I had enough time to answer questions	80	20		
Overall, the units were useful to me	100			
My learning disabilities were catered for ¹	NA			
The teaching room and facilities were appropriate	100			
I would recommend an IICUS course to a friend	100			

IICUS will take your comments seriously. Please help us to improve our courses by taking time to answer the following questions:

¹ This question is for learners with learning disabilities. If not applicable please leave blank.

- 1 If the unit did not meet your expectations, please explain why.

All candidates stated that the programme exceeded their expectations, particularly in the areas of man-management and field-craft. Two candidates stated that more video analysis would have added to their experience, especially in the area of decision-making. Three candidates stated that assessment requirements made excessive demands on their time.

- 2 What were the best things about the unit?

There was unanimous agreement that the practical and interactive nature of the programme was a highlight. All candidates agreed that the provision of time for discussion and reflection aided their learning. Practical field-craft demonstrations were very popular and the range of video/animation analysis was welcomed as a learning resource. All candidates were complimentary about the support offered by course tutors – all commented that the 'non-threatening' atmosphere of the programme enabled them to discuss perceived weaknesses without fear of criticism.

- 3 What aspects, if any, would you change for the future?

Four candidates suggested that the programme should be over a period of two weeks to enable more consolidation of acquired knowledge and skills.

- 4 What new skills have you learnt that you think you will be able to put into practice?

There was unanimous agreement that the emphasis on communication skills gave confidence and assurance when dealing with facilitating the game and dealing with issues of conflict-resolution. There was also unanimous agreement on the success of practical field techniques which encouraged candidates to adopt a structured and sequenced approach to decision-making. Many candidates noted that the programme gave them confidence and increased their self-esteem as umpires.

It has been an honour to deliver this course to the Cricket Association of Nepal. IICUS is grateful to Cricket Australia for its generosity, cooperation, and assistance in sponsoring this event in Kathmandu.

Thank you for completing this evaluation form.