

# **Pearson Edexcel Level 3 Certificate in Achieving Excellence in Sports Performance**

# **Pearson Edexcel Level 3 NVQ Diploma in Achieving Excellence in Sports Performance**

## **Specification**

NVQ/Competence-based qualifications

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This specification is Issue 2. Key changes listed in summary table on next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

These qualifications were previously entitled:

Pearson Edexcel Level 3 Certificate in Achieving Excellence in Sports Performance (QCF)

Pearson Edexcel Level 3 NVQ Diploma in Achieving Excellence in Sports Performance (QCF)

The QNs remain the same.

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*All information in this specification is correct at time of publication.*

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## Summary of Achieving Excellence in Sports Performance specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	Section 2
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 11
Guided learning definition updated	Section 11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website, [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



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# Purpose of this specification

This specification sets out:

- the objectives of the qualifications
- any other qualifications that a learner must have completed before taking these qualifications
- any prior knowledge, skills or understanding which the learner is required to have before taking these qualifications
- the combination of units that a learner must have completed before the qualifications will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualifications will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualifications
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Frameworks in which the qualifications is/are included, where appropriate.

# 1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

## What are NVQ/Competence-based qualifications?

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National Vocational Qualifications (NVQs) and Competence-based qualifications reflect the skills and knowledge needed to do a job effectively. They are work-based qualifications that give learners the opportunity to demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are outcome-based with no fixed learning programme, allowing flexibility in their delivery to meet the individual learner's needs. The qualifications are based on the National Occupational Standards (NOS) for the sector, which define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

Most NVQ/Competence-based qualifications form the competence component of Apprenticeship Frameworks. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

## Sizes of NVQ/Competence-based qualifications

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For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification. Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## 2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 Certificate in Achieving Excellence in Sports Performance
Qualification Number (QN)	601/3794/0
Regulation start date	22/07/2014
Operational start date	01/08/2014
Approved age ranges	16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	26
Assessment	Portfolio of Evidence (internal assessment)
Total Qualification Time (TQT)	260
Guided learning hours	180
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.  Learners joining this qualification are required to be 16 years of age. They must also be enrolled on an Apprenticeship in Achieving Sport Excellence (AASE) Programme.  However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 9, Access and Recruitment</i> ).
Funding	For details on funding availability, please check the Learning Aims Reference Service (LARS), which replaces the Learning Aim Reference Application (LARA).

Qualification title	Pearson Edexcel Level 3 NVQ Diploma in Achieving Excellence in Sports Performance
Qualification Number (QN)	601/4047/1
Regulation start date	22/07/2014
Operational start date	01/08/2014
Approved age ranges	16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	64
Assessment	Portfolio of Evidence (internal assessment)
Total Qualification Time (TQT)	640
Guided learning hours	463
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.  Learners joining this qualification are required to be 16 years of age. They must also be enrolled on an Apprenticeship in Achieving Sport Excellence (AASE) Programme.  However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 9, Access and Recruitment</i> ).
Funding	For details on funding availability, please check the Learning Aims Reference Service (LARS), which replaces the Learning Aim Reference Application (LARA).

## Qualification Number and qualification title

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in our *UK Information Manual*, available on our website at [www.qualifications.pearson.com](http://www.qualifications.pearson.com)

## Qualifications objectives

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**The Pearson Edexcel Level 3 Certificate in Achieving Excellence in Sports Performance is for learners who work in, or who want to work in the leisure, sport and fitness sectors.**

It gives learners the opportunity to:

- demonstrate competence in the leisure, sport and fitness sectors
- develop knowledge related to elite sports training environments, specifically the training environment of their chosen sport
- develop skills in achieving excellence in their sport are seeking as their main career goal
- learn about how to perform at the highest level in their chosen sport
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning

**The Pearson Edexcel Level 3 NVQ Diploma in Achieving Excellence in Sports Performance is for learners who work in, or who want to work in the leisure, sport and fitness sectors.**

It gives learners the opportunity to:

- progress from the Pearson Edexcel Level 3 Certificate in Achieving Excellence in Sports Performance
- demonstrate competence in the leisure, sport and fitness sectors
- develop knowledge related to elite sports training environments, specifically the training environment of their chosen sport
- develop skills in achieving excellence in their sport are seeking as their main career goal
- learn about how to perform at the highest level in their chosen sport
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning
- develop opportunities for learners to enter alternative roles within the active leisure and learning sector

## Relationship with previous qualifications

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These qualifications are a direct replacement for the Pearson Edexcel Level 3 Certificate in Achieving Excellence in Sports Performance and the Pearson Edexcel Level 3 Diploma in Achieving Excellence in Sports Performance.

## Apprenticeships

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SkillsActive includes the Pearson Edexcel Level 3 Certificate and Diploma in Achieving Excellence in Sports Performance as the competence component for the Advanced Level Apprenticeship in Sporting Excellence. The Pearson Edexcel Level 3 NVQ Diploma is in pathway one and the Pearson Edexcel Level 3 Certificate is in pathway two.

## Progression opportunities

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Learners who have achieved the Pearson Edexcel Level 3 Certificate in Achieving Excellence in Sports Performance and the Pearson Edexcel Level 3 NVQ Diploma in Achieving Excellence in Sports Performance will be able to progress into 'full time' sports performance (professional or otherwise), performing at the highest level, or into employment elsewhere in the active leisure and learning sector.

If learners wish to continue into further education, they can progress onto the Pearson BTEC Level 4 HNC Diploma in Sport, Pearson BTEC Level 4 HNC Diploma in Sport and Exercise Science or Pearson Edexcel Level 4 NVQ Diploma in Spectator Safety Management.

## Industry support and recognition

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These qualifications are supported by SkillsActive, the Sector Skills Council for Active Leisure, Learning and Well-being.

SkillsActive approves the Pearson Edexcel Level 3 Certificate in Achieving Excellence in Sporting Performance and the Pearson Edexcel Level 3 NVQ Diploma in Achieving Excellence in Sporting Performance.

### 3 Qualification structures

#### Pearson Edexcel Level 3 Certificate in Achieving Excellence in Sports Performance

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	26
GLH	180

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
3	K/506/1457	Develop Own Career in a Sport	2	2	15
4	H/506/1456	Work in a Healthy and Safe Way at Training and Competition Venues	2	2	15
12	M/506/1461	Develop Own Tactical Skills to Achieve Excellence in a Sport	3	4	20
13	T/506/1462	Develop Own Technical Skills to Achieve Excellence in a Sport	3	3	20
14	K/506/1460	Develop Own Physical Capability to Achieve Excellence in a Sport	3	4	30
15	T/506/1459	Develop Own Nutritional Programme to Achieve Excellence in a Sport	3	2	15
16	M/506/1458	Develop Own Psychological Skills to Achieve Excellence in a Sport	3	4	30
17	A/506/1463	Manage Own Lifestyle to Achieve Excellence in a Sport	3	2	15
18	D/506/1455	Communicate Effectively with Other People to Achieve Excellence in Sport	3	3	20

## Pearson Edexcel Level 3 NVQ Diploma in Achieving Excellence in Sports Performance

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	64
GLH	463

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	K/506/1068	Understanding how to Develop Own Career in Sport	2	2	15
2	M/506/0973	Understanding Health and Safety at Training and Competition Venues	2	3	20
3	K/506/1457	Develop own Career in a Sport	2	2	15
4	H/506/1456	Work in a Healthy and Safe Way at Training and Competition Venues	2	2	15
5	H/506/2834	Understanding Technical Skills to Achieve Excellence in Sport	3	4	30
6	H/506/1084	Understanding Tactical Skills to Achieve Excellence in Sport	3	4	30
7	Y/506/1079	Understanding Physical Capability to Achieve Excellence in Sport	3	4	30
8	L/506/4500	Understanding Nutrition to Achieve Excellence in Sport	3	2	20
9	H/506/4499	Understanding Psychological Skills and Attitudes in Relation to Excellence in Sport	3	4	30
10	M/506/1069	Understanding Lifestyle to Achieve Excellence in Sport	3	2	15
11	H/506/0940	Understanding Communication and Teamwork to Achieve Excellence in Sport	3	4	30
12	M/506/1461	Develop own Tactical Skills to Achieve Excellence in a Sport	3	4	20
13	T/506/1462	Develop Own Technical Skills to Achieve Excellence in a Sport	3	3	20
14	K/506/1460	Develop Own Physical Capability to Achieve Excellence in a Sport	3	4	30

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
15	T/506/1459	Develop Own Nutritional Programme to Achieve Excellence in a Sport	3	2	15
16	M/506/1458	Develop Own Psychological Skills to Achieve Excellence in a Sport	3	4	30
17	A/506/1463	Manage own Lifestyle to Achieve Excellence in a Sport	3	2	15
18	D/506/1455	Communicate Effectively with Other People to Achieve Excellence in Sport	3	3	20
19	J/601/2101	Understanding the Fundamentals of Coaching Sport	2	3	22
20	Y/601/2104	Understanding How to Develop Participants through Coaching Sport	2	2	12
21	H/601/2106	Supporting Participant(s)' Lifestyle through Coaching Sport	2	2	16
22	M/601/2108	Understanding the Principles of Safe and Equitable Coaching Practice	2	2	13

## 4 Assessment

These qualifications are assessed through an externally verified Portfolio of Evidence made up of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met, the assessment record must be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes is:

<b>Valid</b>	relevant to the standards for which competence is claimed
<b>Authentic</b>	produced by the learner
<b>Current</b>	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
<b>Reliable</b>	indicates that the learner can consistently perform at this level
<b>Sufficient</b>	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- current practice where evidence is generated from a current job role
- a programme of development where evidence comes from assessment opportunities built into a learning programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy
- **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- a combination of these.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at [www.edexcel.com/policies](http://www.edexcel.com/policies)

## Assessment strategy

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The assessment strategy for these qualifications is included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualifications to ensure that they remain valid and reliable. It has been developed by SkillsActive in partnership with employers, training providers, awarding organisations and the regulatory authorities.

## Types of evidence

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To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria as well as the requirements of the SkillsActive assessment strategy. As stated in the assessment strategy, the evidence for these qualifications can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introductions in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

## Assessment of knowledge

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These qualifications consist of the following knowledge-based units:

- Unit 1** K/506/1068 Understanding how to Develop Own Career in Sport
- Unit 2** M/506/0973 Understanding Health and Safety at Training and Competition Venues
- Unit 5** H/506/2834 Understanding Technical Skills to Achieve Excellence in Sport
- Unit 6** H/506/1084 Understanding Tactical Skills to Achieve Excellence in Sport
- Unit 7** Y/506/1079 Understanding Physical Capability to Achieve Excellence in Sport
- Unit 8** L/506/4500 Understanding Nutrition to Achieve Excellence in Sport
- Unit 9** H/506/4499 Understanding Psychological Skills and Attitudes in Relation to Excellence in Sport
- Unit 10** M/506/1069 Understanding Lifestyle to Achieve Excellence in Sport
- Unit 11** H/506/0940 Understanding Communication and Teamwork to Achieve Excellence in Sport
- Unit 19** J/601/2101 Understanding the Fundamentals of Coaching Sport
- Unit 20** Y/601/2104 Understanding how to Develop Participants through Coaching Sport
- Unit 21** H/601/2106 Supporting Participant(s)' Lifestyle through Coaching Sport
- Unit 22** M/601/2108 Understanding the Principles of Safe and Equitable Coaching Practice

These units must be assessed in line with the SkillsActive assessment strategy. Any specific assessment requirements for these units are stated in the unit introductions in *Section 11*.

Centres need to look closely at the verbs used for each assessment criterion in these units when devising the assessment to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements. Any assignment brief should indicate clearly, which assessment criteria are being targeted.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment. To avoid over-assessment, centres are encouraged to link delivery and assessment across the knowledge-based units.

## 5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualifications.

### General resource requirements

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- Centres must have the appropriate physical resources to support delivery and assessment of the qualifications. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment strategy in Annex A. Staff assessing learners must meet the occupational competence requirements within the overarching assessment strategy for the sector.
- There must be systems in place to ensure the continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualifications.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see Section 9 Access and recruitment and Section 10 Access to qualifications for learners with disabilities or specific needs. For full details on the Equality Act 2010, please go to [www.legislation.gov.uk](http://www.legislation.gov.uk)

### Specific resource requirements

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Each qualification is designed to support learners working in the active leisure and learning sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe A: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

## 6 Centre recognition and approval

### Centre recognition

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Centres that have not previously offered Edexcel vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Edexcel vocational qualifications is available at [www.pearsonwbl.edexcel.com/qualifications-approval](http://www.pearsonwbl.edexcel.com/qualifications-approval)

### Approvals agreement

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All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Edexcel NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites
- and throughput of learners
- and turnover of assessors
- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the *UK NVQ Quality Assurance Centre Handbook* and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at [www.pearsonwbl.edexcel.com/NVQ-competence-based](http://www.pearsonwbl.edexcel.com/NVQ-competence-based)

## 8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning,) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

- Those planning the programme should aim to address the occupational nature of the qualification by:
- engaging with learners through planned induction initially and then through the involvement of learners in planning for assessment opportunities
- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors
- taking advantage of suitable digital methods to capture evidence.

## 9 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10 Access to qualifications for learners with disabilities or specific needs*.

## 10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website, [www.qualifications.pearson.com](http://www.qualifications.pearson.com)

# 11 Unit format

Each unit has the following sections.

## Unit title

This is the formal title of the unit that will appear on the learner's certificate.

## Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

## Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

## Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

## Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

## Unit aim

This gives a summary of what the unit aims to do.

## Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

## Learning outcomes

The learning outcomes set out what a learner will know, understand or be able to do as the result of a process of learning.

## Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

## Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

## Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Support materials* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

# Unit 1: Understanding How to Develop Own Career in Sport

**Unit reference number:** K/506/1068

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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## Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers the development and implementation of a career plan and includes:

- career planning
- implementing and developing a career plan
- planning and managing finances.

## Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how an elite athlete plans their sporting career	1.1	Explain the roles and responsibilities of an elite athlete in relation to their sport			
		1.2	Describe the realities of an athlete performing at the highest level in their sport			
		1.3	Explain why it is important to have a plan that covers both a career as an elite athlete, and alternative careers			
		1.4	Explain how an elite athlete assesses own career potential and the range of people who can help them do this			
		1.5	Describe how to identify career goals and routes to achieve these goals – both as an elite athlete and in an alternative career			
		1.6	Explain how an elite athlete makes sure their career goals and routes are realistic and achievable and how to do so			
2	Understand how an elite athlete implements and develops a career plan	2.1	Identify the types of organisations and people who can help an elite athlete to follow through and develop their career plan			
		2.2	Identify the types of training, skills and knowledge and qualifications that an elite athlete will need to follow their career plan			
		2.3	Explain why it is important for an elite athlete to review and update their career plan at regular intervals and how to do so			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how an elite athlete plans own finances	3.1	Explain why it is important for an elite athlete to manage their finances responsibly			
		3.2	Describe how to find and use sources of financial advice			
		3.3	Explain how to develop own financial goals – short, medium and long term			
4	Understand how an elite athlete manages own finances	4.1	Explain why it is important to seek advice from financial advisers when there are problems with a financial plan			
		4.2	Describe the financial records that an elite athlete should keep and how to keep them up to date			
		4.3	Explain why it is important to review a financial plan and how to do so			

Learner name: \_\_\_\_\_

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Internal verifier signature: \_\_\_\_\_

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*(if sampled)*

## Unit 2: Understanding Health and Safety at Training and Competition Venues

**Unit reference number:** M/506/0973

**Level:** 2

**Credit value:** 3

**Guided learning hours:** 20

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### Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers knowledge of health and safety and includes:

- working in a healthy and safe way
- following emergency procedures.

### Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand health and safety requirements for training and competition venues	1.1	Summarise the basic requirements of health and safety legislation as relevant to an elite athlete			
		1.2	Explain why health and safety is important in training and competition			
		1.3	Summarise guidelines and instructions for the use of equipment used in training and competition			
		1.4	Name the person responsible for health and safety in training and competition venues			
		1.5	Describe the health, safety and security checks relevant to own role			
		1.6	Explain why it is important to follow safeguarding procedures for children and other groups			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to maintain health and safety at training and competition venues	2.1	Identify the types of hazards that are likely to occur at training and competition venues			
		2.2	Explain how to carry out basic risk assessments of the types of hazards that may occur			
		2.3	Explain why it is important to report hazards and risks to the relevant person at training and competition venues			
		2.4	Describe how to deal correctly with the types of hazards that may occur in own workplace			
		2.5	Identify the documents relating to health and safety that may have to be completed			
		2.6	Describe how to complete relevant health and safety documents			
3	Understand how to promote health and safety to other people during training and competition	3.1	Explain why an elite athlete should encourage their colleagues and others to behave in a safe manner			
		3.2	Explain why it is important to make suggestions about improving health and safety and the procedures to follow			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to respond to emergencies	4.1	Explain how to deal with different emergencies before qualified assistance arrives			
		4.2	Identify the on-site first aider and how to contact them			
		4.3	Describe the procedures to follow to contact the emergency services			
5	Understand how to support people who have been involved in an emergency	5.1	Give examples of how to protect other people from further harm in an emergency situation			
		5.2	Describe how to respond to other people's emotional distress during an emergency			
		5.3	Explain why it is important to provide comfort and reassurance to people involved in an emergency			
6	Understand how to report incidents and emergencies	6.1	Identify own responsibilities for reporting incidents			
		6.2	Describe the incident reporting procedures			
		6.3	Give examples of the types of problems that may occur during emergency procedures			
		6.4	Explain why any problems during emergency procedures should be reported			

Learner name: \_\_\_\_\_

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*(if sampled)*

## Unit 3: Develop Own Career in a Sport

**Unit reference number:** K/506/1457

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers the development and implementation of a career plan and includes:

- career planning
- implementing and developing a career plan
- planning and managing finances.

### Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

These must be assessed using evidence of the athlete's adherence to a real career plan.

#### Learning outcome 1

The learner should cover the following types of goals:

- short-, medium-, long-term
- and at least two of the following types of career and show knowledge and understanding of the rest:
- as a performer in their sport, in another role in their sport, alternatives.

#### Learning outcome 2

The learner should cover at least two of the following types of career and show knowledge and understanding of the rest:

- as a performer in their sport, in another role in their sport, alternatives.

### **Learning outcome 3**

The learner should cover all of the following financial goals:

- short-, medium-, long-term
- and at least three of the following aspects of a financial plan and show knowledge and understanding of the rest
- income, expenditure, loans, sponsorship, taxation, savings, investment, insurance, pension.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to plan own sporting career	1.1	Identify the goals to achieve in own career			
		1.2	Work with advisers to plan activities and timescales necessary to achieve own career goals			
		1.3	Ensure own career routes and timescales are realistic and achievable			
		1.4	Develop a plan to help achieve own career goals, taking account of possible changes in circumstances			
2	Be able to implement own career plan	2.1	Identify organisations and people who can help you to follow own career plan			
		2.2	Use the help and support of other organisations and people to assist in implementing own career plan			
		2.3	Update own career plan when expectations or circumstances change			
		2.4	Develop own career plan for the time when it will no longer be possible to perform as an elite athlete			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to manage own finances	3.1	Identify own financial goals			
		3.2	Develop a realistic financial plan to achieve own financial goals			
		3.3	Follow own financial plan or seek help and advice when necessary			
		3.4	Make sure accurate financial records are kept			
		3.5	Update own financial plan when circumstances change			

Learner name: \_\_\_\_\_

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# Unit 4: Work in a Healthy and Safe Way at Training and Competition Venues

**Unit reference number:** H/506/1456

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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## Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers health and safety and includes:

- working in a healthy and safe way
- following emergency procedures.

## Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### Learning outcome 1

Must be assessed using evidence of the athlete's real working practices.

The learner should be able to identify two of the following types of hazards and show knowledge and understanding of the others:

- unsafe equipment and facilities
- unsafe working practices
- unsafe behaviour
- security breaches.

The learner should cover four of the following health and safety requirements and show knowledge of the other one:

- use of facilities and equipment
- manual handling
- behaviour
- clothing and personal equipment
- hygiene.

**Learning outcome 2**

May be assessed through realistic simulation.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work in a healthy and safe way at training and competition venues	1.1	Be sure to have up-to-date information on the health and safety requirements for the places where training and competitions take place, and on the people responsible for health and safety			
		1.2	Follow the relevant health and safety requirements for the training and competition venues			
		1.3	Follow own organisation's safeguarding policy for children and other vulnerable groups			
		1.4	Identify health and safety hazards when they occur			
		1.5	Take the appropriate action to deal with health and safety hazards according to the level of risk and own level of responsibility			
		1.6	Pass on suggestions for improving health and safety to the colleagues responsible			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to respond to emergencies	2.1	Remain calm and follow the correct procedures for the emergency			
		2.2	Take action to protect others from harm, without endangering self			
		2.3	If necessary, call for assistance from other people			
		2.4	Provide reassurance and comfort to those involved			
		2.5	Give other people the information they need to deal with the situation			
		2.6	Report the incident as required			

Learner name: \_\_\_\_\_

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*(if sampled)*

# Unit 5: Understanding Technical Skills to Achieve Excellence in Sport

**Unit reference number:** H/506/2834

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers an understanding of how athletes develop technical skills in their chosen sport and includes understanding how to:

- identify and agree a programme to improve technical skills
- implement a programme to improve technical skills
- apply and evaluate technical skills in competition.

## Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the technical demands and skill requirements of an elite athlete's role in a sport	1.1	Identify sources of information on the technical demands and skills requirement of an elite athlete's role in a sport			
		1.2	Summarise the technical skills appropriate to excellence in an elite athlete's role in a sport			
		1.3	Describe the types of technical priorities that an elite athlete may have to concentrate on to achieve excellence in the role in their sport			
2	Understand how an elite athlete works with coaching and other support staff to identify own technical needs	2.1	Describe the types of assessments that are used to analyse technical skills in a sport			
		2.2	Explain how an elite athlete takes part in assessments to analyse technical skills in role(s) in a sport			
		2.3	Explain how an elite athlete can help coaching and other staff to identify own technical needs			
		2.4	Explain why it is important to contribute to the discussions and analysis of your own technical needs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the importance of an elite athlete setting goals for own technical development	3.1	Explain the importance of technical goal setting in achieving excellence in sport			
		3.2	Describe the types of technical goals that an elite athlete may need to set themselves			
		3.3	Explain the main components of a technical development programme in a role and how these components help to achieve individual goals			
		3.4	Explain the importance of an elite athlete understanding and agreeing the technical goals they need to achieve			
4	Understand how an elite athlete applies themselves to a technical development programme	4.1	Explain the importance of an elite athlete committing themselves to a technical development programme			
		4.2	Describe the types of behaviour that show an athlete is contributing positively to a technical development programme			
		4.3	Explain why it is important that an elite athlete gives coaching staff objective feedback on how well the technical programme is meeting their needs			
		4.4	Describe the types of feedback an elite athlete should provide during a technical programme			
		4.5	Summarise ways in which a technical programme can be improved to meet individual athlete needs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how an elite athlete prepares and applies technical skills for competition	5.1	Explain how an elite athlete can make best use of their technical skills during competition			
		5.2	Describe the types of technical pre-competition practices that can help an elite athlete prepare for competition			
		5.3	Identify ways in which an elite athlete can help coaching staff to improve technical pre-competition practices			
		5.4	Explain how an elite athlete can integrate technical, tactical, physical and mental skills to achieve excellence during competition			
6	Understand how an elite athlete can improve their technical performance through evaluation	6.1	Explain the importance of evaluating an elite athlete's technical performance in competition			
		6.2	Describe methods that can be used to evaluate an elite athlete's technical performance in competition			
		6.3	Explain how an elite athlete can contribute to evaluations of their competitive technical performance			
		6.4	Explain how an elite athlete can use evaluations to make further improvements to their technical skills			

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*(if sampled)*

# Unit 6: Understanding Tactical Skills to Achieve Excellence in Sport

**Unit reference number:** H/506/1084

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers an understanding of how athletes develop tactical skills in their chosen sport and includes understanding how to:

- identify and agree a programme to improve tactical skills
- implement a programme to improve tactical skills
- apply and evaluate tactical skills in competition.

## Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the tactical demands and skill requirements of an elite athlete's role in a sport	1.1	Identify sources of information on the tactical demands and skills requirement of an elite athlete's role in a sport			
		1.2	Summarise the tactical skills appropriate to excellence in an elite athlete's role in a sport			
		1.3	Describe the types of tactical priorities that an elite athlete may have to concentrate on to achieve excellence in the role in their sport			
2	Understand how an elite athlete works with coaching and other support staff to identify own tactical needs	2.1	Describe the types of assessments that are used to analyse tactical skills in a sport			
		2.2	Explain how an elite athlete takes part in assessments to analyse tactical skills in role(s) in a sport			
		2.3	Explain how an elite athlete can help coaching and other staff to identify own tactical needs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the importance of an elite athlete setting goals for own tactical development	3.1	Explain the importance of tactical goal setting in achieving excellence in sport			
		3.2	Describe the types of tactical goals that an elite athlete may need to set themselves			
		3.3	Explain the main components of a tactical development programme in a role and how these components help to achieve individual goals			
		3.4	Explain the importance of an elite athlete understanding and agreeing the tactical goals they need to achieve			
4	Understand how an elite athlete applies themselves to a tactical development programme	4.1	Explain the importance of an elite athlete committing themselves to a tactical development programme			
		4.2	Describe the types of behaviour that show an athlete is contributing positively to a tactical development programme			
		4.3	Explain why it is important that an elite athlete gives coaching staff objective feedback on how well the tactical programme is meeting their needs			
		4.4	Describe the types of feedback an elite athlete should provide during a tactical programme			
		4.5	Summarise ways in which a tactical programme can be improved to meet individual athlete needs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how an elite athlete prepares and applies tactical skills for competition	5.1	Explain how an elite athlete can make best use of their tactical skills during competition			
		5.2	Describe the types of tactical pre-competition practices that can help an elite athlete prepare for competition			
		5.3	Identify ways in which an elite athlete can help coaching staff to improve tactical pre-competition practices			
		5.4	Explain how an elite athlete can integrate technical, tactical, physical and mental skills to achieve excellence during competition			
6	Understand how an elite athlete can improve their tactical performance through evaluation	6.1	Explain the importance of evaluating an elite athlete's tactical performance in competition			
		6.2	Describe methods that can be used to evaluate an elite athlete's tactical performance in competition			
		6.3	Explain how an elite athlete can contribute to evaluations of their competitive tactical performance			
		6.4	Explain how an elite athlete can use evaluations to make further improvements to their tactical skills			

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*(if sampled)*

# Unit 7: Understanding Physical Capability to Achieve Excellence in Sport

**Unit reference number:** Y/506/1079

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers an understanding of how athletes develop their physical capability in their chosen sport and includes understanding how to:

- identify and agree a programme to improve physical capability
- implement a programme to improve physical capability
- apply and evaluate physical capability in competition.

## Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the physical demands of an elite athlete's role in a sport	1.1	Identify sources of information on the physical demands of an elite athlete's sport			
		1.2	Explain the physical demands placed on an elite athlete operating at the level of excellence in a role in their sport			
		1.3	Describe the types of physical priorities that an elite athlete may have to concentrate on to achieve excellence in a role in their sport			
2	Understand how an elite athlete works with coaching and other support staff to identify own physical conditioning needs	2.1	Describe the types of assessments that are used to analyse an elite athlete's physical capability in a sport			
		2.2	Explain how an elite athlete takes part in assessments to analyse physical capability in their sport			
		2.3	Explain how an elite athlete can help coaching and other staff to identify own physical need			
		2.4	Explain why it is important to contribute to discussions and analysis of your own physical capabilities			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the importance of an elite athlete setting goals for own physical development	3.1	Explain the importance of goal setting for physical capability development in achieving excellence in sport			
		3.2	Describe the types of physical goals that an elite athlete may set themselves			
		3.3	Explain the main components of a physical conditioning development programme in an elite athletes' role in sport, and how these components help to achieve individual goals			
		3.4	Explain the importance of an elite athlete understanding and agreeing the physical goals they need to achieve			
4	Understand about injury, injury prevention and recovery in own sport	4.1	Describe the common types of injuries that affect an elite athlete in the sport and the short, medium and long term effects of these injuries on their performance			
		4.2	Describe ways an elite athlete can minimise the risk of injury			
		4.3	Explain the psychological impact that injuries can have on an elite athlete's performance			
		4.4	Describe the main components of a programme to recover from injury both mentally and physically			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how an elite athlete applies themselves to a physical conditioning programme	5.1	Explain the importance of an elite athlete committing themselves to a physical conditioning programme			
		5.2	Describe the types of behaviour that show an elite athlete is contributing positively to a physical conditioning programme			
		5.3	Explain why it is important that an elite athlete gives coaching staff objective feedback on how well the physical conditioning programme is meeting their needs			
		5.4	Describe the types of assessments that can be used to monitor and measure physical progress and how they work			
		5.5	Explain the importance of monitoring an elite athlete's response to a physical conditioning programme			
		5.6	Describe the types of feedback an elite athlete should provide during a physical conditioning programme			
		5.7	Summarise ways in which a physical conditioning programme can be improved to meet individual athlete needs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how an elite athlete prepares and applies their physical capability for competition	6.1	Explain how an elite athlete can make best use of their physical capability during competition			
		6.2	Describe the types of physical pre-competition exercises that can help an elite athlete prepare for competition			
		6.3	Identify ways in which an elite athlete can help coaching staff to improve their physical pre-competition practices			
		6.4	Explain how an elite athlete can integrate tactical, tactical, physical and mental skills to achieve excellence during competition			
7	Understand how an elite athlete can improve their physical training through evaluation	7.1	Explain the importance of evaluating an elite athlete's physical performance in competition			
		7.2	Describe methods that can be used to evaluate an elite athlete's physical performance in competition			
		7.3	Explain how an elite athlete can contribute to evaluations of their competitive physical performance			
		7.4	Explain how an elite athlete can use evaluations to make further improvements to their physical capability and the way they use them			

Learner name: \_\_\_\_\_

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*(if sampled)*

# Unit 8: Understanding Nutrition to Achieve Excellence in Sport

**Unit reference number:** L/506/4500

**Level:** 3

**Credit value:** 2

**Guided learning hours:** 20

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## Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers the essential knowledge of nutrition that an athlete needs.

## Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how an elite athlete can contribute to a nutritional strategy	1.1	Explain the importance of nutrition to an elite athlete's performance			
		1.2	Evaluate the energy demands and particular nutritional needs of own role(s) in the sport			
		1.3	Summarise the types of information an elite athlete can provide to coaching and/or other staff to devise a nutritional strategy			
		1.4	Explain the impact of lifestyle and personal preferences when developing a nutritional strategy for an elite athlete			
		1.5	Explain how an elite athlete develops a nutritional strategy to maintain and improve their performance			
2	Understand how to implement and review a nutritional strategy for an elite athlete	2.1	Explain why an elite athlete should ensure that people who provide meals understand and support the nutritional strategy			
		2.2	Explain why it is important for an elite athlete to comply with a nutritional strategy before, during and after competition and training			
		2.3	Describe the types of information that coaching and/or other staff may need to evaluate an athlete's nutritional strategy			
		2.4	Explain the types of improvements that can be made to nutritional strategies to meet individual needs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know about the risks of drugs in own sport	3.1	Identify the types of banned substances that athletes in own sport should not use			
		3.2	Explain why banned substances are dangerous and not approved in own sport			
		3.3	Explain the principle of strict liability in the context of drug testing			
		3.4	Explain the requirements for drugs testing in own sport and why they must be followed			
		3.5	Describe what an elite athlete must do to ensure they comply with drug testing procedures, including in and out of competition and when training venues change			
		3.6	Describe what an elite athlete must check for when taking supplementation or medicines and who could best advise them in such situations			

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*(if sampled)*

# Unit 9: Understanding Psychological Skills and Attitudes in Relation to Excellence in Sport

**Unit reference number:** H/506/4499

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers the development of attitudes and mental skills in the chosen sport and includes contributing to:

- identifying and agreeing a programme to improve attitudes and mental skills
- implementing a programme to improve attitudes and mental skills
- applying and evaluating attitudes and mental skills in competition.

## Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the psychological and emotional demands of own role in the sport	1.1	Identify sources of information on the psychological demands of an elite athlete in their role(s) in the sport			
		1.2	Summarise the psychological and emotional demands of own role(s) in the sport			
		1.3	Describe the types of psychological priorities that an elite athlete in their role(s) may have to concentrate on to achieve excellence			
2	Understand how an elite athlete works with coaching and other staff to identify their own psychological and emotional needs in relation to the sport	2.1	Describe the types of assessments that may be used to develop a psychological skills profile for an elite athlete			
		2.2	Explain how an elite athlete can work best with their coaching and/or other staff on improving own psychological skills and attitudes			
		2.3	Explain the importance of an elite athlete providing own views and opinions during the analysis of their psychological skills and attitudes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the importance of an elite athlete setting goals for their own psychological and emotional development in the sport	3.1	Explain the importance of psychological skills and attitudes in goal setting in achieving excellence in sport			
		3.2	Describe the types of psychological skills and attitude goals that an elite athlete may need to set themselves			
		3.3	Explain the importance of an elite athlete understanding and agreeing the psychological skills and attitude goals they need to achieve			
		3.4	State the main components of a programme to develop psychological skills and attitudes for an elite athlete in their sport and how such a programme should help to achieve individual goals			
4	Understand how an elite athlete applies themselves to a programme to improve psychological skills and attitudes	4.1	Explain the importance of an elite athlete committing themselves to a programme to improve their psychological skills and attitudes			
		4.2	Describe the types of behaviour that show an elite athlete is contributing positively to a programme to improve psychological skills and attitudes			
		4.3	Explain why it is important that an elite athlete gives coaching and/or other staff feedback on how well a programme to develop psychological skills and attitudes is meeting individual needs			
		4.4	Describe the types of feedback an elite athlete can provide during a programme to develop psychological skills and attitudes			
		4.5	Explain how a programme to improve psychological skills and attitudes can be improved to meet individual needs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how an elite athlete prepares and applies psychological skills and attitudes in competition	5.1	Explain how an elite athlete can make best use of their psychological skills and attitudes in a competitive situation			
		5.2	Describe the types of psychological and pre-competition techniques that can help an elite athlete prepare for competition			
		5.3	Identify ways in which an elite athlete can help coaching and/or other staff to improve pre-competition techniques for psychological skills and attitudes			
6	Understand how an elite athlete can improve their psychological skills and attitudes further through evaluation and review	6.1	Explain the importance of an elite athlete contributing to evaluations of their competitive performance and the impact of techniques to improve psychological skills and attitudes			
		6.2	Describe methods that can be used to evaluate the psychological aspects of competitive performance			
		6.3	Explain how an elite athlete can contribute to evaluations of the impact of techniques to improve psychological skills and attitudes			
		6.4	Describe how an elite athlete can use evaluations to make further improvements to their attitudes and psychological skills and the way they use them			

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*(if sampled)*

# Unit 10: Understanding Lifestyle to Achieve Excellence in Sport

**Unit reference number:** M/506/1069

**Level:** 3

**Credit value:** 2

**Guided learning hours:** 15

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## Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers the planning and management of an athlete's lifestyle so that they can maintain a professional career. It includes:

- planning and managing sporting commitments
- planning and managing time outside of sport.

## Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how an elite athlete plans own sporting commitments	1.1	Explain why it is important for an elite athlete to plan and manage own sporting commitments			
		1.2	Explain why it is important for an elite athlete to be clear about their own sporting commitments and agree these with coaching staff and other people			
		1.3	Describe the methods an elite athlete can use to plan and manage their own time			
2	Understand how an elite athlete manages own sporting commitments	2.1	Identify resources an elite athlete needs to meet their sporting commitments and how to access these			
		2.2	Explain why it is important for an elite athlete to keep others up to date on own commitments			
		2.3	Explain why it is important for an elite athlete to be flexible in planning and re-planning own commitments			
		2.4	Identify who can help an elite athlete to plan own commitments			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how an elite athlete plans and manages own time outside of sport	3.1	Explain why it is important for an elite athlete to make good use of their time when not training and competing			
		3.2	Explain why rest and relaxation is important to an elite athlete and when it is particularly important to take rest and relaxation			
		3.3	Explain how to identify how much rest and relaxation an elite athlete needs			
		3.4	Give examples of the types of leisure activities that can help an elite athlete's performance, personal development and standing in their sport			
		3.5	Give examples of the types of activities that can harm an elite athlete's performance and public reputation			
		3.6	Identify people who can help an elite athlete to make good use of their time and provide support with personal issues			

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# Unit 11: Understanding Communication and Teamwork to Achieve Excellence in Sport

**Unit reference number:** H/506/0940

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers communication and teamwork and includes:

- communicating effectively with other people
- working effectively with other people
- presenting a positive public image of themselves, their organisation and sport.

## Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information

Learning outcomes can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand communication skills as an elite athlete	1.1	Explain why an elite athlete needs to communicate effectively with others			
		1.2	Explain why an elite athlete needs to have good listening skills			
		1.3	Explain why an elite athlete should ask questions when there are things they are unsure about			
		1.4	Explain why it is important for an elite athlete to understand other people's information needs			
		1.5	Give examples of how to adapt communication to meet the needs of other people			
2	Understand how to take part in discussions with other people	2.1	Explain the importance of an elite athlete taking part in discussions with coaching and other support staff			
		2.2	Explain how an athlete can contribute to discussions with coaching and other support staff			
		2.3	Explain why it is important give other people the opportunity to contribute their ideas during discussions and to take account of these ideas			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the importance of good working relationships in sport	3.1	Describe the roles of the different people with whom an elite athlete works with and what they can contribute to the athlete's career, including: <ul style="list-style-type: none"> <li>• coaching staff</li> <li>• other staff</li> <li>• other athletes</li> <li>• officials</li> <li>• media personnel</li> <li>• general public</li> </ul>			
		3.2	Explain the importance of an elite athlete having good relationships with their work colleagues			
4	Understand the importance of good working relationships in sport	4.1	Give examples of how an elite athlete builds good working relationships with other people			
		4.2	Explain why it is important for an elite athlete to agree objectives and ways of working with other people			
		4.3	Explain why it is important for an elite athlete to honour commitments to work colleagues			
5	Understand how to deal with problems with working relationships	5.1	Describe the types of problems, including conflict, that may occur with work colleagues			
		5.2	Explain how to deal with problems, including conflict, that may occur with work colleagues			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Understand how to improve working relationships with other people	6.1	Explain why it is important to give and receive feedback when working with others			
		6.2	Give examples of how to give constructive feedback to other people			
		6.3	Explain how to deal with other people's feedback and emotions			
		6.4	Explain how to improve relationships with work colleagues			
7	Understand how an elite athlete presents a positive image of themselves, their organisation and their sport	7.1	Explain why it is important for an elite athlete to present a positive image of themselves, their organisation and their sport			
		7.2	Describe the role of public relations and media in sport and how this affects an elite athlete			
		7.3	Explain how an elite athlete can make use of the media to present a positive image			
		7.4	Give examples of the types of sensitive issues an elite athlete may be questioned on			
		7.5	Explain how an elite athlete should deal with sensitive issues			
8	Understand how to handle public appearances	8.1	Give examples of the types of public appearances an elite athlete may be required to make and the roles they may play at these appearances			
		8.2	Explain the importance of an elite athlete preparing for public appearances			
		8.3	Identify who an elite athlete should liaise with, and seek advice from, in advance of public appearances			

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# Unit 12: Develop Own Tactical Skills to Achieve Excellence in a Sport

**Unit reference number:** M/506/1461

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 20

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## Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers the development of tactical skills in the chosen sport and includes contributing to:

- identifying and agreeing a programme to improve tactical skills
- implementing a programme to improve tactical skills
- applying and evaluating tactical skills in competition.

## Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### Learning outcomes 1–4

These must be assessed using evidence of the athlete's adherence to a real tactical training and competition programme.

#### Learning outcome 1

The learner should cover the following tactical goals:

- short-term
- medium-term
- long-term
- training
- pre-competition
- competition.

and the following tactical demands:

- skills
- tactical skills.

**Learning outcomes 2 and 3**

The learner must cover the following tactical goals:

- short-term
- medium-term
- long-term.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to a programme to improve own tactical skills	1.1	Work with coaching and or other staff to identify the tactical demands for excellence in own role(s) in the sport			
		1.2	Work with coaching and or other staff to analyse own level of tactical skill and potential for achieving excellence			
		1.3	Provide own views and opinions as part of the analysis of own tactical skills			
		1.4	Work with coaching and or other staff to identify the main priorities and goals for achieving tactical excellence in the role			
		1.5	Work with coaching and or other staff to plan a programme to achieve tactical goals			
2	Be able to implement a programme to improve own tactical skills	2.1	Take part in the planned tactical development programme as agreed and to the best of own ability			
		2.2	Follow the analyses, instructions and demonstrations provided by coaching and or other staff			
		2.3	Contribute to on-going assessments of own tactical progress			
		2.4	Provide feedback to coaching and or other staff on how well the tactical development programme is meeting own needs			
		2.5	Work with coaching and or other staff to improve own tactical development programme			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to apply tactical skills before and during competition	3.1	Work with coaching and or other staff to identify how to make best use of tactical skills at all times, particularly in a competitive situation			
		3.2	Agree with coaching staff how to practise the necessary tactical skills before competition			
		3.3	Take part in pre-competition tactical practices to the best of own ability			
		3.4	Provide feedback to coaching and or other staff on the effectiveness of pre-competition tactical practices			
		3.5	Make suggestions on how to improve pre-competition tactical practices			
		3.6	Integrate tactical and other skills and capabilities at all times, particularly in a competitive situation			
4	Be able to contribute to evaluating own tactical performance during competition	4.1	Work with coaching and or other staff to evaluate own performance			
		4.2	Identify with coaching and or other staff how to improve own tactical skills in competition and how to apply them			
		4.3	Identify with coaching and or other staff how own tactical goals and programme can be developed further			

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# Unit 13: Develop Own Technical Skills to Achieve Excellence in a Sport

**Unit reference number:** T/506/1462

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 20

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## Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers the development of technical skills in the chosen sport and includes contributing to:

- identifying and agreeing a programme to improve technical skills
- implementing a programme to improve technical skills
- applying and evaluating technical skills in competition.

## Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information

### Learning outcomes 1 – 4

These must be assessed using evidence of the athlete's adherence to a real technical training and competition programme.

#### Learning outcome 1

The learner should cover the following technical goals:

- short-term
- medium-term
- long-term
- training
- pre-competition
- competition
- and the following technical demands:
- skills
- technical skills.

### **Learning outcomes 2 and 3**

The learner must cover the following technical goals:

- short-term
- medium-term
- long-term
- training
- pre-competition practices
- competition.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to a programme to improve own technical skills	1.1	Work with coaching and or other staff to agree the technical skills for excellence in own role(s) in the sport			
		1.2	Work with coaching and or other staff to analyse own level of technical skill and potential for achieving excellence			
		1.3	Provide own views and opinions as part of the analysis of own technical skills			
		1.4	Work with coaching and or other staff to identify the main priorities and goals for achieving technical excellence in the role			
		1.5	Work with coaching and or other staff to plan a programme of to achieve technical goals			
2	Be able to implement a programme to improve own technical skills	2.1	Take part in the planned technical development programme as agreed and to the best of own ability			
		2.2	Follow the analyses, instructions and demonstrations provided by coaching and or other staff			
		2.3	Contribute to on-going assessments of own technical progress			
		2.4	Provide feedback to coaching and or other staff on how well the technical development programme is meeting own needs			
		2.5	Work with coaching and or other staff to modify own technical development programme			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to apply technical skills before and during competition	3.1	Work with coaching and or other staff to identify how to make best use of technical skills at all times, particularly in a competitive situation			
		3.2	Agree with coaching and or other staff how to practise the necessary technical skills before, during and after competition			
		3.3	Take part in pre-competition technical practices to the best of own ability			
		3.4	Provide feedback to coaching and or other staff on the effectiveness of pre-competition technical practices			
		3.5	Make suggestions to improve pre-competition technical practices			
		3.6	Integrate technical and other skills and capabilities at all times, particularly in a competitive situation			
4	Be able to contribute to evaluating own technical performance during competition	4.1	Work with coaching and or other staff to evaluate own technical performance			
		4.2	Identify with coaching and or other staff how to improve own technical skills			
		4.3	Identify with coaching and or other staff how own technical goals and programme can be developed further			

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# Unit 14: Develop Own Physical Capability to Achieve Excellence in a Sport

**Unit reference number:** K/506/1460

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers the development of physical capability in the chosen sport and includes contributing to:

- identifying and agreeing a programme to improve physical capability
- implementing a programme to improve physical capability
- applying and evaluating physical capability in competition.

## Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this.

### Learning outcomes 1, 2, and 3

These must be assessed using evidence of the athlete's adherence to a real physical training and competition programme.

### Learning outcome 1

The learner should cover at least four of the following aspects of a programme in their training and show knowledge and understanding of the rest:

- power
- strength
- endurance
- speed
- agility
- balance
- flexibility
- body composition

- injury prevention
- recovery
- other appropriate requirements.

**Learning outcomes 1, 2 and 3**

The learner should cover the following types of goals:

- short-term
- medium-term
- long-term.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to developing a programme to improve own physical capability	1.1	Work with coaching and/or other staff to identify the physical demands for excellence in own role(s) in the sport			
		1.2	Work with coaching and/or other staff to analyse own level of physical capability and potential for achieving excellence			
		1.3	Provide own views and opinions as part of an analysis of own physical capability			
		1.4	Work with coaching and/or other staff to identify the main priorities and goals for achieving the necessary level of physical capability			
		1.5	Work with coaching and/or other staff to plan a programme to achieve physical goals			
2	Be able to implement a programme to improve own physical capability	2.1	Take part in the planned physical conditioning programme as agreed and to the best of own ability			
		2.2	Follow the analyses, instructions and demonstrations provided by coaching and or other staff			
		2.3	Contribute to on-going assessments of own progress			
		2.4	Provide feedback to own coaching and/or other staff on how well the physical conditioning development programme is meeting own needs			
		2.5	Work with own coaching and/or other staff to improve the development programme to achieve physical goals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to apply own physical capability before and during competition	3.1	Work with own coaching and/or other staff to identify how to make best use of physical capability at all times, particularly in a competitive situation			
		3.2	Identify with own coaching and/or other staff how to improve physical capability before, during and after competition			
		3.3	Take part in pre-competition physical practices to the best of own physical capability			
		3.4	Provide feedback to own coaching and/or other staff on the effectiveness of pre-competition physical practices			
		3.5	Make suggestions for improvement in pre-competition practices			
		3.6	Integrate own physical capability with other skills as necessary at all times, particularly in a competitive situation Work with own coaching and/or other staff to evaluate own performance and set new physical goals			

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*(if sampled)*

# Unit 15: Develop Own Nutritional Programme to Achieve Excellence in a Sport

**Unit reference number:** T/506/1459

**Level:** 3

**Credit value:** 2

**Guided learning hours:** 15

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## Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers the development of physical capability in the chosen sport and includes contributing to:

- agreeing and implementing a nutritional programme
- Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Learning outcomes 1 and 2

These must be assessed using evidence of the athlete's adherence to a real nutritional programme.

The learner should cover at least four of the following aspects of a nutritional programme in their training and show knowledge and understanding of the rest:

- food group
- hydration
- preparation
- quantity
- timing
- avoidance of substances that have negative impact
- approved supplements.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to a nutritional programme to improve own performance	1.1	Work with coaching and/or other staff to identify the energy demands and specific nutritional needs of own role(s) in the sport			
		1.2	Provide coaching and/or other staff with information about own lifestyle and likes and dislikes			
		1.3	Identify with coaching and/or other staff a nutritional strategy appropriate to own role(s), self, and own likes and dislikes			
2	Be able to implement and review a nutritional programme to improve own performance	2.1	Follow the nutritional strategy as agreed before, during, and after, training and competition			
		2.2	Provide coaching and/or other staff with the information they need to monitor and evaluate the nutritional strategy			
		2.3	Work with coaching staff and other experts to develop and improve the nutritional strategy			

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*(if sampled)*

# Unit 16: Develop Own Psychological Skills to Achieve Excellence in a Sport

**Unit reference number:** M/506/1458

**Level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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## Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers the development of attitudes and mental skills in the chosen sport and includes contributing to:

- identifying and agreeing a programme to improve attitudes and mental skills
- implementing a programme to improve attitudes and mental skills
- applying and evaluating attitudes and psychological skills in competition

## Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### Learning outcomes 1, 2 and 3

These must be assessed using evidence of the athlete's adherence to a real sports psychology programme.

#### Learning outcome 1

The learner should cover the following goals:

- short-term
- medium-term
- long-term
- and three of the following mental and emotional demands and show knowledge and understanding of the rest:
- motivation

- confidence
- attention and concentration
- anxiety
- dealing with success and failure
- control and self-regulation
- professional attitude
- team work skills
- other appropriate demands.

### **Learning outcomes 2 and 3**

The learner must cover the following goals:

- short-term
- medium-term
- long-term.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to developing a programme to improve own psychological skills	1.1	Work with coaching and/or other staff to identify the psychological and emotional demands for excellence in own role(s)			
		1.2	Work with coaching and/or other staff to develop a personal profile of psychological skills relating to performance in own sport			
		1.3	Provide own views and opinions as part of the analysis of own psychological skills and attitudes			
		1.4	Agree with coaching and/or other staff the main priorities for achieving psychological excellence in own role			
		1.5	Work with coaching and/or other staff to plan a programme to achieve goals for psychological skills and attitudes			
2	Be able to implement a programme to improve own psychological skills	2.1	Take part in the planned psychological skills development programme as agreed and to the best of own ability			
		2.2	Contribute to on-going assessments of own progress			
		2.3	Provide feedback to coaching and/or other staff on how well the psychological skills development programme is meeting own needs			
		2.4	Work with coaching and/or other staff to modify the development programme to achieve psychological goals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to apply own psychological skills before and during competition	3.1	Work with own coaching and/or other staff to identify how to make best use of psychological skills and attitudes at all times, particularly in a competitive situation			
		3.2	Identify with own coaching and/or other staff how to practise the necessary psychological skills before, during, and after, competition			
		3.3	Take part in pre-competition practices for psychological skills and attitudes to the best of own ability			
		3.4	Provide feedback to own coaching and /or other staff on the effectiveness of pre-competition psychological skill practices			
		3.5	Make suggestions to improve pre-competition practices for own psychological skills			
		3.6	Apply own psychological skills and attitudes with your technical, tactical and physical skills at all times, particularly in a competitive situation			
		3.7	Work with own coaching and/or other staff to evaluate own psychological performance			
		3.8	Identify and agree with own coaching and/or other staff how to improve use of psychological skills and how to apply them			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*

# Unit 17: Manage Own Lifestyle to Achieve Excellence in a Sport

**Unit reference number:** A/506/1463

**Level:** 3

**Credit value:** 2

**Guided learning hours:** 15

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## Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers the planning and management of an athlete's lifestyle so that they can maintain a professional career. It includes:

- planning and managing sporting commitments
- planning and managing time outside of sport.

## Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### Learning outcomes 1 and 2

These must be assessed using evidence of the athlete's ability to manage their lifestyle in the context of developing as an elite performer.

### Learning outcome 1

The learner should cover the following sporting commitments:

- short-, medium-, long-term
- and three of the following resources and show knowledge and understanding of the rest:
- clothing/equipment, information, people, finance, travel arrangements.

They should also cover three of the following types of other people and show knowledge and understanding of the rest:

- coaching and/or other relevant staff, mentors, other athletes, school/college, parents.

## **Learning outcome 2**

The learner must cover the following activities:

- leisure, social, personal.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to plan and manage own sporting commitments	1.1	Work with others to plan, agree and record sporting commitments			
		1.2	Plan and manage own time to achieve sporting commitments as planned			
		1.3	Make best use of the resources needed to achieve sporting commitments			
		1.4	Inform others who need to know about own plans			
		1.5	Be flexible in adapting sporting commitments when circumstances change			
2	Be able to plan and manage time outside of sport	2.1	Plan everyday life so that best use is made of available time and opportunities			
		2.2	Take rest and relaxation as agreed other staff			
		2.3	Manage the positive and negative influences of other people and activities in own life and the effect these can have on progress in sport			
		2.4	Manage time away from home effectively			
		2.5	Make use of other people with relevant skills, knowledge and experience when needed			

Learner name: \_\_\_\_\_

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Assessor signature: \_\_\_\_\_

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*(if sampled)*

# Unit 18: Communicate Effectively with Other People to Achieve Excellence in a Sport

**Unit reference number:** D/506/1455

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 20

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## Unit aim

This unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal. It covers communication and teamwork and includes:

- communicating effectively with other people
- working effectively with other people
- presenting a positive public image of themselves, their organisation and sport.

## Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

### Learning outcomes 1, 2 and 3

These must be assessed using evidence of the athlete's communication, teamwork and presentation skills in a real work context.

The learner should be covering two of the following types of goals and show knowledge and understanding of the other one:

- coaching
- other staff
- other athletes.
- officials
- media personnel
- general public.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to communicate effectively with other people	1.1	Actively listen to what other people are trying to communicate, asking questions when necessary			
		1.2	Provide other people the information they need when they need it			
		1.3	Make constructive contributions to discussions with other people			
		1.4	Extract the main information needed from a variety of sources			
2	Be able to implement own career plan	2.1	Identify how to use the contributions of other people in own training, competition and broader career			
		2.2	Show respect for the roles and responsibilities of the people worked with			
		2.3	Deal constructively with any problems that might occur when working with other people			
		2.4	Deal effectively with other people's feedback and emotions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to present a positive image of self, own organisation and own sport during public appearances	3.1	Ensure own appearance, behaviour and what is said reflect the standards of own organisation and sport			
		3.2	Identify how can own behaviour impacts on personal reputation, sporting image and career			
		3.3	Comply with event guidelines where appropriate			
		3.4	Give people a positive impression of self, own organisation and sport during media interviews			
		3.5	Reflect on own image using feedback from other people			

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# Unit 19: Understanding the Fundamentals of Coaching Sport

Unit reference number: J/601/2101

Level: 2

Credit value: 3

Guided learning hours: 22

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## Unit aim

This unit assesses the coach's understanding of their role in planning, implementing, analysing and revising coaching sessions. It also identifies a range of methods of developing learning performance and the effective management of participant behaviour

## Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

This unit must be assessed in accordance with the following document, which can be downloaded from SkillsActive's website:

- *Evidence Requirements and Assessment Guidance for the Level 2 Award in the Principles of Coaching Sport*

[www.skillsactive.com/common-unit-qualifications](http://www.skillsactive.com/common-unit-qualifications)

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the role of a coach	1.1	Describe how to ensure that the participant is at the centre of the coaching process			
		1.2	Explain how to empower participant(s)' choice, discovery of solutions and need to develop at their own pace			
		1.3	Describe how to develop and maintain positive relationships with and between participant(s)			
		1.4	Describe how to provide a coaching environment that motivates, recognises and values diversity, controls risk, encourages challenge, enjoyment and achievement			
		1.5	Identify method to develop participant(s)' confidence and self-esteem			
		1.6	Describe how to identify opportunities for the coach to reflect and develop their coaching practice			
		1.7	List the different support personnel that can contribute to coaching sessions			
		1.8	Describe how support personnel can be used to contribute to coaching sessions			
		1.9	Explain the importance of positively promoting the role of officials in competition			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Continued	1.10	Define what is acceptable in terms of a coach participant relationship			
		1.11	Explain the consequences of not adhering to the principles of what is acceptable in terms of a coach participant relationship			
		1.12	Identify the components of a Code of Practice for coaching which allows high standards of personal conduct to be maintained and a positive image of the sport to be projected			
		1.13	Outline the types of information that the coach should provide to participant(s) after a coaching session			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the coaching process	2.1	Outline how to identify participant(s)' needs			
		2.2	List the sources of information that a coach can use when planning and preparing coaching sessions			
		2.3	Identify the types of information about participants which should be treated confidentially			
		2.4	Describe the stages and components of the coaching process			
		2.5	Describe how to plan coaching sessions that meet participant(s)' needs			
		2.6	Explain how individual coaching sessions support the aims of the wider coaching programme			
		2.7	Explain the process of setting SMART goals/objectives			
		2.8	Describe how to start and end a coaching session			
		2.9	Explain how the physical and psychological capabilities of participant(s) will influence the content and structure of the session			
		2.10	Describe different types of demonstrations that encourage learning			
		2.11	Explain how to balance instruction, facilitation, and demonstration within sessions			
		2.12	Describe how to use listening skills			
		2.13	Describe how to select language that is appropriate to participant(s)			
		2.14	List how the coach can establish the views of participant(s) about the coaching sessions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Continued	2.15	Identify situations when a coach may need to change or adapt a session			
		2.16	Identify situations when a coach may need to change or adapt a session			
		2.17	Identify how to cater for an individual's needs within group coaching			
		2.18	Describe how to organise group coaching sessions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand participant(s)' learning styles	3.1	Outline different learning styles and needs			
		3.2	Explain how to consider participant(s)' learning styles and needs when planning coaching sessions			
		3.3	Describe the difference between the ways that adults and children learn			
		3.4	Define the principles of monitoring and evaluating learning			
		3.5	Describe how the coach can support participant(s) in taking responsibility for their own learning			
		3.6	Describe how to manage different learning styles and learning needs, in group coaching			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand behaviour management	4.1	Identify the principles of positive behaviour management			
		4.2	Describe how to develop a behaviour management strategy for coaching sessions			
		4.3	Outline ground rules for positive behaviour during coaching sessions			
		4.4	Outline the methods of communicating and implementing ground rules			
		4.5	Explain the importance of fair and consistent behaviour management			
		4.6	Explain how to encourage and reward positive behaviour			
		4.7	Identify the types of behaviour by participant(s) and others that may cause emotional distress			
		4.8	Explain how to respond as a coach to behaviour by participant(s) that may cause emotional distress			
		4.9	Describe how to respond to discriminatory behaviour			
		4.10	Describe the procedures to be followed if a participant wants to complain about discrimination			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how to reflect on a coaching session	5.1	Identify valid sources of feedback from participant(s) and support staff			
		5.2	Explain how to do each of the following as part of self-reflection: <ul style="list-style-type: none"> <li>• make self-assessment of skill level</li> <li>• identify action to be taken</li> <li>• use different methods of self-reflection</li> </ul>			
		5.3	Outline how to use evidence of own performance			
		5.4	List factors that impact on the ability to identify own development needs			
		5.5	Identify methods for personal action planning and the prioritisation of such planning			
		5.6	Describe how to measure each of the following: <ul style="list-style-type: none"> <li>• the quality of the coaching experience</li> <li>• participant development</li> <li>• the quality assurance mechanisms used</li> </ul>			
		5.7	Describe how to use information taken from evaluations to improve the programme/session			

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*(if sampled)*

# Unit 20: Understanding how to Develop Participants through Coaching Sport

Unit reference number: Y/601/2104

Level: 2

Credit value: 2

Guided learning hours: 12

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## Unit aim

This unit assesses the coach's understanding of the principles of planning, delivering and evaluating coaching sessions which improve participant(s)' performance in sport.

## Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

This unit must be assessed in accordance with the following document, which can be downloaded from the SkillsActive website:

- *Evidence Requirements and Assessment Guidance for the Level 2 Award in the Principles of Coaching Sport*  
[www.skillsactive.com/common-unit-qualifications](http://www.skillsactive.com/common-unit-qualifications)

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of planning coaching sessions	1.1	Identify the information required to plan coaching sessions			
		1.2	Identify health and safety requirements that may impact on coaching sessions			
		1.3	Describe how to establish goals for coaching sessions based on participant(s)' needs			
		1.4	Identify sport-specific technical content to be included in coaching session plans			
		1.5	List a range of coaching styles			
		1.6	Explain the use of different coaching styles			
		1.7	Describe how fun and enjoyment in coaching sessions can impact on learning			
		1.8	Describe the components of planning progressive coaching sessions			
		1.9	Identify other appropriate people who can contribute to the delivery of coaching sessions and describe their potential contributions			
		1.10	Describe how coaching sessions might be adapted as a result of unforeseen changes to the coaching environment or participant(s)' needs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand the principles of skill development through coaching sessions	2.1	Define: <ul style="list-style-type: none"> <li>• skill coordination</li> <li>• motor skill learning</li> <li>• skill acquisition</li> <li>• skill retention</li> <li>• skill transfer</li> </ul>			
		2.2	Describe the basic methods of analysing participant(s)' performance			
		2.3	Identify factors that affect the development of participant(s)' skills in sport			
		2.4	Describe the organisational requirements for the delivery of coaching sessions			
		2.5	Describe the different techniques available for developing participant(s)' skill through coaching			
		2.6	Identify methods to support participant development			
		2.7	Identify sources of feedback which will support participant(s)' development			
		2.8	Explain the importance of gaining feedback from participant(s)			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how the stages of participant(s)' development impact on their coaching	3.1	Describe the progressive stages of development through maturity			
		3.2	Identify how the participant(s)' stage of development affects the content of coaching sessions			
		3.3	Identify how participant(s)' stage of development impacts on the coaching environment			
		3.4	Identify what influence training and competition have throughout the different stages of development			
4	Understand the principles of evaluation in coaching	4.1	Explain the principles of evaluating coaching sessions			
		4.2	Identify a variety of evaluation methods that can be used to monitor participant(s)' development and learning			
		4.3	Identify types of information that can be gathered to monitor participant(s)' development and learning			
		4.4	Identify appropriate other people who can contribute to the evaluation of coaching sessions			
		4.5	Describe how and when to gather information on current coaching practice from participant(s) and others			
		4.6	Explain how the feedback from participant(s) and others should impact on future coaching practice			
		4.7	Describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development			

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# Unit 21: Supporting Participants' lifestyle Through Coaching Sport

**Unit reference number:** H/601/2106

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 16

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## Unit aim

This unit assesses the coach's understanding of the lifestyle factors of nutrition, physical conditioning, mental preparation and awareness of drugs, which underpin performance in sport

## Unit assessment requirements/evidence requirements

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

This unit must be assessed in accordance with the following document, which can be downloaded from the SkillsActive website:

Evidence Requirements and Assessment Guidance for the Level 2 Award in the Principles of Coaching Sport. [www.skillsactive.com/common-unit-qualifications](http://www.skillsactive.com/common-unit-qualifications)

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand basic nutrition and hydration principles for sports performance	1.1	Identify the five different food/nutritional groups			
		1.2	Describe the principles of good nutrition as it relates to sports performance			
		1.3	Describe the principles of hydration			
		1.4	Identify the signs and symptoms of dehydration			
		1.5	Describe the principles of weight management as appropriate to specific sports			
		1.6	Explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand physical conditioning for sport	2.1	Identify the components of physical and skill-related fitness			
		2.2	Describe the physical capabilities required for a sport			
		2.3	Describe the principles of injury prevention in training			
		2.4	Describe how to support participant(s) in the management of injury			
		2.5	Identify methods of training different physical components in participant(s)			
		2.6	Identify the basic anatomy and biomechanical demands of a sport related activity			
		2.7	Identify specific physical testing protocols for a sport related activity			
		2.8	Identify methods to enhance participant recovery time from session to session			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand principles of mental preparation in sport	3.1	Identify the mental capabilities required for a sport related activity			
		3.2	Identify key methods for improving participant(s)': <ul style="list-style-type: none"> <li>• confidence</li> <li>• concentration</li> <li>• motivation</li> <li>• emotional control</li> <li>• cohesion</li> </ul>			
		3.3	Describe the principles of participant(s)' development at the different stages of cognitive, emotional and social development			
		3.4	Outline how a coach can profile participant(s)' mental skills			
		3.5	Describe the basic coach intervention techniques for developing mental skills for training and competition			
4	Understand how to support participant awareness of drugs in sport	4.1	Outline the ethical issues surrounding drug taking in sport			
		4.2	Identify sources of information on drugs in sport			
		4.3	Outline the consequences for participant(s) in taking supplementation or prescription medicines			

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*(if sampled)*

## Unit 22

# Understanding the Principles of Safe and Equitable Coaching Practice

**Unit reference number:** M/601/2108

**Level:** 2

**Credit value:** 2

**Guided learning hours:** 13

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### Unit aim

This unit assesses the coach's understanding of how to ensure that their coaching is safe and equitable Unit assessment requirements/evidence requirements

### Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the following document, which can be downloaded from SkillsActive's website:

Evidence Requirements and Assessment Guidance for the Level 2 Award in the Principles of Coaching Sport [www.skillsactive.com/common-unit-qualifications](http://www.skillsactive.com/common-unit-qualifications)

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to ensure participant(s)' safety during sport-specific coaching sessions	1.1	Describe the health and safety requirements that are relevant to planned sport-specific activities and competition			
		1.2	Describe how to structure coaching sessions to minimise the risk of injury to participant(s)			
		1.3	Explain how to plan for contingencies to coaching sessions as a result of external influences			
		1.4	Explain how to implement contingencies to coaching sessions as a result of external influences			
		1.5	Describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition			
		1.6	Outline the main rules/regulations of the sport/activity appropriate to the level of the participant(s)			
		1.7	Explain how to interpret and communicate the rules/regulations of the sport/activity to participant(s)			
		1.8	Describe the coach's duty of care responsibilities for participant(s), including children			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Continued	1.9	Outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately			
		1.10	Describe the following requirements for ensuring the protection of children from abuse: <ul style="list-style-type: none"> <li>• legal requirements</li> <li>• sport-specific requirements</li> </ul>			
		1.11	Describe the insurance requirements on a coach operating in a coaching environment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to ensure equitable coaching of sport-specific activities	2.1	Describe the following requirements impacting on equitable coaching: <ul style="list-style-type: none"> <li>• legal requirements</li> <li>• sport-specific requirements</li> </ul>			
		2.2	Explain the purpose of sport-specific Codes of Practice for coaching			
		2.3	Explain how sport-specific Codes of Practice for coaching impact on coaching behaviour			
		2.4	Describe methods to minimise barriers to participant development			
		2.5	Explain what information is required in order to provide appropriate and safe opportunities for disabled participant(s) and specific populations			
		2.6	Describe the nature of impairments and how their implications may affect aspects of the coaching process			
		2.7	Describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment			
		2.8	Describe how and when to involve support staff to ensure participant(s)' needs are provided for within the coaching activity			
		2.9	Describe how to adapt and progress activities and sessions			
		2.10	Describe how to prepare athletes for competition			
		2.11	Identify types of performance enhancing drugs and illegal substances			
		2.12	Explain how a coach can discourage the use of performance enhancing drugs and any illegal substances			

Learner name: \_\_\_\_\_

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*(if sampled)*

## 12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: [www.edexcel.com/contactus](http://www.edexcel.com/contactus)
- BTEC: [www.btec.co.uk/contactus](http://www.btec.co.uk/contactus)
- Pearson Work Based Learning: [www.edexcel.com/about-wbl/Pages/Contact-us](http://www.edexcel.com/about-wbl/Pages/Contact-us)
- books, software and online resources for UK schools and colleges:  
[www.pearsonschoolsandfecolleges.co.uk/contactus](http://www.pearsonschoolsandfecolleges.co.uk/contactus)

Key publications

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to [www.edexcel.com/resources/publications/Pages](http://www.edexcel.com/resources/publications/Pages)

## 13 Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options and sector events, 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
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

For more information on training options and upcoming events, please visit our website [www.edexcel.com/Our-support/training-events/Pages](http://www.edexcel.com/Our-support/training-events/Pages). You can request customised training by completing the enquiry form on our website and we will contact you to discuss your training needs.

### Support services

**Face-to-face support:** our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required. A UK map showing the Regional Quality Managers' contact details can be found at [www.btec.co.uk/support](http://www.btec.co.uk/support).

**Online support:** find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available at [www.pearsonwbl.edexcel.com/Our-support](http://www.pearsonwbl.edexcel.com/Our-support).

### Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers can seek advice and clarification about any aspect of our qualifications and services, and share knowledge and information with others. The forums are sector specific and cover Business Administration, Customer Service, Health and Social Care, Hospitality and Catering and Retail. The online forum is available at [www.pearsonwbl.edexcel.com/Our-support](http://www.pearsonwbl.edexcel.com/Our-support).

## 14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

**Email:** wblcustomerservices@pearson.com

**Telephone:** 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

**Email:** wbl@pearson.com

**Telephone:** 0844 576 0045

### Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email [wblcomplaints@pearson.com](mailto:wblcomplaints@pearson.com).

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

## Annexe A: Assessment Strategy

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### **Level 3 Certificate in Achieving Excellence in Sports Performance (QCF)**

SkillsActive, the Sector Skills Council (SSC) for Active Leisure, Learning and Well-Being, is approved by the Office of Qualifications and Examinations Regulation (Ofqual) as a unit and rule of combination submitter for the Qualifications and Credit Framework (QCF). In line with its Sector Qualifications Strategy (SQS), SkillsActive has developed nine units and a Rule of Combination (RoC) for awarding organisations (AO) who wish to award the Level 3 Certificate in Achieving Excellence in Sports Performance (QCF) qualification.

To ensure awareness of the assessment requirements for this qualification SkillsActive has developed this assessment strategy. Therefore, all AO's wishing to award this qualification must adhere to the assessment and evidence requirements as detailed within this document.

### **Qualification Development**

The Level 3 Certificate in Achieving Excellence in Sports Performance (QCF) qualification was developed based on SkillsActive's 2012 National Occupational Standards (NOS) for Achieving Excellence in Sports Performance.

### **Purpose of the qualification**

The Level 3 Certificate in Achieving Excellence in Sports Performance (QCF) qualification provides young elite athletes with the skills required for successful performance in an elite sports training environment, specifically the training environment of their chosen sport.

This qualification can meet the needs of those elite young athletes who have the potential to achieve excellence in their sport and are seeking, as their main career goal, to perform at the highest level, such as full time funded, professional or semi-professional athlete.

### **Credit value of the qualification**

26 credits

### **Guided learning hours (GLH) for the qualification**

180 GLH (minimum)

### **Ofqual purpose code for the qualification**

C2 – Prepare for employment in a specific occupational area.

## Entry requirements for the qualification

Learners joining this qualification are required to be, as a minimum, 16 years of age. They must also be enrolled on an Apprenticeship in Achieving Sport Excellence (AASE) Programme.

Athletes can only gain access to AASE if they are:

- identified by their National Governing Body (NGB) of sport and are receiving support from lottery funded world class programmes,
- involved in the talented athlete scholarship scheme (TASS),
- contracted, full time, apprentices at professional sports clubs,
- involved in an 'academy environment' with a professional sports club.

Enquiries regarding eligibility and entry to the AASE programme should be referred to the NGB of sport concerned.

## Criteria for delivering the qualification

All AO's must demonstrate they have a centre approval system in place which ensures Centres:

- provide learners with opportunities to develop their skills and knowledge using leisure facilities and equipment which broadly reflects current industry good practice
- make available support systems and materials that will enable learners to achieve the qualification
- use occupationally competent tutors, assessors and internal verifiers
- assess, deliver and quality assure the qualification following the requirements of this document, including any additional information attached to any unit, and
- have a partnership in place with a NGB engaged in the AASE programme to deliver this qualification

The AO must also have a robust framework in place for external quality assurance.

## Criteria for assessing the qualification

To successfully achieve a unit, learners must:

- Achieve **all** the specified learning outcomes
- Satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- Show the evidence produced is their own/authentic.

To achieve the qualification:

- Learners must complete all assessment tasks and satisfy the requirements of **all relevant units**.

Information relating to the assessment of specific units can be found within the unit specifications located at the end of this document.

## Observed and assessed practice

There is a requirement for learners to engage in observed and assessed practice in the workplace for this qualification. 'Workplace' in this context means a real environment in which the learner is training for and/or competing at the elite level in their sport.

Learners must be observed to a competent standard in the workplace and assessed by an appropriately qualified assessor on a minimum of **two** separate occasions (recommended timeframe of one month between observations) for the following units:

- Develop own tactical skills to achieve excellence in a sport (M/506/1461)
- Develop own technical skills to achieve excellence in a sport (T/506/1462)
- Develop own physical capability to achieve excellence in a sport (K/506/1460)
- Develop own psychological skills to achieve excellence in a sport (M/506/1458)

Within these units the learner must work in partnership with the most appropriate coaching staff for own sport to evidence:

- the development of an annual or periodised personal training programme for own sport inclusive of:
  - short, medium and long term goals
  - training sessions
  - competitive events
  - skill assessments
- the review of progression against agreed goals, personal performance and collated results in own sports training sessions, competitive events, and skills assessments, and, identify opportunities for further development

The learner must also evidence:

- participation in own sports, training sessions, competitive events, and skills assessments

### **Develop own nutritional programme to achieve excellence in a sport (T/506/1459)**

Within this unit the learner must work in partnership with own sports nutritional staff to evidence:

- the development of a personal nutritional programme that takes account of personal lifestyle, likes, dislikes and role in own sport and includes:
  - energy demands and nutritional needs
  - nutritional requirements for competitive events pre, during and post participation
  - short, medium and long term goals
- the review of adherence to the nutritional programme and impact upon personal performance in own sport
- the identification of any changes that need to be made to improve personal performance in own sport

### **Manage own lifestyle to achieve excellence in a sport (A/506/1463)**

Within this unit the learner must work in partnership with the appropriate coaching staff in own sport to evidence:

- the development of a personal lifestyle planner that takes account of own sports training sessions, competitive events, rest days, personal and educational commitments and any other factors that influence day to day activities.

### **Develop own career in a sport (K/506/1457)**

Within this unit the learner must work in partnership with the appropriate coaching staff in own sport and career advisors to evidence:

- the development of a personal career plan that includes:
  - career pathways and opportunities, inclusive of a post competitive path
  - organisations and people who may be consulted for advice or be involved in implementing the plan
  - goals that are specific, measurable, achievable and realistic taking into account time requirements
  - financial goals
  - opportunities for personal and/or professional development

#### **The learner must also evidence:**

- the ongoing review of the personal career plan to maintain the accuracy of the information included and take account of personal developments and achievements and any changes in personal circumstances.

## **Communicate effectively with other people to achieve excellence in a sport (D/506/1455)**

Within this unit the learner must be able to evidence:

- the ability to effectively communicate and engage with a range of people to positively promote self, own organisation and sport.
- the review of feedback received from other people regarding self to inform opportunities for training, competition and career development

## **Work in a healthy and safe way at training and competition venues (H/506/1456)**

Within this unit the learner must evidence:

- knowledge and awareness of relevant and current information regarding health and safety policies and procedures for own sports training and competition venues to include:
  - equipment and facilities
  - security breaches manual handling
  - personal appearance
  - personal hygiene
  - own behaviour
- the ability to respond calmly and effectively in an emergency situation

### **Assessment Methods**

It is advisable all learners joining the qualification should undergo an initial assessment of skills in English, Mathematics and ICT and should have a personal development plan to inform opportunities to develop their skills as required. SkillsActive supports opportunities to develop these skills through a development programme that ensure the personal skills developed by learners support them as needed.

SkillsActive recommends a holistic approach should be adopted for assessment. The assessment methods selected must be valid, reliable, fair, free from bias, fit for purpose and appropriate to the context, taking into account the needs of each cohort and individual learner.

The learning outcomes detailed within the units require the learner to 'Understand' or 'Be able to'.

### **'Be able to'**

In the case of the 'Be able to' learning outcomes, observation by the assessor will be the most valid approach. Evidence for observations can be generated through:

- work environment
- naturally occurring evidence observed
- simulations

## **'Understand'**

In the case of the 'Understand' learning outcomes, the following assessment methods are valid but are not limited to:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task based controlled assessment

### **Choosing a valid method**

As a mode free qualification, the method of assessment and style of delivery can and should be varied to offer a personalised approach for each learner. Therefore assessment can take place throughout the learning programme and it can vary from individual to individual and course to course. The assessor should be trained and equipped to produce an effective assessment plan to maximise the achievement and support progression of their learners.

It is not acceptable to use evidence that the learner knows something to infer that they will be able to do it. Neither is it acceptable to use evidence of the learner being able to do something to infer knowledge. This approach was sometimes used in the past with the assessment of National Vocational Qualifications (NVQ). It is important to note that each QCF assessment criterion begins with a verb such as 'describe', 'identify' or 'explain'. Therefore, there must be explicit evidence from discussions with the learner, assignments, projects or case studies that they can 'describe', 'identify' or 'explain' as required. This cannot be reliably inferred from watching a learner do/demonstrate a related activity.

Assessment tasks and activities chosen should enable learners to produce, valid, sufficient and reliable evidence that relates directly to the specified criteria. Any assessment tasks and activities created must go through internal quality assurance prior to being used.

### **Sufficiency of evidence**

To achieve a learning outcome the learner must show evidence that they have met all of the assessment criteria attached to that learning outcome. However, this does not mean that different pieces of evidence must be used for each assessment criterion. It is possible one piece of evidence generated by the learner may meet the requirements of several assessment criteria and perhaps across more than one learning outcome or unit. Similarly, an observation of a learner may generate evidence for other assessment criteria, learning outcomes or units.

### **Authenticity of evidence**

Evidence used to assess learning outcomes and assessment criteria must be generated by the learner without help from others. For example, workbooks in which the learner has simply copied information as supplied by a tutor cannot be used as evidence of their knowledge; neither can written assignments that have been plagiarised.

### **Currency of evidence**

Evidence produced by the learner must be relevant at the time of assessment and reflect current workplace processes and equipment. For example, evidence generated in a period of out of date legislation cannot be used as evidence of their current knowledge

Validity of evidence  
Assessment tasks must be able to effectively measure the learner's attainment at the required level of achievement. Evidence produced by learners must focus on the appropriate knowledge and skills relevant to the assessment criteria.

### **Reliability of evidence**

Assessment tasks should be consistent across all learners, over time and at the required level.

Therefore meaning assessors acting independently, using the same criteria and assessment tasks would come to the same judgement about a given piece of work. It is important to ensure explicitness in setting expectations is applied to ensure reliability.

## **Quality assurance and workforce requirements**

### **Quality assurance**

#### **Internal verification**

A Centre delivering the Level 3 Certificate in Achieving Excellence in Sports Performance (QCF) qualification must have an effective internal verification strategy and processes in place to ensure quality assurance and workforce requirements are met and to ensure learners are assessed fairly and consistently.

#### **External verification**

The AO awarding the Level 3 Certificate in Achieving Excellence in Sports Performance (QCF) qualification must have a robust system of external quality assurance in place, which has clear and effective arrangements to ensure the quality and standardisation of its delivery, assessment and other associated requirements across Centres.

## Requirements for tutors

All those who deliver this qualification must:

- Hold one of the following qualifications:
  - Level 3/4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF); or
  - Level 3 Award in Education and Training (QCF); or
  - Level 3/4 Certificate in Teaching in the Lifelong Learning Sector (QCF); or
  - Level 4 Certificate in Education and Training (QCF); or
  - Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF); or
  - Any equivalent teaching qualification in FE/post compulsory education.
- Have up to date working knowledge and experience of best practice in tutoring;
- Have experience of delivering to learners;
- Be occupationally competent in the area of elite sport
- Have up to date working knowledge and experience of best practice and developments in the elite sport industry;
- Have experience of performing at an elite level (national and international) or coaching the required sport at elite level (talent ID, national and international)
- Show current evidence of continuing professional development in tutoring/training

## Requirements for assessors

All those who assess this qualification must:

- Hold one of the following qualifications:
  - Level 3 Certificate in Assessing Vocational Achievement (QCF); or
  - Level 3 Award in Assessing Competence in the Workplace (QCF); or
  - A1 Assess Candidate Performance Using a Range Of Methods
  - D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- Have up to date working knowledge of best practice in assessment and quality assurance;
- Have experience of assessing learners;
- Have up to date working knowledge of best practice and developments in the elite sport industry;
- Have experience of performing at an elite level (national and international) or coaching the required sport at elite level (talent ID, national and international)
- Show current evidence of continuing professional development in assessment and quality assurance

### **Requirements for internal quality assurance**

All those who are involved with the internal quality assurance of this qualification must:

- Hold one of the following assessor qualifications:
  - Level 3 Certificate in Assessing Vocational Achievement (QCF); or
  - A1 Assess Candidate Performance Using a Range Of Methods
  - D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- Hold one of the following internal quality assurance qualifications:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF) or
  - V1 Conduct Internal Quality Assurance of the Assessment Process; or
  - D34 Internally Verify the Assessment Process;
- Have up to date working knowledge and experience of best practice in assessment and quality assurance;
- Show evidence of continuing professional development in assessment and quality assurance

### **Requirements for external quality assurance**

All those who are involved with the external quality assurance of this qualification must:

- Hold one of the following qualifications:
  - Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (QCF), or
  - Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (QCF); or
  - V2 Conduct External Quality Assurance of the Assessment Process; or
  - D35 Externally Verify the Assessment Process,
- Have up to date working knowledge and experience of best practice in quality assurance;
- Show current evidence of continuing professional development in assessment and quality assurance

Anyone wishing to tutor or assess the Level 3 Certificate in Achieving Excellence in Sports Performance (QCF) qualification MUST meet all of the required criteria. Unqualified tutors and assessors are not permitted to deliver or assess this qualification. Should an unqualified tutor be used they must have their delivery observed by a qualified tutor. Should an unqualified assessor be used they must have their assessment decisions countersigned by a qualified assessor.

Anyone wishing to internally or externally verify the Level 3 Certificate in Achieving Excellence in Sports Performance (QCF) who do not hold the required qualifications, can do so as long as they achieve the qualification concerned within a 12 month period. Unqualified internal verifiers must have their decisions countersigned by a suitably qualified individual.

It is good practice for all assessors to be independent of the learning process i.e. they should not have been involved in the tutoring of the learner

### **Level 3 NVQ Diploma in Achieving Excellence in Sports Performance (QCF)**

The Level 3 NVQ Diploma in Achieving Excellence in Sports Performance (QCF) provides young elite athletes with the understanding and skills of elite sports training environments, specifically the training environment of their chosen sport.

This qualification can meet the needs of those elite young athletes who have the potential to achieve excellence in their sport and are seeking, as their main career goal, to perform at the highest level, such as full time funded, professional or semi-professional athlete.

#### **Credit value of the qualification**

64 credits

#### **Guided learning hours (GLH) for the qualification**

463 GLH (minimum)

#### **Ofqual purpose code for the qualification**

D1 – Confirm competence in an occupational role to the standards required

#### **Entry requirements for the qualification**

Learners joining this qualification are required to be 16 years of age. They must also be enrolled on an Apprenticeship in Achieving Sport Excellence (AASE) Programme.

Athletes can only gain access to AASE if they are:

- Identified by their National Governing Body (NGB) of sport and are receiving support from lottery funded world class programmes,
- involved in the Talented Athlete Scholarship Scheme (TASS),
- contracted, full time, apprentices at professional sports clubs,
- involved in an 'academy environment' with a professional sports club.

Enquiries regarding eligibility and entry to the AASE programme should be referred to the NGB of sport concerned.

#### **Criteria for delivering the qualification**

All AO's must demonstrate they have a centre approval system in place which ensures Centres:

- provide learners with opportunities to develop their skills and knowledge using leisure facilities and equipment which broadly reflects current industry good practice
- make available support systems and materials that will enable learners to achieve the qualification
- use occupationally competent tutors, assessors and internal verifiers

- assess, deliver and quality assure the qualification following the requirements of this document, including any additional information attached to any unit, and
- have a partnership in place with a NGB engaged in the AASE programme to deliver this qualification

The AO must also have a robust framework in place for external quality assurance.

### Criteria for assessing the qualification

To successfully achieve a unit, learners must:

- Achieve **all** the specified learning outcomes
- Satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- Show the evidence produced is their own/authentic.

To achieve the qualification:

- Learners must complete all assessment tasks and satisfy the requirements of **all relevant units**.

Information relating to the assessment of specific units can be found within the unit specifications located at the end of this document.

### Observed and assessed practice

There is a requirement for learners to engage in observed and assessed practice in the workplace for this qualification. 'Workplace' in this context means a real environment in which the learner is training for and/or competing at the elite level in their sport.

Learners must be observed to a competent standard in the workplace and assessed by an appropriately qualified assessor on a minimum of **two** separate occasions (recommended timeframe of one month between observations) for the following units:

- Develop own tactical skills to achieve excellence in a sport (M/506/1461)
- Develop own technical skills to achieve excellence in a sport (T/506/1462)
- Develop own physical capability to achieve excellence in a sport (K/506/1460)
- Develop own psychological skills to achieve excellence in a sport (M/506/1458)

Within these units the learner must work in partnership with the most appropriate coaching staff for own sport to evidence:

- the development of an annual or periodised personal training programme for own sport inclusive of:
  - short, medium and long term goals
  - training sessions
  - competitive events
  - skill assessments
- the review of progression against agreed goals, personal performance and collated results in own sports training sessions, competitive events, and skills assessments, and, identify opportunities for further development

The learner must also evidence:

- participation in own sports, training sessions, competitive events, and skills assessments

### **Develop own nutritional programme to achieve excellence in a sport (T/506/1459)**

Within this unit the learner must work in partnership with own sports nutritional staff to evidence:

- the development of a personal nutritional programme that takes account of personal lifestyle, likes, dislikes and role in own sport and includes:
  - energy demands and nutritional needs
  - nutritional requirements for competitive events pre, during and post participation
  - short, medium and long term goals
- the review of adherence to the nutritional programme and impact upon personal performance in own sport
- the identification of any changes that need to be made to improve personal performance in own sport

### **Manage own lifestyle to achieve excellence in a sport (A/506/1463)**

Within this unit the learner must work in partnership with the appropriate coaching staff in own sport to evidence:

- the development of a personal lifestyle planner that takes account of own sports training sessions, competitive events, rest days, personal and educational commitments and any other factors that influence day to day activities.

### **Develop own career in a sport (K/506/1457)**

Within this unit the learner must work in partnership with the appropriate coaching staff in own sport and career advisors to evidence:

- the development of a personal career plan that includes:
  - career pathways and opportunities, inclusive of a post competitive path
  - organisations and people who may be consulted for advice or be involved in implementing the plan
  - goals that are specific, measurable, achievable and realistic taking into account time requirements
  - financial goals
  - opportunities for personal and/or professional development

**The learner must also evidence:**

- the ongoing review of the personal career plan to maintain the accuracy of the information included and take account of personal developments and achievements and any changes in personal circumstances.

## **Communicate effectively with other people to achieve excellence in a sport (D/506/1455)**

Within this unit the learner must be able to evidence:

- the ability to effectively communicate and engage with a range of people to positively promote self, own organisation and sport.
- the review of feedback received from other people regarding self to inform opportunities for training, competition and career development

## **Work in a healthy and safe way at training and competition venues (H/506/1456)**

Within this unit the learner must evidence:

- knowledge and awareness of relevant and current information regarding health and safety policies and procedures for own sports training and competition venues to include:
  - equipment and facilities
  - security breaches manual handling
  - personal appearance
  - personal hygiene
  - own behaviour
- the ability to respond calmly and effectively in an emergency situation

### **Assessment Methods**

It is advisable all learners joining the qualification should undergo an initial assessment of skills in English, Mathematics and ICT and should have a personal development plan to inform opportunities to develop their skills as required. SkillsActive supports opportunities to develop these skills through a development programme that ensure the personal skills developed by learners support them as needed.

SkillsActive recommends a holistic approach should be adopted for assessment. The assessment methods selected must be valid, reliable, fair, free from bias, fit for purpose and appropriate to the context, taking into account the needs of each cohort and individual learner.

The learning outcomes detailed within the units require the learner to 'Understand' or 'Be able to'.

### **'Be able to'**

In the case of the 'Be able to' learning outcomes, observation by the assessor will be the most valid approach. Evidence for observations can be generated through:

- work environment
- naturally occurring evidence observed
- simulations

## **'Understand'**

In the case of the 'Understand' learning outcomes, the following assessment methods are valid but are not limited to:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task based controlled assessment

### **Choosing a valid method**

As a mode free qualification, the method of assessment and style of delivery can and should be varied to offer a personalised approach for each learner. Therefore assessment can take place throughout the learning programme and it can vary from individual to individual and course to course. The assessor should be trained and equipped to produce an effective assessment plan to maximise the achievement and support progression of their learners.

It is not acceptable to use evidence that the learner knows something to infer that they will be able to do it. Neither is it acceptable to use evidence of the learner being able to do something to infer knowledge. This approach was sometimes used in the past with the assessment of National Vocational Qualifications (NVQ). It is important to note that each QCF assessment criterion begins with a verb such as 'describe', 'identify' or 'explain'. Therefore, there must be explicit evidence from discussions with the learner, assignments, projects or case studies that they can 'describe', 'identify' or 'explain' as required. This cannot be reliably inferred from watching a learner do/demonstrate a related activity.

Assessment tasks and activities chosen should enable learners to produce, valid, sufficient and reliable evidence that relates directly to the specified criteria. Any assessment tasks and activities created must go through internal quality assurance prior to being used.

### **Sufficiency of evidence**

To achieve a learning outcome the learner must show evidence that they have met all of the assessment criteria attached to that learning outcome. However, this does not mean that different pieces of evidence must be used for each assessment criterion. It is possible one piece of evidence generated by the learner may meet the requirements of several assessment criteria and perhaps across more than one learning outcome or unit. Similarly, an observation of a learner may generate evidence for other assessment criteria, learning outcomes or units.

### **Authenticity of evidence**

Evidence used to assess learning outcomes and assessment criteria must be generated by the learner without help from others. For example, workbooks in which the learner has simply copied information as supplied by a tutor cannot be used as evidence of their knowledge; neither can written assignments that have been plagiarised.

### **Currency of evidence**

Evidence produced by the learner must be relevant at the time of assessment and reflect current workplace processes and equipment. For example, evidence generated in a period of out of date legislation cannot be used as evidence of their current knowledge.

### **Validity of evidence**

Assessment tasks must be able to effectively measure the learner's attainment at the required level of achievement. Evidence produced by learners must focus on the appropriate knowledge and skills relevant to the assessment criteria.

### **Reliability of evidence**

Assessment tasks should be consistent across all learners, over time and at the required level.

Therefore meaning assessors acting independently, using the same criteria and assessment tasks would come to the same judgement about a given piece of work. It is important to ensure explicitness in setting expectations is applied to ensure reliability.

## **Quality assurance and workforce requirements**

### **Quality assurance**

#### **Internal verification**

A Centre delivering the Level 3 NVQ Diploma in Achieving Excellence in Sports Performance (QCF) qualification must have an effective internal verification strategy and processes in place in place to ensure quality assurance and workforce requirements AO requirements and standards are met and to ensure learners are assessed fairly and consistently.

#### **External verification**

The AO awarding the Level 3 NVQ Diploma in Achieving Excellence in Sports Performance (QCF) qualification must have a robust system of external quality assurance in place, which has clear and effective arrangements to ensure the quality and standardisation of its delivery, assessment and other associated requirements across Centres.

## Requirements for tutors

All those who deliver this qualification must:

- Hold one of the following qualifications:
  - Level 3/4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF); or
  - Level 3 Award in Education and Training (QCF); or
  - Level 3/4 Certificate in Teaching in the Lifelong Learning Sector (QCF); or
  - Level 4 Certificate in Education and Training (QCF); or
  - Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF); or
  - Any equivalent teaching qualification in FE/post compulsory education.
- Have up to date working knowledge and experience of best practice in tutoring;
- Have experience of delivering to learners;
- Be occupationally competent in the area of elite sport
- Have up to date working knowledge and experience of best practice and developments in the elite sport industry;
- Have experience of performing at an elite level (national and international) or coaching the required sport at elite level (talent ID, national and international)
- Show current evidence of continuing professional development in tutoring/training

## Requirements for assessors

All those who assess this qualification must:

- Hold one of the following qualifications:
  - Level 3 Certificate in Assessing Vocational Achievement (QCF); or
  - Level 3 Award in Assessing Competence in the Workplace (QCF); or
  - A1 Assess Candidate Performance Using a Range Of Methods
  - D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- Have up to date working knowledge of best practice in assessment and quality assurance;
- Have experience of assessing learners;
- Have up to date working knowledge of best practice and developments in the elite sport industry;
- Have experience of performing at an elite level (national and international) or coaching the required sport at elite level (talent ID, national and international)
- Show current evidence of continuing professional development in assessment and quality assurance

## Requirements for internal quality assurance

All those who are involved with the internal quality assurance of this qualification must:

- Hold one of the following assessor qualifications:
  - Level 3 Certificate in Assessing Vocational Achievement (QCF); or
  - A1 Assess Candidate Performance Using a Range Of Methods
  - D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- Hold one of the following internal quality assurance qualifications:
  - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF) or
  - V1 Conduct Internal Quality Assurance of the Assessment Process; or
  - D34 Internally Verify the Assessment Process;
- Have up to date working knowledge and experience of best practice in assessment and quality assurance;
- Show evidence of continuing professional development in assessment and quality assurance

For the delivery, assessment and internal verification of the following four units, the workforce must hold or be working towards a Level 2 sport-specific coaching qualification or above:

- Understanding the fundamentals of coaching sport (J/601/2101)
- Understanding how to develop participants through coaching sport (Y/601/2104)
- Supporting participants' lifestyle through coaching sport (H/601/2106)
- Understanding the principles of safe and equitable coaching practice (M/601/2108)

## Requirements for external quality assurance

All those who are involved with the external quality assurance of this qualification must:

- Hold one of the following qualifications:
  - Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (QCF), or
  - Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (QCF); or
  - V2 Conduct External Quality Assurance of the Assessment Process; or
  - D35 Externally Verify the Assessment Process,
- Have up to date working knowledge and experience of best practice in quality assurance;
- Show current evidence of continuing professional development in assessment and quality assurance

Anyone wishing to tutor or assess the Level 3 NVQ Diploma in Achieving Excellence in Sports Performance (QCF) qualification MUST meet all of the required criteria. Unqualified tutors and assessors are not permitted to deliver or assess this qualification. Should an unqualified tutor be used they must have their delivery observed by a qualified tutor. Should an unqualified assessor be used they must have their assessment decisions countersigned by a qualified assessor.

Anyone wishing to internally or externally verify the Level 3 NVQ Diploma in Achieving Excellence in Sports Performance (QCF) who do not hold the required qualifications, can do so as long as they achieve the qualification concerned within a 12 month period. Unqualified internal verifiers must have their decisions countersigned by a suitably qualified individual.

It is good practice for all assessors to be independent of the learning process i.e. they should not have been involved in the tutoring of the learner.

## Annexe B: Personal, Learning and Thinking Skills (PLTS) mapping

PLTS	Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
		L2	L2	L3	L3	L5	L3	L2	L2	L2													
<b>Independent Enquirers</b>																							
1	identify questions to answer and problems to resolve			•															•				
2	plan and carry out research, appreciating the consequences of decisions			•									•	•	•		•						
3	explore issues, events or problems from different perspectives																						
4	analyse and evaluate information, judging its relevance and value			•													•	•					
5	consider the influence of circumstances, beliefs and feelings on decisions and events			•																			
6	support conclusions, using reasoned arguments and evidence																	•					
<b>Creative Thinkers</b>																							
1	generate ideas and explore possibilities			•									•	•	•		•	•					
2	ask questions to extend their thinking			•															•				
3	connect their own and others' ideas and experiences in inventive ways												•	•	•		•	•					
4	question their own and others' assumptions			•																			
5	try out alternatives or new solutions and follow ideas through			•													•	•					
6	adapt ideas as circumstances change												•	•	•			•					
<b>Reflective Learners</b>																							
1	assess themselves and others, identifying opportunities and achievements			•									•	•	•		•						
2	set goals with success criteria for their development and work			•									•	•	•				•				
3	review progress, acting on the outcomes												•	•	•		•						
4	invite feedback and deal positively with praise, setbacks and criticism																	•					
5	evaluate experiences and learning to inform future progress			•													•	•					
6	communicate their learning in relevant ways for different audiences																	•					

PLTS	Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
		L2	L2	L3	L3	L5	L3	L2	L2	L2													
<b>Team Workers</b>																							
1	collaborate with others to work towards common goals			•									•	•	•		•	•					
2	reach agreements, managing discussions to achieve results			•													•	•					
3	adapt behaviour to suit different roles and situations, including leadership roles																•	•					
4	show fairness and consideration to others																	•	•				
5	take responsibility, showing confidence in themselves and their contribution			•													•						
6	provide constructive support and feedback to others																		•				
<b>Self-Managers</b>																							
1	seek out challenges or new responsibilities and show flexibility when priorities change			•														•	•				
2	work towards goals, showing initiative, commitment and perseverance			•	•								•	•	•		•	•					
3	organise time and resources, prioritising actions			•	•								•	•	•		•	•					
4	anticipate, take and manage risks			•	•																		
5	deal with competing pressures, including personal and work-related demands																•	•					
6	respond positively to change, seeking advice and support when needed			•														•	•				
7	manage their emotions, and build and maintain relationships			•	•												•	•	•				
<b>Effective Participators</b>																							
1	discuss issues of concern, seeking resolution where needed				•								•	•	•			•					
2	present a persuasive case for action				•																		
3	propose practical ways forward, breaking these down into manageable steps												•	•	•			•					
4	identify improvements that would benefit others as well as themselves																		•				
5	try to influence others, negotiating and balancing diverse views to reach workable solutions																						
6	act as an advocate for views and beliefs that may differ from their own																						

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