

# Specification

Edexcel qualifications

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

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

**Edexcel BTEC Level 3 Certificate in Understanding Sports Performance (QCF)**

First registration June 2011

Edexcel, a Pearson company, is the UK's largest awarding organisation offering vocational and academic qualifications and testing to employers, training providers, colleges, schools, and other places of learning in the UK, and in over 85 countries worldwide.

Our specialist suite of qualifications includes NVQs and competency-based qualifications, Apprenticeships, WorkSkills, Functional Skills and Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

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## Qualification titles covered by this specification

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This specification gives you the information you need to offer the Edexcel Level 3 NVQ Diploma in Achieving Excellence in Sports Performance (QCF), the Edexcel BTEC Level 3 Certificate in Achieving Excellence in Sports Performance (QCF) and the Edexcel BTEC Level 3 Certificate in Understanding Sports Performance (QCF).

| <b>Qualification title</b>   | <b>Qualification Number (QN)</b> | <b>Regulation start date</b> | <b>Operational Start date</b> |
|--|----------------------------------|------------------------------|-------------------------------|
| Edexcel Level 3 NVQ Diploma in Achieving Excellence in Sports Performance (QCF)      | 600/1808/2                       | 18/04/2011                   | 01/06/2011                    |
| Edexcel BTEC Level 3 Certificate in Achieving Excellence in Sports Performance (QCF) | 600/1810/0                       | 18/04/2011                   | 01/06/2011                    |
| Edexcel BTEC Level 3 Certificate in Understanding Sports Performance (QCF)           | 600/1811/2                       | 18/04/2011                   | 01/06/2011                    |

These qualifications have been approved within the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Reference Application (LARA), where relevant.

You should use the QCF Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF unit reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

For further information on the funding of 14-19 qualifications offered in England, please refer to the DfE Section 96 website.

For further information on the funding of 19+ qualifications offered in England, please refer to the SFA website.

For further information on funding in Wales, visit the DAQW website.

For further information on funding in Northern Ireland, visit the DELNI and DENI website.

The Edexcel Level 3 NVQ Diploma in Achieving Excellence in Sports Performance (QCF) replaces the following qualification from August 2011:

| <b>Qualification title</b>  | <b>Qualification Number (QN)</b> | <b>Approval start date</b> | <b>Operational end date</b> |
|---|----------------------------------|----------------------------|-----------------------------|
| Edexcel Level 3 NVQ in Achieving Excellence in Sports Performance | 500/2917/4                       | 01/09/2007                 | 31/08/2011                  |

# Key features of the Edexcel Level 3 qualifications in Sporting Excellence (QCF)

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These qualifications:

- are nationally recognised
- are based on the Achieving Excellence in Sports Performance National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structures are owned by SkillsActive.

The Edexcel Level 3 qualifications in this specification have been approved as components for the related Advanced Apprenticeship framework.

## What is the purpose of these qualifications?

These qualifications are designed to provide a structured training and development route for talented young athletes, who have a real chance of excelling in their sport, as part of the Advanced Apprenticeship in Sporting Excellence.

## Who are these qualifications for?

These qualifications are for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

## What are the benefits of these qualifications to the learner and employer?

These qualifications reflect the skills, knowledge and performance criteria required in elite level sport and are designed to measure athlete's abilities in planning, applying and evaluating their development in the appropriate technical, tactical, physical and psychological aspects of their sport.

The qualifications also address wider issues such as lifestyle, career development, communication and health and safety.

## What progression opportunities are available to learners who achieve these qualifications?

Learners who achieve these qualifications will be able to progress into 'full time' sports performance (professional or otherwise), performing at the highest level, into employment elsewhere in the active leisure and learning sector, or into further education such as to a BTEC Higher National, or a degree in a related area.

Further information is available in *Annexe A*.

## What is the qualification structure for the Edexcel Level 3 NVQ Diploma in Achieving Excellence in Sports Performance (QCF)?

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Individual units can be found in the *Units* section.

To achieve the Edexcel Level 3 NVQ Diploma in Achieving Excellence in Sports Performance (QCF), the learner must achieve all 64 credits from all 22 mandatory units.

| Unit reference | Unit title   | Level | Credit |
|----------------|--|-------|--------|
| R/503/0770     | Unit 1: Understanding how to manage own career in sport                                      | 2     | 2      |
| M/503/0775     | Unit 2: Understanding health and safety at training and competition venues                   | 2     | 3      |
| F/503/0795     | Unit 3: Manage own career in sport   | 2     | 2      |
| L/503/0797     | Unit 4: Maintain the health and safety of self and others at training and competition venues | 2     | 2      |
| L/503/0749     | Unit 5: Understanding technical skills to achieve excellence in sport                        | 3     | 4      |
| R/503/0753     | Unit 6: Understanding tactical skills to achieve excellence in sport                         | 3     | 4      |
| K/503/0757     | Unit 7: Understanding physical capability to achieve excellence in sport                     | 3     | 4      |
| R/503/0767     | Unit 8: Understanding nutrition to achieve excellence in sport                               | 3     | 2      |
| Y/503/0768     | Unit 9: Understanding mental skills and attitudes in relation to excellence in sport         | 3     | 4      |
| D/503/0769     | Unit 10: Understanding lifestyle to achieve excellence in sport                              | 3     | 2      |
| H/503/0773     | Unit 11: Understanding communication and teamwork to achieve excellence in sport             | 3     | 4      |
| J/503/0779     | Unit 12: Plan, apply and evaluate own tactical skills to achieve excellence in a sport       | 3     | 4      |
| F/503/0781     | Unit 13: Plan, apply and evaluate own technical skills to achieve excellence in a sport      | 3     | 3      |



| <b>Unit reference</b> | <b>Unit title</b>  | <b>Level</b> | <b>Credit</b> |
|-----------------------|--|--------------|---------------|
| R/503/0784            | Unit 14: Plan, apply and evaluate own physical capability to achieve excellence in sport         | 3            | 4             |
| Y/503/0785            | Unit 15: Plan, apply and evaluate own nutritional programme to achieve excellence in sport       | 3            | 2             |
| D/503/0786            | Unit 16: Plan, apply and evaluate own mental skills and attitudes to achieve excellence in sport | 3            | 4             |
| H/503/0787            | Unit 17: Plan and manage own lifestyle to achieve excellence in sport                            | 3            | 2             |
| J/503/0796            | Unit 18: Communicate and work effectively with other people to achieve excellence in sport       | 3            | 3             |
| J/601/2101            | Unit 19: Understanding the fundamentals of coaching sport  | 2            | 3             |
| Y/601/2104            | Unit 20: Understanding how to develop participants through coaching sport                        | 2            | 2             |
| H/601/2106            | Unit 21: Supporting participant(s)' lifestyle through coaching sport                             | 2            | 2             |
| M/601/2108            | Unit 22: Understanding the principles of safe and equitable coaching practice                    | 2            | 2             |

## What is the qualification structure for the Edexcel BTEC Level 3 Certificate in Achieving Excellence in Sports Performance (QCF)?

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Individual units can be found in the *Units* section.

To achieve the Edexcel BTEC Level 3 Certificate in Achieving Excellence in Sports Performance (QCF), the learner must achieve all 26 credits from all 9 mandatory units.

| <b>Unit reference</b> | <b>Unit title</b>  | <b>Level</b> | <b>Credit</b> |
|-----------------------|--|--------------|---------------|
| F/503/0795            | Unit 3: Manage own career in sport   | 2            | 2             |
| L/503/0797            | Unit 4: Maintain the health and safety of self and others at training and competition venues     | 2            | 2             |
| J/503/0779            | Unit 12: Plan, apply and evaluate own tactical skills to achieve excellence in a sport           | 3            | 4             |
| F/503/0781            | Unit 13: Plan, apply and evaluate own technical skills to achieve excellence in a sport          | 3            | 3             |
| R/503/0784            | Unit 14: Plan, apply and evaluate own physical capability to achieve excellence in sport         | 3            | 4             |
| Y/503/0785            | Unit 15: Plan, apply and evaluate own nutritional programme to achieve excellence in sport       | 3            | 2             |
| D/503/0786            | Unit 16: Plan, apply and evaluate own mental skills and attitudes to achieve excellence in sport | 3            | 4             |
| H/503/0787            | Unit 17: Plan and manage own lifestyle to achieve excellence in sport                            | 3            | 2             |
| J/503/0796            | Unit 18: Communicate and work effectively with other people to achieve excellence in sport       | 3            | 3             |

## What is the qualification structure for the Edexcel BTEC Level 3 Certificate in Understanding Sports Performance (QCF)?

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Individual units can be found in the *Units* section.

To achieve the Edexcel BTEC Level 3 Certificate in Understanding Sports Performance (QCF), the learner must achieve all 29 credits from all 9 mandatory units.

| Unit reference | Unit title   | Level | Credit |
|----------------|--|-------|--------|
| R/503/0770     | Unit 1: Understanding how to manage own career in sport                              | 2     | 2      |
| M/503/0775     | Unit 2: Understanding health and safety at training and competition venues           | 2     | 3      |
| L/503/0749     | Unit 5: Understanding technical skills to achieve excellence in sport                | 3     | 4      |
| R/503/0753     | Unit 6: Understanding tactical skills to achieve excellence in sport                 | 3     | 4      |
| K/503/0757     | Unit 7: Understanding physical capability to achieve excellence in sport             | 3     | 4      |
| R/503/0767     | Unit 8: Understanding nutrition to achieve excellence in sport                       | 3     | 2      |
| Y/503/0768     | Unit 9: Understanding mental skills and attitudes in relation to excellence in sport | 3     | 4      |
| D/503/0769     | Unit 10: Understanding lifestyle to achieve excellence in sport                      | 3     | 2      |
| H/503/0773     | Unit 11: Understanding communication and teamwork to achieve excellence in sport     | 3     | 4      |

## How are the qualifications graded and assessed?

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The overall grade for each qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

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

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

### Assessment strategy

The assessment requirements/strategy for these qualifications have/has been included in *Annexe D*. They have been developed by SkillsActive in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come 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/training programme whether at or away from the workplace
- the **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 learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence 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.  |

### **Types of evidence (to be read in conjunction with the assessment strategy in Annexe D)**

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- 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, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website [www.edexcel.com](http://www.edexcel.com). Alternatively, centres may develop their own.

# Centre recognition and approval

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## Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

## Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel 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.

## Quality assurance

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Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

## What resources are required?

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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 D: Assessment requirements/strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

# Unit format

Each unit in this specification contains the following sections.

|   |                             |  |  |  |  |
|---|-----------------------------|--|--|--|--|
| <b>Unit title:</b>  |                             |  |  |  | The unit title is approved on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).   |
| <b>Unit reference number:</b>   |                             |  |  |  | This is the unit owner's reference number for the specified unit.  |
| <b>QCF level:</b>   |                             |  |  |  | All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.                    |
| <b>Credit value:</b>  |                             |  |  |  | All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.   |
| <b>Guided learning hours:</b>   |                             |  |  |  | A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study. |
| <b>Unit summary:</b>  |                             |  |  |  | This provides a summary of the purpose of the unit.  |
| <b>Assessment requirements/evidence requirements:</b>   |                             |  |  |  | The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.  |
| <b>Assessment methodology:</b>  |                             |  |  |  | This provides a summary of the assessment methodology to be used for the unit.   |
| <b>Learning outcomes:</b>   | <b>Assessment criteria:</b> | <b>Evidence type:</b>  | <b>Portfolio reference:</b>  | <b>Date:</b>   |  |
|   |                             |  | The learner should use this box to indicate where the evidence can be obtained eg portfolio page number. | The learner should give the date when the evidence has been provided.  |  |
| Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit. |                             | The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved. |  | Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system. |  |





# Units



## **Unit 1: Understanding how to manage own career in sport**

**Unit reference number:** R/5030770

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

Learning outcomes can be assessed by:

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

### **Assessment methodology**

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 and assessment criteria

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

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>3. Understand how an elite athlete plans own finances</p>   | <p>3.1. Explain why it is important for an elite athlete to manage their finances responsibly</p> <p>3.2. Describe how to find and use sources of financial advice</p> <p>3.3. Explain how to develop own financial goals – short-, medium- and long- term</p> <p>3.4. Identify what a personal financial plan should cover</p> <p>3.5. Identify the types of information that financial advisers will need to develop a financial plan</p>   |               |                     |      |
| <p>4. Understand how an elite athlete manages own finances</p> | <p>4.1. Explain the things that an athlete needs to do to follow through a financial plan</p> <p>4.2. Explain why it is important to seek advice from financial advisers when there are problems with a financial plan</p> <p>4.3. Describe the financial records that an elite athlete should keep and how to keep them up to date</p> <p>4.4. Describe legal and contractual requirements for managing finances</p> <p>4.5. Explain why it is important to review a financial plan and how to do so</p> |               |                     |      |

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
(if sampled)

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

## **Unit 2: Understanding health and safety at training and competition venues**

**Unit reference number:** M/503/0775

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

Learning outcomes can be assessed by:

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

### **Assessment methodology**

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 and assessment criteria

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1. Understand health and safety requirements for training and competition venues</p>   | <p>1.1. Summarise the basic requirements of health and safety legislation as relevant to an elite athlete</p> <p>1.2. Explain why health and safety is important in training and competition</p> <p>1.3. Summarise manufacturers' guidelines and instructions for the use of the facilities and equipment used in training and competition</p> <p>1.4. Name the person responsible for health and safety in training and competition venues</p> <p>1.5. Describe the health, safety and security checks relevant to own role</p>  |               |                     |      |
| <p>2. Understand how to maintain health and safety at training and competition venues</p> | <p>2.1. Identify the types of hazards that are likely to occur at training and competition venues and the accidents and injuries these hazards could cause</p> <p>2.2. Explain how to carry out basic risk assessments of the types of hazards that may occur</p> <p>2.3. Explain why it is important to report hazards and risks to the relevant person at training and competition venues</p> <p>2.4. Describe how to deal correctly with the types of hazards that may occur in own workplace</p> <p>2.5. Identify the documents relating to health and safety that may have to be completed</p> <p>2.6. Describe how to complete relevant health and safety documents</p> |               |                     |      |



| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>3. Understand how to promote health and safety to other people during training and competition</p> | <p>3.1. Explain why an elite athlete should encourage their colleagues and others to behave in a safe manner</p> <p>3.2. Describe how to encourage colleagues and others to behave safely</p> <p>3.3. Explain why it is important to make suggestions about improving health and safety and the procedures to follow</p>  |               |                     |      |
| <p>4. Know how to respond to emergencies</p>  | <p>4.1. Identify the types of emergencies that may occur at training and competition venues</p> <p>4.2. Describe the emergency procedures for the places at training and competition venues</p> <p>4.3. Explain how to deal with different emergencies before qualified assistance arrives</p> <p>4.4. Explain how to decide whether to contact the on-site first aider or immediately call the emergency services when there is an injury</p> <p>4.5. Identify the on-site first aider and how to contact them</p> <p>4.6. Describe the procedures to follow to contact the emergency services</p> |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| 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<br>5.2. Describe how to respond to other people's emotional distress during an emergency<br>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<br>6.2. Describe the incident reporting procedures<br>6.3. Give examples of the types of problems that may occur during emergency procedures<br>6.4. Explain why any problems during emergency procedures should be reported          |               |                     |      |

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*(if sampled)*

## **Unit 3: Manage own career in sport**

**Unit reference number:** F/503/0795

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1, 2 and 3**

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.

### **Assessment methodology**

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 and assessment criteria

| 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<br>1.2. Work with advisers to plan activities and timescales necessary to achieve own career goals<br>1.3. Ensure own career routes and timescales are realistic and achievable<br>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 self to follow own career plan<br>2.2. Use the help and support of other organisations and people to assist in implementing own career plan<br>2.3. Take part in planned activities to follow own career plan<br>2.4. Update own career plan when expectations or circumstances change<br>2.5. 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<br>3.2. Develop a realistic plan to achieve own financial goals<br>3.3. Follow own plan or seek help and advice when necessary<br>3.4. Make sure accurate financial records are kept<br>3.5. Update own financial plan when circumstances change |               |                     |      |

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*(if sampled)*

**Unit 4: Maintain the health and safety of self and others at training and competition venues**

**Unit reference number:** L/503/0797

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 15

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**Unit summary**

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.

**Assessment requirements/evidence requirements**

**Learning outcome 1**

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

**Learning outcome 1**

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

- 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.

## **Assessment methodology**

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 and assessment criteria

| 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 | <p>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</p> <p>1.2. Follow the relevant health and safety requirements for the training and competition venues</p> <p>1.3. Identify health and safety hazards when they occur</p> <p>1.4. Take the correct action to deal with health and safety hazards according to the level of risk and own level of responsibility</p> <p>1.5. Pass on suggestions for improving health and safety to the colleagues responsible</p> |               |                     |      |
| 2. Be able to respond to emergencies  | <p>2.1. Remain calm and follow the correct procedures for the emergency</p> <p>2.2. Take action to protect others from harm, without endangering self</p> <p>2.3. If necessary, call for assistance from other people</p> <p>2.4. Provide reassurance and comfort to those involved</p> <p>2.5. Give other people the information they need to deal with the situation</p> <p>2.6. Report the incident as required</p>  |               |                     |      |

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## **Unit 5: Understanding technical skills to achieve excellence in sport**

**Unit reference number:** L/503/0749

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

Learning **outcomes can be assessed by:**

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

### **Assessment methodology**

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 and assessment criteria

| 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               | <p>1.1. Identify sources of information on the technical demands and skills requirement of an elite athlete's role in a sport</p> <p>1.2. Summarise the technical skills appropriate to excellence in an elite athlete's role in a sport</p> <p>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</p> |               |                     |      |
| 2. Understand how an elite athlete works with coaching and other support staff to identify own technical needs | <p>2.1. Describe the types of assessments that are used to analyse technical skills in a sport</p> <p>2.2. Explain how an elite athlete takes part in assessments to analyse technical skills in role(s) in a sport</p> <p>2.3. Explain how an elite athlete can help coaching and other staff to identify own technical needs</p>  |               |                     |      |

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>3. Understand the importance of an elite athlete setting goals for own technical development</p> | <p>3.1. Explain the importance of technical goal setting: short-, medium- and long-term</p> <p>3.2. Describe the types of technical goals that an elite athlete may need to set themselves</p> <p>3.3. Explain the main components of a technical development programme in a role and how these components help to achieve individual goals</p> <p>3.4. Explain the importance of an elite athlete understanding and agreeing the technical goals they need to achieve</p>   |               |                     |      |
| <p>4. Understand how an elite athlete applies themselves to a technical development programme</p>   | <p>4.1. Explain the importance of an elite athlete committing themselves to a technical development programme</p> <p>4.2. Describe the types of behaviour that show an athlete is contributing positively to a technical development programme</p> <p>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</p> <p>4.4. Describe the types of feedback an elite athlete should provide during a technical programme</p> <p>4.5. Summarise ways in which a technical programme can be improved to meet individual athlete needs</p> |               |                     |      |

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

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## **Unit 6: Understanding tactical skills to achieve excellence in sport**

**Unit reference number:** R/503/0753

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

Learning outcomes can be assessed by:

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

### **Assessment methodology**

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 and assessment criteria

| 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               | <p>1.1. Identify sources of information on the tactical demands and skills requirement of an elite athlete's role in a sport</p> <p>1.2. Summarise the tactical skills appropriate to excellence in an elite athlete's role in a sport</p> <p>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</p> |               |                     |      |
| 2. Understand how an elite athlete works with coaching and other support staff to identify own tactical needs | <p>2.1. Describe the types of assessments that are used to analyse tactical skills in a sport</p> <p>2.2. Explain how an elite athlete takes part in assessments to analyse tactical skills in role(s) in a sport</p> <p>2.3. Explain how an elite athlete can help coaching and other staff to identify own tactical needs</p>  |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>3. Understand the importance of an elite athlete setting goals for own tactical development</p> | <p>3.1. Explain the importance of tactical goal setting: short-, medium- and long-term</p> <p>3.2. Describe the types of tactical goals that an elite athlete may need to set themselves</p> <p>3.3. Explain the main components of a tactical development programme in a role and how these components help to achieve individual goals</p> <p>3.4. Explain the importance of an elite athlete understanding and agreeing the tactical goals they need to achieve</p>  |               |                     |      |
| <p>4. Understand how an elite athlete applies themselves to a tactical development programme</p>   | <p>4.1. Explain the importance of an elite athlete committing themselves to a tactical development programme</p> <p>4.2. Describe the types of behaviour that show an elite athlete is contributing positively to a tactical development programme</p> <p>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</p> <p>4.4. Describe the types feedback an elite athlete can provide during a tactical programme</p> <p>4.5. Summarise ways in which a tactical programme can be improved to meet individual needs</p> |               |                     |      |

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

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## **Unit 7: Understanding physical capability to achieve excellence in sport**

**Unit reference number:** K/503/0757

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

Learning outcomes can be assessed by:

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

### **Assessment methodology**

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 and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1. Understand the physical demands of an elite athlete's role in a sport   | <p>1.1. Identify sources of information on the physical requirements of an elite athlete's role in their sport</p> <p>1.2. Explain the physical requirements placed on an elite athlete operating at the level of excellence in a role in their sport</p> <p>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</p> |               |                     |      |
| 2. Understand how an elite athlete works with coaching and other support staff to identify own physical conditioning needs | <p>2.1. Describe the types of assessments that are used to analyse an elite athlete's physical capability in a sport</p> <p>2.2. Explain how an elite athlete takes part in assessments to analyse physical capability in their sport</p> <p>2.3. Explain how an elite athlete can help coaching and other staff to identify own physical need</p>  |               |                     |      |



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

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>5. Understand how an elite athlete applies themselves to a physical conditioning programme</p> | <p>5.1. Explain the importance of an elite athlete committing themselves to a physical conditioning programme</p> <p>5.2. Describe the types of behaviour that show an elite athlete is contributing positively to a physical conditioning programme</p> <p>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</p> <p>5.4. Describe the types of assessments that can be used to monitor and measure physical progress and how they work</p> <p>5.5. Explain the importance of monitoring an elite athlete's response to a physical conditioning programme</p> <p>5.6. Describe the types feedback an elite athlete should provide during a physical conditioning programme</p> <p>5.7. Summarise ways in which a physical conditioning programme can be improved to meet individual athlete needs</p> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 6. Know about the risks of drugs in own sport   | <p>6.1. Identify the types of banned substances that athletes in own sport should not use</p> <p>6.2. Explain why banned substances are dangerous and not approved in own sport</p> <p>6.3. Explain the requirements for drugs testing in own sport and why they must be followed</p> <p>6.4. Describe what an elite athlete must do to ensure they comply with drug testing procedures, including when training venues change</p> <p>6.5. Describe what an elite athlete must check for when taking supplementation or medicines and who could best advise them in such situations</p> |               |                     |      |
| 7. Understand how an elite athlete prepares and applies their physical capability for competition | <p>7.1. Explain how an elite athlete can make best use of their physical capability during competition</p> <p>7.2. Describe the types of physical pre-competition exercises that can help an elite athlete prepare for competition</p> <p>7.3. Identify ways in which an elite athlete can help coaching staff to improve their physical pre-competition practices</p> <p>7.4. Explain how an elite athlete can integrate technical, tactical, physical and mental skills to achieve excellence during competition</p>  |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>8. Understand how an elite athlete can improve their physical training through evaluation</p> | <p>8.1. Explain the importance of evaluating an elite athlete's physical performance in competition</p> <p>8.2. Describe methods that can be used to evaluate an elite athlete's physical performance in competition</p> <p>8.3. Explain how an elite athlete can contribute to evaluations of their competitive physical performance</p> <p>8.4. Explain how an elite athlete can use evaluations to make further improvements to their physical capability and the way they use them</p> |               |                     |      |

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(if sampled)

## **Unit 8: Understanding nutrition to achieve excellence in sport**

**Unit reference number:** R/503/0767

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

Learning outcomes can be assessed by:

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

### **Assessment methodology**

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 and assessment criteria

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

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## **Unit 9: Understanding mental skills and attitudes in relation to excellence in sport**

**Unit reference number:** Y/503/0768

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

Learning outcomes can be assessed by:

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

### **Assessment methodology**

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 and assessment criteria

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

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| <p>3. Understand the importance of an elite athlete setting goals for their own mental and emotional development in the sport</p> | <p>3.1. Explain the importance of mental skills and attitudes in goal setting: short-, medium- and long-term</p> <p>3.2. Describe the types of mental skills and attitude goals that an elite athlete may need to set themselves</p> <p>3.3. Explain the importance of an elite athlete understanding and agreeing the mental skills and attitude goals they need to achieve</p> <p>3.4. State the main components of a programme to develop mental skills and attitudes for an elite athlete in their sport and how such a programme should help to achieve individual goals</p>  |               |                     |      |
| <p>4. Understand how an elite athlete applies themselves to a programme to improve mental skills and attitudes</p>                | <p>4.1. Explain the importance of an elite athlete committing themselves to a programme to improve their mental skills and attitudes</p> <p>4.2. Describe the types of behaviour that show an elite athlete is contributing positively to a programme to improve mental skills and attitudes</p> <p>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 mental skills and attitudes is meeting individual needs</p> <p>4.4. Describe the types of feedback an elite athlete can provide during a programme to develop mental skills and attitudes</p> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>5. Understand how an elite athlete prepares and applies mental skills and attitudes in competition</p>                     | <p>4.5. Explain how a programme to improve mental skills and attitudes can be improved to meet individual needs</p> <p>5.1. Explain how an elite athlete can make best use of their mental skills and attitudes in a competitive situation</p> <p>5.2. Describe the types of mental and emotional pre-competition techniques that can help an elite athlete prepare for competition</p> <p>5.3. Identify ways in which an elite athlete can help coaching and/or other staff to improve pre-competition techniques for mental skills and attitudes</p>  |               |                     |      |
| <p>6. Understand how an elite athlete can improve their mental skills and attitudes further through evaluation and review</p> | <p>6.1. Explain the importance of an elite athlete contributing to evaluations of their competitive performance and the impact of techniques to improve mental skills and attitudes</p> <p>6.2. Describe methods that can be used to evaluate the mental and emotional aspects of competitive performance</p> <p>6.3. Explain how an elite athlete can contribute to evaluations of the impact of techniques to improve mental skills and attitudes</p> <p>6.4. Describe how an elite athlete can use evaluations to make further improvements to their attitudes and mental skills and the way they use them</p> |               |                     |      |

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(if sampled)



## **Unit 10: Understanding lifestyle to achieve excellence in sport**

**Unit reference number:** D/503/0769

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

Learning outcomes can be assessed by:

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

### **Assessment methodology**

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 and assessment criteria

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 1. Understand how an elite athlete plans own sporting commitments   | <p>1.1. Explain why it is important for an elite athlete to plan and manage own sporting commitments</p> <p>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</p> <p>1.3. Describe the methods an elite athlete can use to plan and manage their own time</p>   |               |                     |      |
| 2. Understand how an elite athlete manages own sporting commitments | <p>2.1. Identify resources an elite athlete needs to meet their sporting commitments and how to access these</p> <p>2.2. Explain why it is important for an elite athlete to keep others up to date on own commitments – who should be informed and when</p> <p>2.3. Explain why it is important for an elite athlete to be flexible in planning and re-planning own commitments</p> <p>2.4. Identify who can help an elite athlete to plan own commitments</p> |               |                     |      |



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

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

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*(if sampled)*



## **Unit 11: Understanding communication and teamwork to achieve excellence in sport**

**Unit reference number:** H/503/0773

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

Learning outcomes can be assessed by:

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

### **Assessment methodology**

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 and assessment criteria

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 1. Understand communication skills as an elite athlete          | <p>1.1. Explain why an elite athlete needs to communicate effectively with others</p> <p>1.2. Explain why an elite athlete needs to have good listening skills</p> <p>1.3. Explain why an elite athlete should ask questions when there are things they are unsure about</p> <p>1.4. Explain why it is important for an elite athlete to understand other people's information needs</p> <p>1.5. Give examples of how to adapt communication to meet the needs of other people</p> |               |                     |      |
| 2. Understand how to take part in discussions with other people | <p>2.1. Explain the importance of an elite athlete taking part in discussions with coaching staff, managers, mentors, advisors and other athletes</p> <p>2.2. Explain how an elite athlete can contribute to discussions with coaching staff, mentors, advisors and other athletes</p> <p>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</p>                                   |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>3. Understand the importance of good working relationships in sport</p>       | <p>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:</p> <ul style="list-style-type: none"> <li>- fellow athletes</li> <li>- coaches</li> <li>- other support staff</li> <li>- managers</li> <li>- agents</li> <li>- mentors and advisers</li> </ul> <p>3.2. Explain the importance of an elite athlete having good relationships with their work colleagues</p> |               |                     |      |
| <p>4. Understand how to maintain effective working relationships with others</p> | <p>4.1. Give examples of how an elite athlete builds good working relationships with other people</p> <p>4.2. Explain why it is important for an elite athlete to agree objectives and ways of working with other people</p> <p>4.3. Explain why it is important for an elite athlete to honour commitments to work colleagues</p>  |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 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<br>5.2. Explain how to deal with problems, including conflict, that may occur with work colleagues   |               |                     |      |
| 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<br>6.2. Give examples of how to give constructive feedback to other people<br>6.3. Explain how to deal with other people's feedback and emotions<br>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<br>7.2. Describe the role of public relations and media in sport and how this affects an elite athlete<br>7.3. Explain how an elite athlete can make use of the media to present a positive image<br>7.4. Give examples of the types of sensitive issues an elite athlete may be questioned on<br>7.5. Explain how an elite athlete should deal with sensitive issues |               |                     |      |

| Learning outcomes                                     | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>8. Understand how to handle public appearances</p> | <p>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</p> <p>8.2. Explain the importance of an elite athlete preparing for public appearances</p> <p>8.3. Identify who an elite athlete should liaise with, and seek advice from, in advance of public appearances</p> <p>8.4. Explain how an elite athlete makes sure their appearance, behaviour and what they say reflects expected standards</p> |               |                     |      |

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(if sampled)





## **Unit 12: Plan, apply and evaluate own tactical skills to achieve excellence in a sport**

**Unit reference number:** J/503/0779

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 20

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

#### **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

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.

## **Assessment methodology**

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 and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 1. Be able to contribute to a programme to improve own tactical skills | <p>1.1. Work with coaching staff to identify the tactical demands for excellence in own role(s) in the sport</p> <p>1.2. Work with coaching staff to analyse own level of tactical skill and potential for achieving excellence</p> <p>1.3. Provide own views and opinions as part of the analysis of own tactical skills</p> <p>1.4. Work with coaching staff to identify the main priorities and goals for achieving tactical excellence in the role</p> <p>1.5. Work with coaching staff to plan a programme to achieve tactical goals</p> |               |                     |      |
| 2. Be able to implement a programme to improve own tactical skills     | <p>2.1. Take part in the planned programme as agreed and to the best of own ability</p> <p>2.2. Gain the agreement of coaching staff and others involved in the programme when unable to take part</p> <p>2.3. Show commitment and determination when trying to achieve own tactical goals</p> <p>2.4. Follow the analyses, instructions and demonstrations provided by coaching staff</p> <p>2.5. Contribute to on-going assessments of own tactical progress</p>  |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
|  | 2.6. Provide feedback to coaching staff on how well the tactical development programme is meeting own needs<br>2.7. Work with coaching staff to improve own tactical development programme   |               |                     |      |
| 3. Be able to apply tactical skills before and during competition                  | 3.1. Work with coaching staff to identify how to make best use of tactical skills during competition<br>3.2. Agree with coaching staff how to practise the necessary tactical skills before competition<br>3.3. Take part in pre-competition tactical practices to the best of own ability<br>3.4. Provide feedback to coaching staff on the effectiveness of pre-competition tactical practices<br>3.5. Make suggestions on how to improve pre-competition tactical practices<br>3.6. Integrate tactical and other skills and capabilities during competition |               |                     |      |
| 4. Be able to contribute to evaluating own tactical performance during competition | 4.1. Work with coaching staff to evaluate own performance<br>4.2. Identify with coaching staff how to improve own tactical skills<br>4.3. Identify with coaching staff how own tactical goals and programme can be developed further   |               |                     |      |

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
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(if sampled)



## **Unit 13: Plan, apply and evaluate own technical skills to achieve excellence in a sport**

**Unit reference number:** F/503/0781

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

#### **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 be cover the following technical goals:

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

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.

## **Assessment methodology**

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 and assessment criteria

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 1. Be able to contribute to a programme to improve own technical skills | <p>1.1. Work with coaching staff to agree the technical demands for excellence in own role(s) in the sport</p> <p>1.2. Work with coaching staff to analyse own level of technical skill and potential for achieving excellence</p> <p>1.3. Provide own views and opinions as part of the analysis of own technical skills</p> <p>1.4. Work with coaching staff to identify the main priorities and goals for achieving technical excellence in the role</p> <p>1.5. Work with coaching staff to plan a programme to achieve technical goals</p> |               |                     |      |
| 2. Be able to implement a programme to improve own technical skills     | <p>2.1. Take part in the planned programme as agreed and to the best of own ability</p> <p>2.2. Gain the agreement of coaching staff and others involved in the programme when unable to take part</p> <p>2.3. Show commitment and determination when trying to achieve own technical goals</p> <p>2.4. Follow the analyses, instructions and demonstrations provided by coaching staff</p> <p>2.5. Contribute to on-going assessments of own technical progress</p>  |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
|  | <p>2.6. Provide feedback to coaching staff on how well the technical development programme is meeting own needs</p> <p>2.7. Work with coaching staff to improve own technical development programme</p>  |               |                     |      |
| <p>3. Be able to apply technical skills before and during competition</p>                  | <p>3.1. Work with coaching staff to identify how to make best use of technical skills during competition</p> <p>3.2. Agree with coaching staff how to practise the necessary technical skills before competition</p> <p>3.3. Take part in pre-competition technical practices to the best of own ability</p> <p>3.4. Provide feedback to coaching staff on the effectiveness of pre-competition technical practices</p> <p>3.5. Make suggestions to improve pre-competition technical practices</p> <p>3.6. Integrate technical and other skills and capabilities during competition</p> |               |                     |      |
| <p>4. Be able to contribute to evaluating own technical performance during competition</p> | <p>4.1. Work with coaching staff to evaluate own performance</p> <p>4.2. Identify with coaching staff how to improve own technical skills</p> <p>4.3. Identify with coaching staff how own technical goals and programme can be developed further</p>  |               |                     |      |

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(if sampled)



## **Unit 14: Plan, apply and evaluate own physical capability to achieve excellence in sport**

**Unit reference number:** R/503/0784

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 30

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

#### **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.

### **Assessment methodology**

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 and assessment criteria

| Learning outcomes   | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 1. Be able to contribute to developing a programme to improve own physical capability | <p>1.1. Work with coaching and/or other staff to identify the physical demands for excellence in own role(s) in the sport</p> <p>1.2. Work with coaching and/or other staff to analyse own level of physical capability and potential for achieving excellence</p> <p>1.3. Provide own views and opinions as part of an analysis of own physical capability</p> <p>1.4. Work with coaching and/or other staff to identify the main priorities and goals for achieving the necessary level of physical capability</p> <p>1.5. Work with coaching and/or other staff to plan a programme to achieve physical goals</p> |               |                     |      |
| 2. Be able to implement a programme to improve own physical capability                | <p>2.1. Take part in the planned programme as agreed and to the best of own ability</p> <p>2.2. Where unable to take part in planned activities, gain the agreement of own coaching and/or other staff involved in the programme</p> <p>2.3. Show commitment and determination when trying to achieve own physical goals</p> <p>2.4. Contribute to on-going assessments of own progress</p>  |               |                     |      |

| Learning outcomes | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
| 3.                | <p>Be able to apply own physical capability before and during competition</p>   |               |                     |      |
|                   | <p>2.5. Provide feedback to own coaching and/or other staff on how well the programme is meeting own needs</p> <p>2.6. Work with own coaching and/or other staff to improve the programme to achieve planned physical goals</p> <p>3.1. Work with own coaching and/or other staff to identify how to make best use of physical capability during competition</p> <p>3.2. Identify with own coaching and/or other staff how to improve physical capability before competition</p> <p>3.3. Take part in pre-competition practices to the best of own ability</p> <p>3.4. Provide feedback to own coaching and/or other staff on the effectiveness of pre-competition practices</p> <p>3.5. Make suggestions for improvement in pre-competition practices</p> <p>3.6. Integrate own physical capability with other skills as necessary during competition</p> <p>3.7. Work with own coaching and/or other staff to evaluate own performance and set new physical goals</p> |               |                     |      |



Learner name: \_\_\_\_\_  
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## **Unit 15: Plan, apply and evaluate own nutritional programme to achieve excellence in sport**

**Unit reference number:** Y/503/0785

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

#### **Learning outcomes 1 and 2**

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

#### **Learning outcomes 1 and 2**

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.

## **Assessment methodology**

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 and assessment criteria

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

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(if sampled)



## **Unit 16: Plan, apply and evaluate own mental skills and attitudes to achieve excellence in sport**

**Unit reference number:** D/503/0786

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 30

### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

#### **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.

### **Assessment methodology**

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 and assessment criteria

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| 1. Be able to contribute to developing a programme to improve own mental skills and attitudes | <p>1.1. Work with coaching and/or other staff to identify the mental and emotional demands of excellence in own role(s)</p> <p>1.2. Work with coaching and/or other staff to develop a personal profile of mental skills and attitudes</p> <p>1.3. Provide own views and opinions as part of the analysis of own mental skills and attitudes</p> <p>1.4. Agree with coaching and/or other staff the main priorities and goals for achieving the mental skills and attitudes needed for excellence in the role(s)</p> <p>1.5. Work with coaching and/or other staff to plan a programme to achieve goals for mental skills and attitudes</p> |               |                     |      |
| 2. Be able to implement a programme to improve own mental skills and attitudes                | <p>2.1. Take part in the planned programme as agreed and to the best of own ability</p> <p>2.2. Where unable to take part in planned activities, obtain the agreement of own coaching and/or other staff involved in the programme</p> <p>2.3. Show commitment and determination when trying to achieve goals</p> <p>2.4. Contribute to on-going assessments of own progress</p>  |               |                     |      |

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>3. Be able to apply own mental skills and attitudes before and during competition</p> | <p>2.5. Provide feedback to coaching and/or other staff on how well the programme is meeting own needs<br/>Provide feedback to coaching and/or other staff on how well the programme is meeting own needs</p> <p>2.6. Work with coaching and/or other staff to modify the programme to achieve planned goals</p> <p>3.1. Work with own coaching and/or other staff to identify how to make best use of mental skills and attitudes during competition</p> <p>3.2. Identify with own coaching and/or other staff how to practise the necessary mental skills and attitudes before, during, and after competition</p> <p>3.3. Take part in pre-competition practices for mental skills and attitudes to the best of own ability</p> <p>3.4. Provide feedback to own coaching and/or other staff on the effectiveness of pre-competition practices</p> <p>3.5. Make suggestions to improve pre-competition practices for own mental skills and attitudes</p> <p>3.6. Apply own mental skills and attitudes during competition</p> <p>3.7. Work with own coaching and/or other staff to evaluate own performance and set new goals for mental skills and attitudes</p> |               |                     |      |

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_  
Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)



## **Unit 17: Plan and manage own lifestyle to achieve excellence in sport**

**Unit reference number:** H/503/0787

**QCF level:** 3

**Credit value:** 2

**Guided learning hours:** 15

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

#### **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.

## **Assessment methodology**

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 and assessment criteria

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

Learner name: \_\_\_\_\_  
Learner signature: \_\_\_\_\_  
Assessor signature: \_\_\_\_\_  
Internal verifier signature: \_\_\_\_\_  
(if sampled)

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



## **Unit 18: Communicate and work effectively with other people to achieve excellence in sport**

**Unit reference number:** J/503/0796

**QCF level:** 3

**Credit value:** 3

**Guided learning hours:** 20

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

#### **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.

#### **Learning outcomes 1, 2 and 3**

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

- coaching and/or other relevant staff
- mentors
- other athletes.

## **Assessment methodology**

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 and assessment criteria

| Learning outcomes                                       | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1. Be able to communicate with other people</p>      | <p>1.1. Actively listen to what other people are trying to communicate, asking questions when necessary</p> <p>1.2. Give other people the information they need when they need it</p> <p>1.3. Make constructive contributions to discussions with other people</p> <p>1.4. Select written material that contains the information needed</p> <p>1.5. Extract the main points needed from written material</p> <p>1.6. Provide clear and accurate written information to other people</p>   |               |                     |      |
| <p>2. Be able to work effectively with other people</p> | <p>2.1. Identify how to use the contributions of other people in own training, competition and broader career</p> <p>2.2. Show respect for the roles and responsibilities of the people worked with</p> <p>2.3. Honour personal commitments to other people</p> <p>2.4. Deal constructively with any problems that might occur when working with other people</p> <p>2.5. Deal effectively with other people's feedback and emotions</p> <p>2.6. When necessary, follow procedures for safeguarding children and young people</p> |               |                     |      |

| 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. Prepare self for the public appearance, seeking advice from other people when necessary<br>3.2. Fulfil own responsibilities for the public appearance<br>3.3. Ensure own appearance, behaviour and what is said reflect the standards of own organisation and sport<br>3.4. Give people a positive impression of self<br>3.5. When appropriate, handle sensitive issues correctly |               |                     |      |

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

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

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*(if sampled)*

## **Unit 19: Understanding the fundamentals of coaching sport**

**Unit reference number:** J/601/2101

**QCF level:** 2

**Credit value:** 3

**Guided learning hours:** 22

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### **Unit summary**

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

### **Assessment requirements/evidence requirements**

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

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

### **Assessment methodology**

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 and assessment criteria

| Learning outcomes                        | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>1. Understand the role of a coach</p> | <p>1.1 Describe how to ensure that the participant is at the centre of the coaching process</p> <p>1.2 Explain how to empower participant(s)' choice, discovery of solutions and need to develop at their own pace</p> <p>1.3 Describe how to develop and maintain positive relationships with and between participant(s)</p> <p>1.4 Describe how to provide a coaching environment that motivates, recognises and values diversity, controls risk, encourages challenge, enjoyment and achievement</p> <p>1.5 Identify methods to develop participant(s)' confidence and self-esteem</p> <p>1.6 Describe how to identify opportunities for the coach to reflect and develop their coaching practice</p> <p>1.7 List the different support personnel that can contribute to coaching sessions</p> <p>1.8 Describe how support personnel can be used to contribute to coaching sessions</p> <p>1.9 Explain the importance of positively promoting the role of officials in competition</p> <p>1.10 Define what is acceptable in terms of a coach: participant relationship</p> |               |                     |      |

| Learning outcomes                  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|------------------------------------|---|---------------|---------------------|------|
| 2. Understand the coaching process | <p>1.11 Explain the consequences of not adhering to the principles of what is acceptable in terms of a coach:participant relationship</p> <p>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</p> <p>1.13 Outline the types of information that the coach should provide to participant(s) after a coaching session</p>   |               |                     |      |
|                                    | <p>2.1 Outline how to identify participant(s)' needs</p> <p>2.2 List the sources of information that a coach can use when planning and preparing coaching sessions</p> <p>2.3 Identify the types of information about participants which should be treated confidentially</p> <p>2.4 Describe the stages and components of the coaching process</p> <p>2.5 Describe how to plan coaching sessions that meet participant(s)' needs</p> <p>2.6 Explain how individual coaching sessions support the aims of the wider coaching programme</p> <p>2.7 Explain the process of setting SMART goals/objectives</p> <p>2.8 Describe how to start and end a coaching session</p> |               |                     |      |

| Learning outcomes | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
|                   | <p>2.9 Explain how the physical and psychological capabilities of participant(s) will influence the content and structure of the session</p> <p>2.10 Describe different types of demonstrations that encourage learning</p> <p>2.11 Explain how to balance instruction, facilitation, and demonstration within sessions</p> <p>2.12 Describe how to use listening skills</p> <p>2.13 Describe how to select language that is appropriate to participant(s)</p> <p>2.14 List how the coach can establish the views of participant(s) about the coaching sessions</p> <p>2.15 Identify situations when a coach may need to change or adapt a session</p> <p>2.16 Describe how to give constructive feedback to participant(s)</p> <p>2.17 Identify how to cater for an individual's needs within group coaching</p> <p>2.18 Describe how to organise group coaching sessions</p> |               |                     |      |



| Learning outcomes                             | Assessment criteria  | Evidence type | Portfolio reference | Date |
|---|--|---------------|---------------------|------|
| 3. Understand participant(s)' learning styles | <p>3.1 Outline different learning styles and needs</p> <p>3.2 Explain how to consider participant(s)' learning styles and needs when planning coaching sessions</p> <p>3.3 Describe the difference between the ways that adults and children learn</p> <p>3.4 Define the principles of monitoring and evaluating learning</p> <p>3.5 Describe how the coach can support participant(s) in taking responsibility for their own learning</p> <p>3.6 Describe how to manage different learning styles and learning needs, in group coaching</p> |               |                     |      |
| 4. Understand behaviour management            | <p>4.1 Identify the principles of positive behaviour management</p> <p>4.2 Describe how to develop a behaviour management strategy for coaching sessions</p> <p>4.3 Outline ground rules for positive behaviour during coaching sessions</p> <p>4.4 Outline the methods of communicating and implementing ground rules</p> <p>4.5 Explain the importance of fair and consistent behaviour management</p> <p>4.6 Explain how to encourage and reward positive behaviour</p>   |               |                     |      |

| Learning outcomes                                  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 5. Understand how to reflect on a coaching session | <p>4.7 Identify the types of behaviour by participant(s) and others that may cause emotional distress</p> <p>4.8 Explain how to respond as a coach to behaviour by participant(s) that may cause emotional distress</p> <p>4.9 Describe how to respond to discriminatory behaviour</p> <p>4.10 Describe the procedures to be followed if a participant wants to complain about discrimination</p>   |               |                     |      |
|  | <p>5.1 Identify valid sources of feedback from participant(s) and support staff</p> <p>5.2 Explain how to do each of the following as part of self-reflection:</p> <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> <p>5.3 Outline how to use evidence of own performance</p> <p>5.4 List factors that impact on the ability to identify own development needs</p> <p>5.5 Identify methods for personal action planning and the prioritisation of such planning</p> |               |                     |      |

| Learning outcomes | Assessment criteria   | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------|---------------------|------|
|                   | 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 |               |                     |      |

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

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(if sampled)



**Unit 20: Understanding how to develop participants through coaching sport**

**Unit reference number:** Y/601/2104

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 12

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**Unit summary**

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

**Assessment requirements/evidence requirements**

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

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

**Assessment methodology**

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 and assessment criteria

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

| Learning outcomes  | Assessment criteria  | Evidence type | Portfolio reference | Date |
|--|--|---------------|---------------------|------|
| <p>2. Understand the principles of skill development through coaching sessions</p> | <p>2.1 Define:</p> <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> <p>2.2 Describe the basic methods of analysing participant(s)' performance</p> <p>2.3 Identify factors that affect the development of participant(s)' skills in sport</p> <p>2.4 Describe the organisational requirements for the delivery of coaching sessions</p> <p>2.5 Describe the different techniques available for developing participant(s)' skill through coaching</p> <p>2.6 Identify methods to support participant development</p> <p>2.7 Identify sources of feedback which will support participant(s)' development</p> <p>2.8 Explain the importance of gaining feedback from participant(s)</p> |               |                     |      |

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>3. Understand how the stages of participant(s)' development impact on their coaching</p> | <p>3.1 Describe the progressive stages of development through maturity</p> <p>3.2 Identify how the participant(s)' stage of development affects the content of coaching sessions</p> <p>3.3 Identify how participant(s)' stage of development impacts on the coaching environment</p> <p>3.4 Identify what influence training and competition have throughout the different stages of development</p> |               |                     |      |



| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>4. Understand the principles of evaluation in coaching</p> | <p>4.1 Explain the principles of evaluating coaching sessions</p> <p>4.2 Identify a variety of evaluation methods that can be used to monitor participant(s)' development and learning</p> <p>4.3 Identify types of information that can be gathered to monitor participant(s)' development and learning</p> <p>4.4 Identify appropriate other people who can contribute to the evaluation of coaching sessions</p> <p>4.5 Describe how and when to gather information on current coaching practice from participant(s) and others</p> <p>4.6 Explain how the feedback from participant(s) and others should impact on future coaching practice</p> <p>4.7 Describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development</p> |               |                     |      |

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

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*(if sampled)*



## **Unit 21: Supporting participant(s)' lifestyle through coaching sport**

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

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 16

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### **Unit summary**

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.

### **Assessment requirements/evidence requirements**

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

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

### **Assessment methodology**

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 and assessment criteria

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| <p>1. Understand basic nutrition and hydration principles for sports performance</p> | <p>1.1 Identify the five different food/nutritional groups</p> <p>1.2 Describe the principles of good nutrition as it relates to sports performance</p> <p>1.3 Describe the principles of hydration</p> <p>1.4 Identify the signs and symptoms of dehydration</p> <p>1.5 Describe the principles of weight management as appropriate to specific sports</p> <p>1.6 Explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition</p> |               |                     |      |
| <p>2. Understand physical conditioning for sport</p>                                 | <p>2.1 Identify the components of physical and skill-related fitness</p> <p>2.2 Describe the physical capabilities required for a sport</p> <p>2.3 Describe the principles of injury prevention in training</p> <p>2.4 Describe how to support participant(s) in the management of injury</p> <p>2.5 Identify methods of training different physical components in participant(s)</p> <p>2.6 Identify the basic anatomy and biomechanical demands of a sport-related activity</p>           |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
|  | <p>2.7 Identify specific physical testing protocols for a sport-related activity</p> <p>2.8 Identify methods to enhance participant recovery time from session to session</p>   |               |                     |      |
| <p>3. Understand principles of mental preparation in sport</p> | <p>3.1 Identify the mental capabilities required for a sport-related activity</p> <p>3.2 Identify key methods for improving participant(s)’:<br/> <ul style="list-style-type: none"> <li>- confidence</li> <li>- concentration</li> <li>- motivation</li> <li>- emotional control</li> <li>- cohesion</li> </ul> </p> <p>3.3 Describe the principles of participant(s)’ development at the different stages of cognitive, emotional and social development</p> <p>3.4 Outline how a coach can profile participant(s)’ mental skills</p> <p>3.5 Describe the basic coach intervention techniques for developing mental skills for training and competition</p> |               |                     |      |

| Learning outcomes  | Assessment criteria   | Evidence type | Portfolio reference | Date |
|--|---|---------------|---------------------|------|
| 4. Understand how to support participant awareness of drugs in sport | 4.1 Outline the ethical issues surrounding drug taking in sport<br>4.2 Identify sources of information on drugs in sport<br>4.3 Outline the consequences for participant(s) in taking supplementation or prescription medicines |               |                     |      |

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

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*(if sampled)*

**Unit 22: Understanding the principles of safe and equitable coaching practice**

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

**QCF level:** 2

**Credit value:** 2

**Guided learning hours:** 13

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**Unit summary**

This unit assesses the coach's understanding of how to ensure that their coaching is safe and equitable.

**Assessment requirements/evidence requirements**

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

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

**Assessment methodology**

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 and assessment criteria

| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>1. Understand how to ensure participant(s)' safety during sport-specific coaching sessions</p> | <p>1.1 Describe the health and safety requirements that are relevant to planned sport-specific activities and competition</p> <p>1.2 Describe how to structure coaching sessions to minimise the risk of injury to participant(s)</p> <p>1.3 Explain how to plan for contingencies to coaching sessions as a result of external influences</p> <p>1.4 Explain how to implement contingencies to coaching sessions as a result of external influences</p> <p>1.5 Describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition</p> <p>1.6 Outline the main rules/regulations of the sport/activity appropriate to the level of the participant(s)</p> <p>1.7 Explain how to interpret and communicate the rules/regulations of the sport/activity to participant(s)</p> <p>1.8 Describe the coach's duty of care responsibilities for participant(s), including children</p> <p>1.9 Outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately</p> |               |                     |      |



| Learning outcomes   | Assessment criteria   | Evidence type | Portfolio reference | Date |
|---|---|---------------|---------------------|------|
| <p>2. Understand how to ensure equitable coaching of sport-specific activities</p>  | <p>1.10 Describe the following requirements for ensuring the protection of children from abuse:</p> <ul style="list-style-type: none"> <li>- legal requirements</li> <li>- sport-specific requirements</li> </ul> <p>1.11 Describe the insurance requirements on a coach operating in a coaching environment</p>  |               |                     |      |
| <p>2.1 Understand how to ensure equitable coaching of sport-specific activities</p> | <p>2.1 Describe the following requirements impacting on equitable coaching:</p> <ul style="list-style-type: none"> <li>- legal requirements</li> <li>- sport-specific requirements</li> </ul> <p>2.2 Explain the purpose of sport-specific codes of practice for coaching</p> <p>2.3 Explain how sport-specific codes of practice for coaching impact on coaching behaviour</p> <p>2.4 Describe methods to minimise barriers to participant development</p> <p>2.5 Explain what information is required in order to provide appropriate and safe opportunities for disabled participant(s) and specific populations</p> <p>2.6 Describe the nature of impairments and how their implications may affect aspects of the coaching process</p> |               |                     |      |

| Learning outcomes | Assessment criteria  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------|---------------------|------|
|                   | <p>2.7 Describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment</p> <p>2.8 Describe how and when to involve support staff to ensure participant(s)' needs are provided for within the coaching activity</p> <p>2.9 Describe how to adapt and progress activities and sessions</p> <p>2.10 Describe how to prepare athletes for competition</p> <p>2.11 Identify types of performance enhancing drugs and illegal substances</p> <p>2.12 Explain how a coach can discourage the use of performance enhancing drugs and any illegal substances</p> |               |                     |      |

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

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(if sampled)

## Further information

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Our customer service numbers are:

|                               |               |
|-------------------------------|---------------|
| BTEC and NVQ                  | 0844 576 0026 |
| GCSE                          | 0844 576 0027 |
| GCE                           | 0844 576 0025 |
| The Diploma                   | 0844 576 0028 |
| DiDA and other qualifications | 0844 576 0031 |

Calls may be recorded for quality and training purposes.

## Useful publications

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Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

## How to obtain National Occupational Standards

To obtain the National Occupational Standards go to [www.ukstandards.org.uk](http://www.ukstandards.org.uk).

## Professional development and training

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Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

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

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

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

## Annexe A: Progression pathways

The Edexcel qualification framework for the Active Leisure and Learning sector

| Level | General qualifications | Diplomas | BTEC vocationally-related qualifications  | BTEC specialist qualification / professional | NVQ / competence                   |
|-------|------------------------|----------|---|--|------------------------------------|
| 5     |                        |          | BTEC HND Diplomas<br>in: <ul style="list-style-type: none"> <li>• Sport (QCF)</li> <li>• Sport and Exercise Sciences (QCF)</li> </ul> |  |                                    |
| 4     |                        |          | BTEC HNC Diplomas<br>in: <ul style="list-style-type: none"> <li>• Sport (QCF)</li> <li>• Sport and Exercise Sciences (QCF)</li> </ul> |  | NVQ in Spectator Safety Management |

| Level | General qualifications   | Diplomas  | BTEC vocationally-related qualifications  | BTEC specialist qualification/professional  | NVQ/competence  |
|-------|--|---|---|---|---|
| 3     | <p>Advanced Subsidiary GCEs in:</p> <ul style="list-style-type: none"> <li>Physical Education</li> <li>Leisure Studies</li> </ul> <p>Advanced GCEs in:</p> <ul style="list-style-type: none"> <li>Physical Education</li> <li>Leisure Studies</li> </ul> | Principal Learning and Additional and Specialist Learning in Sport and Active Leisure | <p>BTEC 'Nationals' in</p> <ul style="list-style-type: none"> <li>Sport (QCF)</li> <li>Sport and Exercise Sciences (QCF)</li> </ul> | <p>BTEC Award in Employment Awareness in Active Leisure and Learning (QCF)</p> <p>BTEC Certificates in:</p> <ul style="list-style-type: none"> <li>Achieving Excellence in Sports Performance (QCF)</li> <li>Leisure Management (QCF)</li> <li>Understanding Sports Performance (QCF)</li> </ul> <p>BTEC Certificate and Diploma in Sailing and Watersports (QCF)</p> | <p>NVQs in:</p> <ul style="list-style-type: none"> <li>Sports Development</li> <li>Leisure Management</li> <li>Achieving Excellence in Sports Performance</li> <li>Spectator Safety</li> <li>Personal Training</li> </ul> |

| Level        | General qualifications  | Diplomas  | BTEC vocationally-related qualifications                              | BTEC specialist qualification/professional   | NVQ/competence  |
|--------------|---|---|---|--|---|
| <b>2</b>     | GCSE in Physical Education (short course)<br>GCSE in Physical Education | Principal Learning, and Additional and Specialist Learning, in Sport and Active Leisure | BTEC 'Firsts' in Sport (QCF)  | <p>BTEC Awards in:</p> <ul style="list-style-type: none"> <li>• Employment Awareness in Active Leisure and Learning (QCF)</li> <li>• Understanding Stewarding at Spectator Events (QCF)</li> </ul> <p>BTEC Certificates in Sailing and Watersports (QCF)</p> | <p>NVQs in:</p> <ul style="list-style-type: none"> <li>• Active Leisure, Learning and Wellbeing Operational Services</li> <li>• Activity Leadership</li> <li>• Instructing Exercise and Fitness</li> <li>• Spectator Safety</li> <li>• Sport and Play Surfaces</li> </ul> |
| <b>1</b>     |   | Principal Learning, and Additional and Specialist Learning, in Sport and Active Leisure | BTEC Award, Certificate and Diploma in Sport and Active Leisure (QCF) |  | NVQ in Sport and Active Leisure   |
| <b>Entry</b> | Entry Level Certificate in Physical Education                           |   | BTEC Award in Sport and Active Leisure (QCF)                          |  |   |





## Annexe B: Quality assurance

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### Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

### Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

## Annexe C: Centre certification and registration

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Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

### **What are the access arrangements and special considerations for the qualifications in this specification?**

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. [www.edexcel.com](http://www.edexcel.com).



# Annexe D: Assessment requirements/strategy

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## Assessment strategy for active leisure, learning and wellbeing

### Introduction

This document sets out the recommendations of SkillsActive, the Standards Setting Body for Active Leisure and Learning, for the assessment and quality control systems required for the National and Scottish Vocational Qualifications that come under its umbrella. An annexe for each qualification will be added to this generic document to detail any specific requirements to that qualification, or suite of qualifications.

SkillsActive, representing employment interests in the sector, is interested in the continuing availability of high-quality qualifications that are fit for purpose, command public confidence and are understood by those taking them and those who use them for recruitment, or for other, purposes. The Sector Skills Council has long advocated that consistent standards are maintained across the awarding bodies who deliver the Scottish and National Vocational Qualifications on behalf of the industry.

This document is built around the following fundamental principles that SkillsActive has advocated for some time:

National Occupational Standards establish the benchmark of competent performance in the sector

- S/NVQs should be assessed over a period of time in the workplace
- assessment of an individual's competence should be rigorous, efficient and cost effective using approaches that have the support of employers, the awarding bodies and other interest groups
- S/NVQs, because they are rooted in these standards, must therefore be seen as different from traditional qualifications in their application in the industry
- competence in the workplace is unique and has to be seen as different from training.

### Background

The current provision of NVQ/SVQ awards in Sport, Recreation and Allied Occupations and Active Leisure and Learning extends across Levels 1 to 4. These are currently offered by six awarding bodies, one for Scotland and the remainder in the rest of the UK.

This is the 3rd version of SkillsActive (formally SPRITO's) Assessment Strategy, which builds on the strategy which was approved by PSAG initially in September 1999 and re-recognised in July 2002.

The Sector Skills Council's guiding principle is 'to act as the guardian of the industry's National Occupational Standards,' to this end the industry has realised that a documented assessment strategy that lays down the overarching principles of assessment is vital to maintain the reliability and

validity of these awards in the future, particularly if even more awarding bodies wish to offer these NVQs and SVQs, and they are to remain of value to employers.

The aim of the strategy is to build and improve on the current system and this document sets out the definitive requirements of the industry for all those who provide these qualifications.

## **Overarching assessment principles**

It is crucial to SkillsActive that 'the industry' has confidence in the application of its National Occupational Standards, together with the industry values statements/code of ethics. This demands that those involved in the assessment process at every level, display an understanding, and have experience, of the technical and occupational requirements of the active leisure and learning industry and the sub-sectors they are involved with; as well as a thorough and consistent interpretation of S/NVQ assessment principles.

**The industry has consistently and firmly placed both its National Occupational Standards and Scottish and National Vocational Qualifications in the world of work.**

## **Key components of the assessment strategy**

National Occupational Standards can be used for a variety of purposes, and the following sections apply where formal assessment of the NOS is necessary for qualification and accreditation purposes, to achieve the key principles set out above. These requirements are in addition to, and in no way conflict with, the generic criteria that awarding bodies must meet for the delivery of NVQ/SVQs, as required by the QCA's NVQ Code of Practice and the relevant sections of the SQA's SVQ Criteria and Guidance for awarding bodies.

### **1. The layout of the National Occupational Standards**

The SSC has been very careful to incorporate current best practice in the way its National Occupational Standards are laid out and expressed. Awarding bodies must use the National Occupational Standards as accredited by UKCG.

Great care has been taken to ensure that the National Occupational Standards are able to be properly assessed in ways which promote validity, reliability and fairness.

### **2. Assessment Methodology, Evidence Requirements and aspects of them that must be assessed in the workplace**

SkillsActive has defined which aspects of its National Occupational Standards must always be assessed through performance in the workplace, even those for which assessment through simulation is allowed (this is discussed in a later section). Quality assessment, for most aspects of these National Occupational Standards, cannot be achieved without regular access to the workplace.

The SSC intends to work closely with the awarding bodies to indicate the ways in which this is best assessed by providing guidance on the nature and type of assessment. In all cases candidate performance must be assessed in the workplace, although it will be made clear which aspects of the range must be assessed through performance evidence and which aspects could be assessed using supplementary evidence through scenarios, case studies, questioning etc.

The SSC will work with the awarding bodies to develop and agree qualification specific annexes for each of the separate S/NVQs that are submitted to UKCG, and these will be attached to this assessment strategy.

It is incumbent upon each Awarding Body to ensure that all candidate assessment captures the fundamentals expressed in this document and incorporates that detailed in any relevant annexe.

The information contained in the annexe will amplify the generic statements into context/occupationally specific requirements such as the need for assessors to hold specific qualifications.

### **3. Design of the National and Scottish Vocational Qualifications**

SkillsActive carefully designs each of its S/NVQs to ensure that they contain opportunities for transfer and progression and that they are flexible enough to meet the differing requirements of both large and small employers, indoor and outdoor environments as well as the public, private and voluntary sectors. This assessment strategy supports flexibility in the use of the qualifications by a variety of employers and candidates, and tries not to place barriers to access through imposing unnecessary rigidity to the process.

Given the flexibility of the mandatory and optional structures on which the NVQs and SVQs are based there should be no reason for a candidate to attempt a unit for which they have no workplace assessment opportunities on a consistent basis.

### **4. External Quality Control**

SkillsActive believes that external quality control will be achieved by the following measures:

- the monitoring and standardisation of assessment decisions through a system of assessment and verification.

The monitoring and standardisation of assessment decisions will be achieved by a robust and strengthened external verification system underpinned by risk rating and management.

#### **4.1. External Verifiers and External Verification**

From active and ongoing research, which started in the latter part of 1999, the SSC has confirmed that employers value a strengthening of the External Verification process rather than the introduction of some other 'independent' measure(s), which may prove to be a barrier to candidate access and take up.

SkillsActive expects:

- EVs to command respect from their peers in the occupational sector of the industry and the application of the criteria in the sections below will ensure this
- every Awarding Body to seek advice, if and when required, from the SSC, on the technical qualifications, experience and competence of prospective External Verifiers in the selection and deployment of EVs. Action taken as a result of the advice to be fed back to the SSC
- to provide, if necessary, input to the EV training days.
- meet with every Awarding Body as necessary to understand the quality assurance processes being used.

SkillsActive has worked with its industry partners and the awarding bodies to develop criteria to measure the occupational competence of external verifiers and ensure the consistency of its advice. In addition to the requirements of the Code of Practice and the SVQ criteria, awarding bodies should ensure that prospective External Verifiers:

- hold Verifier Unit V2 and it is recommended, also hold the Assessor Units A1 and A2 (new External Verifiers should be given a clear action plan for achieving unit V2)
- demonstrate knowledge and understanding of, and support for, the Sector's Values Statements and Codes of Ethics and how they are applied in assessment
- match the technical criteria which are developed for each occupational area or sporting context to ensure their current technical competence in relation to verifying the units being assessed
- be occupationally competent in the area appropriate to the level of the qualifications they are to be verifying
- provide evidence of knowledge, understanding and application of the National Occupational Standards together with Technical Definitions where appropriate
- be committed to the application, further development and refinement of the National Occupational Standards and SVQs/NVQs
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse.
- are aware of national issues affecting vocational education, training and qualifications in the sector
- provide evidence of knowledge of the Active Leisure and Learning framework of qualifications
- be committed to the content and guidance provided in the current edition of the SSC's Assessment Strategy
- demonstrate their ability to maintain credibility with the sector and to retain the confidence of the industry through commitment to ongoing personal and professional development.

External Verifiers must sample the work of all assessors.



All new assessment centres should be approved by their external verifier before any candidates are registered; the frequency of centre visits for existing and new centres should conform to the risk assessment and management process requirements.

#### **4.2. Risk rating and risk management**

SkillsActive anticipates that improvements in awarding body approaches to gathering, monitoring and analysing statistical data will improve the overall rigour of external verification and the SSC will assist awarding bodies to do this. The industry welcomes the development of a system of risk rating and risk management. SkillsActive believes that such systems of risk rating and risk management will ensure that external verification, monitoring control and support mechanisms are put into place according to each centre's level of risk. The systems, currently being developed by the awarding and regulatory bodies, will offer substantial enhancements to the quality control systems for NVQs and SVQs. SkillsActive will be prepared to discuss adaptations to this strategy following detailed discussions with individual awarding bodies about their risk strategies so that the SSC is re-assured that any adaptations only serve to strengthen quality and not undermine it.

The systems for risk rating and risk management should be reviewed and revised, as appropriate, following any guidance issued to awarding bodies from the regulatory bodies.

Where risk is identified, SkillsActive suggests that one or more of the following actions could be taken by the external verifier/Awarding Body:

- conduct a spot visit at short notice
- meet and/or observe each candidate or a larger sample of the candidates at the centre in question and compare assessment materials
- increase the frequency of verification visits
- conduct candidate and/or employer interviews, as required, over the telephone
- or other action appropriate to reducing the risk.

#### **4.3. Internal verification**

The SSC has worked with its industry partners and the awarding bodies to develop criteria to measure the occupational competence of Internal Verifiers:

Internal Verifiers are appointed by an approved centre and approved by the awarding body through their External Verifier.

Internal Verifiers should only verify the decisions of assessors that fall within their acknowledged area of technical and occupational competence. Internal Verifiers should be in a position to influence an approved centre's assessment policy and to facilitate the assessment process and should be one of the following:

- employed by the same organisation (approved centre) as the assessors or
- working in partnership with, and drawing on evidence from, assessors' organisation(s)(approved centre).

The prospective Internal Verifier should:

- hold Verifier Unit V1 and it is recommended, also hold the Assessor Units A1 and A2 (new Internal Verifiers should be given a clear action plan for achieving unit V1)
- meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed
- provide evidence of recent experience in the occupational area.
- provide evidence of knowledge, understanding and application of the National Occupational Standards with the assessment specification.
- provide evidence of knowledge, understanding and support of the relevant Sport and Recreation Values Statements
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
- provide evidence of their ability to maintain occupational competence and to participate in IV/assessor training initiatives for continuous professional development
- approved centres may have additional generic criteria and personnel specifications in addition to the above.

The Internal Verifier is responsible for the consistency of standards across all portfolios.

Internal Verifiers should observe each assessor conducting candidate assessments at regular intervals. The reliability, validity and authenticity of evidence must be checked during these observations.

#### **4.4. Awarding Bodies Forum**

SkillsActive has worked closely with all its awarding bodies to establish the Awarding Bodies Forum. It is a requirement for all awarding bodies offering the NVQs/SVQs in this sector to:

- attend quarterly meetings of the main Active Leisure and Learning Awarding Body Forum
- discuss and resolve issues concerning quality control, to ensure the consistent interpretation of the National Occupational Standards across all the awarding bodies
- receive updates from industry specialists on current industry developments and initiatives
- set and monitor targets for the implementation of the SVQs and NVQs

The Terms of Reference of the Awarding Bodies Forum are designed to improve cross-awarding body standardisation of assessment decisions and issues.

## **4.5. Independent Assessment**

Joint QCA/SQA guidance 'Developing an assessment strategy for NVQs and SVQs' requires that 'a significant part of the assessment for an NVQ or SVQ is carried out in a manner which is demonstrably independent of anyone who might have a vested interest in the outcome of the assessment decision'.

SkillsActive has concluded that risk assessment and management of centres is the best method to ensure external quality control for this strategy.

The NVQ/SVQ is the confirmation of an individual's competence in the workplace over a period of time. The gathering of performance evidence through observation or products of work is the preferred assessment method and these requirements are to be itemised in a series of qualification specific annexes to capture the requirements of every standard together with the types of additional evidence suitable for proving that standard. Centres should be encouraged to develop standard banks of questions to cover the required depth of underpinning knowledge and the requirements of that work location.

The SSC continues to support the conclusion that independent assessment is not required for this strategy as external quality control is fulfilled via the risk assessment and management of centres.

## **5. Workplace assessment**

### **5.1. Assessment centres must:**

- ensure that candidates have access to the resources commonly in use in the industry and that the pressures and constraints of the workplace are properly reflected
- ensure that the principles and values of the occupational area(s) are embedded in the operation of the workplace
- demonstrate a commitment to quality and good practice which may include the pursuit of other schemes which recognise industry best practice
- ensure that assessment sites conform with health and safety requirements and good health and safety practice is reflected in assessment
- maintain a register of all assessors and Internal Verifiers
- provide evidence of their plans to keep Assessors and Internal Verifiers updated with current industry requirements where applicable, the SSC will provide advice on the minimum 'resource requirements' needed by an approved assessment centre to provide adequate experience to the candidate.

## 5.2. Assessors

Assessors are appointed by an approved centre and approved by the awarding body through their occupationally competent External Verifier. They should only assess in their acknowledged area of technical and occupational competence.

Assessors should be one of the following:

- employed by the same organisation as the candidate, or
- working in partnership with, and drawing on evidence from, the candidate's organisation, or
- an expert brought in to supplement the expertise of the candidate's own organisation or as an additional external method of quality assurance.

The prospective assessor should:

- hold the Assessor Units A1 and A2 [new assessors should have a clear action plan for achieving units A1 and A2. An assessor or verifier who has gained certification must support assessment decisions by assessors who are still working towards certification.]
- meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.
- provide evidence of recent experience and competence in the occupational area to the level of the qualification(s) they wish to assess.
- provide evidence of knowledge, understanding and application of the National Occupational Standards with the assessment specification.
- provide evidence of knowledge, understanding and support of the relevant Active Leisure and Learning Values Statements and how they are applied in assessment
- demonstrate a commitment to uphold the integrity of the National Occupational Standards and prevent their misuse
- provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development
- approved centres may have additional generic criteria and personnel specifications in addition to the above.

All assessors who operate within the S/NVQ system should gain A1 and A2 Assessment Units, thereby confirming their ability to utilise the full range of tools required to properly assess the individual at work over a period of time.

### **5.3. Witness testimony**

SkillsActive recognises that for the assessment of workplace performance to be as natural and efficient as possible, the use of witness testimony should be encouraged, and has a crucial role in the collection of evidence.

Witnesses must be fully briefed and clear about the purpose and use of the testimony and should be encouraged to achieve Unit L20 'Support the achievement of competence in the workplace'. Any relationship between the witness and candidate should be declared and recorded for internal and external verification purposes.

Witnesses must be able to demonstrate that they have the necessary expertise in the relevant area and their testimony should:

- be specific to the activities or product
- give a brief description of the circumstances of the observation
- give a brief description of the background of the witness and the observed activity
- identify the aspects of competence demonstrated
- be signed and dated.

The assessor should carefully check the witness testimony against the points listed above.

### **6. Simulation**

Simulation should only be used where it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame. Simulations will usually deal with contingencies such as unexpected problems, emergencies, or other incidents which will not necessarily occur frequently. Such instances are specified within the individual annexes for qualifications or suites of qualifications.

The awarding bodies must issue adequate guidance to their centres as to how these simulations should be planned and organised. In general this guidance must ensure that the demands on the candidate during simulation are neither more or less than they would be in a real work environment/situation. In particular:

- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the standard seeks to assess and be approved by the external verifier
- all simulations should follow these documented plans
- the physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- where simulations are used they must be based in a realistic work environment and must be based on current working practice
- the use of simulation will be monitored by the external verifier to ensure that where simulations are used, they are based in a realistic work environment.

## **Annexes to the assessment strategy for active leisure, learning and wellbeing**

### **Introduction**

In June 2007, the national occupational standards for Achieving Excellence in Sports Performance Level 3 were updated and approved.

SkillsActive, the Sector Skills Council for Active Leisure, Learning and Well-being, as an Ofqual-approved unit and rule of combination submitter for the QCF, has now developed a new qualification for awarding organisations to submit for accreditation on the QCF, based on these standards. The qualifications aim to provide a pathway for the development of elite young athletes across England in their chosen sport will the aim of moving into one of the following areas: Full Time Athlete (Funded), Sports Coach Support Officer in High Performance Environments, Professional/Semi Professional Athlete.

SkillsActive wishes to ensure that the assessment guidance and evidence requirements for the new qualification are uniform. Therefore it has coordinated work across the awarding organisations, with appropriate inputs from industry experts, to provide assessment guidance and evidence requirements for the awarding organisations to implement during the delivery of the revised NVQ.

### **Background**

In July 2002, PSAG approved the assessment strategy submitted by SkillsActive, the recognised standards setting body for the active leisure, learning and well-being sector. This was updated in 2007. The strategy sets out the recommendations for the assessment and quality control systems required for national vocational qualifications coming under the active leisure, learning and well-being umbrella. The strategy makes clear that certain sections may require a qualification specific annex to detail any specialist requirements which could not be contained in the generic document.

## **Annexe to the Assessment Strategy for Active Leisure, Learning and Well-being for Level 3 NVQ Diploma in Achieving Excellence in Sports Performance**

### **Qualification Structure**

This NVQ Diploma in Achieving Excellence in Sports Performance consists of 21 mandatory units.

### **Occupational competence for assessors and quality assurers for the Level 3 NVQ Diploma in Achieving Excellence in Sports Performance**

The following sections set out the criteria for appointment:

#### **Assessors**

Must hold an appropriate assessor qualification including one of:

- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 Assess Candidate Performance Using a Range of Methods.
- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence.

Where assessors do not hold appropriate qualifications, they must demonstrate that they are working towards these with a view to completion within a 12-month period. (This list is not exhaustive, other qualifications may also be appropriate.)

All assessors must have sound and up-to-date experience of coaching, training, developing or supervising athletes at the elite level in their sport as relevant to the units they are assessing and the candidate's role in the sport (for example, long jumper or goal keeper); for units relating to technical, tactical, physical or psychology, for example, this could be an elite coach with a breadth of knowledge and experience covering sport and role specific physical conditioning, injury prevention and management, nutrition, techniques, tactics and relevant sports psychology; if the coach lacks sufficient breadth and depth of knowledge and experience in one or more of these areas, their assessments should be supplemented by witness testimony from professionally qualified specialists, such as nutritionists, physiotherapists or psychologists; however, for units lifestyle and communication units, professional staff other than a coach may be more appropriate due to the content of these units; approved centres will be required to provide the external verifier with current evidence of how each assessor and witness meets these requirement – for example, relevant qualifications, recent performance appraisal records, testimonials or references; the awarding bodies will be encouraged to co-ordinate, with SkillsActive's support, detailed guidance to centres and external verifiers on the types of evidence that may be used, and the criteria for evaluating such evidence.

If, however, centres have difficulty in finding sufficient assessors with both assessor qualifications and the occupational expertise outlined above, the centre must bring this to the attention of the awarding organisation and negotiate alternative arrangements that must satisfy the external verifier that the quality of assessment will be upheld; the most acceptable alternative arrangement will be an assessor, with the relevant assessor units and a sound knowledge of the sport, working in close liaison with an Expert Witness who does meet the criteria for occupational expertise for the relevant units as outlined above (for example, elite coach, nutritionist, psychologist etc); SkillsActive with its awarding organisation partners will continue to monitor these alternative arrangements and their impact on the quality of assessment and take-up, and may make further recommendations with the approval of the regulators.

All assessors must receive an appropriate induction to the L3 NVQ Diploma in Achieving Excellence in Sports Performance that they are assessing and have access to ongoing training and updating on current issues relevant to this NVQ, the standards and current industry practice. Information on the induction and continuing professional development of assessors must be made available to the external quality assurer.

SkillsActive is aware that, in some cases, these requirements for occupational expertise will mean that some candidates will have more than one assessor, each assessing different units. SkillsActive will approve and encourage such an approach as helping to assure the quality of assessment (through ensuring that assessors have the occupational expertise appropriate to the unit and by providing an additional element of independent assessment).

### **Internal quality assurers**

Must hold an appropriate internal quality assurer/internal verifier qualification including one of:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 Conduct Internal Quality Assurance of the Assessment Process.
- D34 Internally Verify the Assessment Process.

Where internal quality assurers do not hold appropriate qualifications, they must demonstrate that they are working towards these with a view to completion within a 12 month period. (This list is not exhaustive, other qualifications may also be appropriate).

Internal quality assurers must be occupationally knowledgeable across the range of units for which they are responsible; this means that they must have worked closely with staff who carry out the functions covered by the national occupational standards – possibly training or supervising them – and have sufficient knowledge of the functions and current practice in the sport to be able to offer credible advice on the interpretation of the standards, moderate assessments and resolve any differences and conflicts.



They must occupy a position in the organisation that gives them authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other important roles of an internal verifier; receive an appropriate induction to the NVQ Diploma in Achieving Excellence in Sports Performance that they are verifying and have access to ongoing training and updating on current issues relevant to this NVQ and the standards. Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier.

### **External quality assurers**

Must hold an appropriate external quality assurer/external verifier qualification including<sup>1</sup> one of:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the External Quality Assurance of Assessment.
- V2 Conduct External Quality Assurance of the Assessment Process.
- D35 Externally Verify the Assessment Process.

Where external quality assurers do not hold appropriate qualifications, they must demonstrate that they are working towards these with a view to completion within a 12 month period. (This list is not exhaustive, other qualifications may also be appropriate).

External quality assurers must normally have at least five years employment experience in the sport relevant to the work of the centres they are quality assuring – this experience should be current, ie gained within a five year period prior to beginning to externally quality assure; this experience should be at a level and depth that will engender the respect of the staff in the centres they are quality assuring, for example in managing and/or developing young and/or senior elite athletes.

They must demonstrate, either through the possession of appropriate qualifications, and/or through a minimum of two references from employment sources, that they have a broad understanding of the sport, its key aims, objectives, philosophy and values.

They must take part in continuing professional development activities offered by the awarding organisation, SkillsActive or other relevant bodies in the sector (for example national governing body) to keep up-to-date with developments relating to the NVQ Diploma in Achieving Excellence in Sports Performance and changes taking place in the sector.

Should these requirements prove unrealistic, ie presenting substantial difficulties in recruiting an appropriate number of external quality assurers, SkillsActive would sanction external quality assurance arrangements that allow for two external quality assurers for a centre – one with the relevant external quality assurance qualifications to quality assure the centre's quality procedures, and the other with the required level of knowledge and experience of the sector.

SkillsActive with its awarding organisation partners will continue to monitor these alternative arrangements and their impact on the quality of assessment and take-up and may make further recommendations with the approval of the regulators.

## Monitoring and standardisation of assessment decisions

The monitoring and standardisation of assessment decisions will be achieved by a robust and strengthened external quality assurance system underpinned by risk rating and risk management.

Firstly, the awarding bodies for the NVQ Diploma in Achieving Excellence in Sports Performance should demonstrate that there is a high degree of consistency in the arrangements for external quality assurance. SkillsActive also requests that there is a minimum of turnover in external quality assurers for centres and that the advice and support that external quality assurers offer is consistent across all centres offering the awards. In addition the monitoring and support that an approved centre receives must be consistent with that centre's risk rating (see below).

External quality assurers should undertake the following activities:

- they must ensure that they observe a representative sample of assessments in their centres, as well as examining candidate portfolios and interviewing candidates, assessors and internal quality assurers, as required;
- they must sample the work of all assessors (not necessarily all candidates) in their centre within a period of one year; unless the centre has a number of assessment sites, in which case a two year period would be acceptable; this sampling may not necessarily require direct contact with assessors but should certainly involve the examination of candidate portfolios and records completed by the assessors and internal quality assurers;
- they must ensure that they sample assessments – either through observation or the examination of portfolios and interviews – of all the units within the NVQ, again within the period of one year; NB this does not mean all candidates.

Which assessments, candidates and assessors will be sampled must be determined by the external quality assurers not the centre.

SkillsActive believes that awarding organisations' 'risk rating' system offers substantial enhancements to the quality control system for this NVQ. SkillsActive expects all external quality assurance reports and other data relating to a centre to be evaluated by the awarding organisation and its risks relating to quality control assessed. External quality assurance, monitoring and control arrangements should be put in place as appropriate to each centre's level of risk.

The awarding organisation should also provide SkillsActive with annual reports on the operation of external quality assurance and risk management arrangements and SkillsActive will compare these with information gathered from its own employers. The evaluation of this information will enable SkillsActive to identify any quality issues that may need to be addressed and to monitor the effectiveness of current arrangements.

SkillsActive expects to have regular meetings with its awarding organisations for the NVQ Diploma in Achieving Excellence in Sports Performance. All awarding organisations delivering the NVQ will be required to provide appropriate representation at these meetings and to deliver regular reports, covering in particular, but not exclusively:

- the development and application of risk rating and management procedures
- the development and application of detailed procedures for assessment sampling
- any assessment and quality control problems identified by employers and other key stakeholders or by the awarding organisations themselves
- occupational expertise of assessors and expert witnesses (see below).

SkillsActive will also use these meetings with the awarding organisations to raise and debate assessment and quality assurance issues and will expect the awarding organisations to respond appropriately to all identified issues within reasonable timescales. SkillsActive and its sector experts will also use these meetings to provide the awarding organisations with the advice and support they need to maintain and enhance quality control.

### **Components of independent assessment**

SkillsActive has consulted with major employer representatives, for example the Football Premier League, and with national governing bodies, for example the Scottish Football Association, English Rugby Union, Welsh Rugby Union and the English and Welsh Cricket Board, and believes that components of independent assessment, for example use of an independent assessor or standard question banks, would considerably restrict the delivery of this NVQ. However, SkillsActive undertakes to keep this under regular review through its own and the awarding organisations' monitoring systems and make alternative recommendations, with regulatory body approval, if this proves necessary.

### **General Assessment Principles**

The qualification and standards have been designed for athletes who have the realistic potential to achieve excellence in their sport and are seeking, as their main career goal, to perform at the highest level, for example at national or international level. Centres must give careful consideration to this requirement when recruiting candidates for this NVQ.

#### *Where should the evidence come from?*

SkillsActive insists that assessment of a candidate's performance against the standards must take place in the workplace in order to ensure validity. This principle will apply to all aspects of the qualification except those for which simulation has been deemed acceptable and is indicated below. 'Workplace' in this context means a real environment in which the candidate is training for and/or competing at the elite level in their sport. It is essential that candidates' evidence comes from working with real equipment, facilities, coaching staff and other experts appropriate to preparation for, and participation in, competition at this level. It is particularly important that evidence is generated from real work activities

(training for and taking part in high level competition), not 'skills test' type exercises or simulations, set up purely for the sake of assessment.

All candidate assessment should be based on common Evidence Requirements as outlined in this document which SkillsActive will co-ordinate and approve jointly with the awarding organisations.

However, SkillsActive has no objection to the assessment of knowledge taking place in a different environment – for example a college or another environment – which is not the immediate workplace. However, if this approach is used, the assessment of knowledge and understanding should be clearly integrated with the assessment of workplace performance.

SkillsActive recognises that for the assessment of workplace performance to be as natural and efficient as possible, the use of expert witness testimony should be encouraged. Where expert witness testimony is used, the testimony must be accompanied by an indication of the status and perspective of the witness. The evaluation of the testimony as evidence, must take account of the occupational competence and knowledge of the expert witness, his or her understanding of the national occupational standards and his or her involvement with the candidate's work. The assessor must ensure that witness testimony clearly matches the standard and breadth of performance described in the unit; this may be done, for example, by the assessor checking with the witness the candidate's performance against the relevant standards.

In order to ensure that the evidence used to assess candidates against the standards is valid, all centres must demonstrate that candidates have consistent access to the types of specialist support (for example, elite coaches, physiotherapists, nutritional experts, careers advisers) and resources (in particular equipment and facilities) commonly in use at the elite level in the sport within which the candidate is training/competing.

There are one or two exceptions to this requirement, for which simulation is deemed to be acceptable. In addition, supplementary evidence is allowed for a limited number of items. These exceptions are clearly detailed in the Evidence Requirements below.

**Where simulation is used, this should follow the requirements below:**

The awarding organisation must issue adequate guidance to its centres as to how these simulations should be planned and organised. In general this guidance must ensure that demands on the candidate during simulation are neither more nor less than they would encounter in a real situation at the elite level in their sport.

In particular:

- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the standard seeks to assess
- all simulations should follow these documented plans
- a centre's overall strategy for simulation must be examined and approved by the external quality assurer

- the physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- the nature of the contingency must be as realistic as possible.

*What are the most appropriate assessment methods?*

Given the level and nature of the NVQ, assessor observations, products of work (for example, training programmes, videos of performance and training, notes of meetings and correspondence) and expert witness testimony (this is likely to be drawn from coaching staff or other colleagues who are not qualified assessors but are technical experts) are likely to be the most appropriate sources of performance evidence.

Supplementary evidence, for example, questioning, projects or assignments may be used for items under knowledge and understanding where performance evidence (real work activity) is not needed.

Questioning to gather supplementary and knowledge evidence can normally be carried out orally. However, oral questioning must be recorded by the assessor, in written form or by other appropriate means.

*How much evidence is necessary?*

Most of the units require observation by an assessor or expert witness on more than one occasion. The Evidence Requirements below show this in more detail. Assessors, expert witnesses and candidates are strongly encouraged to plan assessments to fit in with the candidate's training and competition patterns so that the number of assessment occasions on which observation takes place can be kept to a realistic minimum (please see the section below on Assessing more than one unit on each occasion for some suggestions).

These observations should not be carried out on the same day. There should be sufficient time between assessments for the assessor to satisfy himself or herself that the candidate will be capable of achieving the same standard on a regular and consistent basis. Separating the assessment occasions by a period of at least one month is recommended.

In many cases, two observations will be enough. However, more than two may be needed to ensure that there is evidence for everything specified.

*Assessing more than one unit on each occasion*

Many of the units within the Level 3 NVQ Diploma in Achieving Excellence in Sports Performance link together in a logical way, and assessors and candidates are encouraged to make use of these links in an efficient and creative way. In many cases there should be no need to assess on a unit-by-unit basis (unless the candidate wants unit accreditation only). It would make better use of both the assessor's and candidate's time to consider and plan how many units could be covered on each assessment occasion.

For example, units such as Communicate and work effectively with other people to achieve excellence in sport and Maintain the health and safety of self and others at training and competition venues, contain competences that could be evidenced in almost any area of the candidate's training and performance. Evidence of good communication and team work skills should not be looked for independently. Plenty of evidence for these competences should arise when assessing the other units.

## Annexe to the Assessment Strategy for Active Leisure, Learning and Well-being for Level 3 Certificate in Achieving Excellence in Sports Performance

### Qualification Structure

This Certificate in Achieving Excellence in Sports Performance consists of 9 mandatory units.

### Occupational competence for assessors and quality assurers for the Level 3 Certificate in Achieving Excellence in Sports Performance

The following sections set out the criteria for appointment:

#### Assessors

Must hold an appropriate assessor qualification including one of:

- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 Assess Candidate Performance Using a Range of Methods.
- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence.

Where assessors do not hold appropriate qualifications, they must demonstrate that they are working towards these with a view to completion within a 12 month period. (This list is not exhaustive, other qualifications may also be appropriate).

All assessors must have sound and up-to-date experience of coaching, training, developing or supervising athletes at the elite level in their sport as relevant to the units they are assessing and the candidate's role in the sport (for example, long-jumper or goal keeper); for units relating to technical, tactical, physical or psychology, for example, this could be an elite coach with a breadth of knowledge and experience covering sport and role specific physical conditioning, injury prevention and management, nutrition, techniques, tactics and relevant sports psychology; if the coach lacks sufficient breadth and depth of knowledge and experience in one or more of these areas, their assessments should be supplemented by witness testimony from professionally qualified specialists, such as nutritionists, physiotherapists or psychologists; however, for units lifestyle and communication units, professional staff other than a coach may be more appropriate due to the content of these units; approved centres will be required to provide the external verifier with current evidence of how each assessor and witness meets these requirement – for example, relevant qualifications, recent performance appraisal records, testimonials or references; the awarding bodies will be encouraged to co-ordinate, with SkillsActive's support, detailed guidance to centres and external verifiers on the types of evidence that may be used, and the criteria for evaluating such evidence.

If, however, centres have difficulty in finding sufficient assessors with both assessor qualifications and the occupational expertise outlined above, the centre must bring this to the attention of the awarding organisation and negotiate alternative arrangements that must satisfy the external verifier that the quality of assessment will be upheld; the most acceptable alternative arrangement will be an assessor, with the relevant assessor units *and a sound knowledge of the sport*, working in close liaison with an Expert Witness who does meet the criteria for occupational expertise for the relevant units as outlined above (for example, elite coach, nutritionist, psychologist etc); SkillsActive with its awarding organisation partners will continue to monitor these alternative arrangements and their impact on the quality of assessment and take-up, and may make further recommendations with the approval of the regulators.

All assessors must receive an appropriate induction to the L3 Certificate in Achieving Excellence in Sports Performance that they are assessing and have access to ongoing training and updating on current issues relevant to this Certificate, the standards and current industry practice. Information on the induction and continuing professional development of assessors must be made available to the external quality assurer.

SkillsActive is aware that, in some cases, these requirements for occupational expertise will mean that some candidates will have more than one assessor, each assessing different units. SkillsActive will approve and encourage such an approach as helping to assure the quality of assessment (through ensuring that assessors have the occupational expertise appropriate to the unit and by providing an additional element of independent assessment).

### **Internal quality assurers**

Must hold an appropriate internal quality assurer/internal verifier qualification including one of:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 Conduct Internal Quality Assurance of the Assessment Process.
- D34 Internally Verify the Assessment Process.

Where internal quality assurers do not hold appropriate qualifications, they must demonstrate that they are working towards these with a view to completion within a 12 month period. (This list is not exhaustive, other qualifications may also be appropriate).

Internal quality assurers must be occupationally knowledgeable across the range of units for which they are responsible; this means that they must have worked closely with staff who carry out the functions covered by the national occupational standards – possibly training or supervising them – and have sufficient knowledge of the functions and current practice in the sport to be able to offer credible advice on the interpretation of the standards, moderate assessments and resolve any differences and conflicts.



They must occupy a position in the organisation that gives them authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other important roles of an internal verifier;

receive an appropriate induction to the Certificate in Achieving Excellence in Sports Performance that they are verifying and have access to ongoing training and updating on current issues relevant to this Certificate and the standards. Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier.

### **External quality assurers**

Must hold an appropriate external quality assurer/external verifier qualification including one of:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the External Quality Assurance of Assessment.
- V2 Conduct External Quality Assurance of the Assessment Process.
- D35 Externally Verify the Assessment Process.

Where external quality assurers do not hold appropriate qualifications, they must demonstrate that they are working towards these with a view to completion within a 12 month period. (This list is not exhaustive, other qualifications may also be appropriate).

External quality assurers must normally have at least five years employment experience in the sport relevant to the work of the centres they are quality assuring – this experience should be current, ie gained within a five year period prior to beginning to externally quality assure; this experience should be at a level and depth that will engender the respect of the staff in the centres they are quality assuring, for example in managing and/or developing young and/or senior elite athletes.

They must demonstrate, either through the possession of appropriate qualifications, and/or through a minimum of two references from employment sources, that they have a broad understanding of the sport, its key aims, objectives, philosophy and values.

They must take part in continuing professional development activities offered by the awarding organisation, SkillsActive or other relevant bodies in the sector (for example national governing body) to keep up-to-date with developments relating to the Certificate in Achieving Excellence in Sports Performance and changes taking place in the sector.

Should these requirements prove unrealistic, ie presenting substantial difficulties in recruiting an appropriate number of external quality assurers, SkillsActive would sanction external quality assurance arrangements that allow for two external quality assurers for a centre – one with the relevant external quality assurance qualifications to quality assure the centre's quality procedures, and the other with the required level of knowledge and experience of the sector.

SkillsActive with its awarding organisation partners will continue to monitor these alternative arrangements and their impact on the quality of assessment and take-up and may make further recommendations with the approval of the regulators.

### **Monitoring and standardisation of assessment decisions**

The monitoring and standardisation of assessment decisions will be achieved by a robust and strengthened external quality assurance system underpinned by risk rating and risk management.

Firstly, the awarding bodies for the Certificate in Achieving Excellence in Sports Performance should demonstrate that there is a high degree of consistency in the arrangements for external quality assurance. SkillsActive also requests that there is a minimum of turnover in external quality assurers for centres and that the advice and support that external quality assurers offer is consistent across all centres offering the awards. In addition the monitoring and support that an approved centre receives must be consistent with that centre's risk rating (see below).

External quality assurers should undertake the following activities:

- they must ensure that they observe a representative sample of assessments in their centres, as well as examining candidate portfolios and interviewing candidates, assessors and internal quality assurers, as required;
- they must sample the work of all assessors (not necessarily all candidates) in their centre within a period of one year; unless the centre has a number of assessment sites, in which case a two year period would be acceptable; this sampling may not necessarily require direct contact with assessors but should certainly involve the examination of candidate portfolios and records completed by the assessors and internal quality assurers;
- they must ensure that they sample assessments – either through observation or the examination of portfolios and interviews – of all the units within the Certificate, again within the period of one year; NB this does not mean all candidates.

Which assessments, candidates and assessors will be sampled must be determined by the external quality assurers not the centre.

SkillsActive believes that awarding organisations' 'risk rating' system offers substantial enhancements to the quality control system for this Certificate. SkillsActive expects all external quality assurance reports and other data relating to a centre to be evaluated by the awarding organisation and its risks relating to quality control assessed. External quality assurance, monitoring and control arrangements should be put in place as appropriate to each centre's level of risk.

The awarding organisation should also provide SkillsActive with annual reports on the operation of external quality assurance and risk management arrangements and SkillsActive will compare these with information gathered from its own employers. The evaluation of this information will enable SkillsActive to identify any quality issues that may need to be addressed and to monitor the effectiveness of current arrangements.

SkillsActive expects to have regular meetings with its awarding organisations for the Certificate in Achieving Excellence in Sports Performance. All awarding organisations delivering the Certificate will be required to provide appropriate representation at these meetings and to deliver regular reports, covering in particular, but not exclusively:

- the development and application of risk rating and management procedures;
- the development and application of detailed procedures for assessment sampling;
- any assessment and quality control problems identified by employers and other key stakeholders or by the awarding organisations themselves
- occupational expertise of assessors and expert witnesses (see below).

SkillsActive will also use these meetings with the awarding organisations to raise and debate assessment and quality assurance issues and will expect the awarding organisations to respond appropriately to all identified issues within reasonable timescales. SkillsActive and its sector experts will also use these meetings to provide the awarding organisations with the advice and support they need to maintain and enhance quality control.

### **Components of independent assessment**

SkillsActive has consulted with major employer representatives, for example the Football Premier League, and with national governing bodies, for example the Scottish Football Association, English Rugby Union, Welsh Rugby Union and the English and Welsh Cricket Board, and believes that components of independent assessment, for example use of an independent assessor or standard question banks, would considerably restrict the delivery of this Certificate. However, SkillsActive undertakes to keep this under regular review through its own and the awarding organisations' monitoring systems and make alternative recommendations, with regulatory body approval, if this proves necessary.

### **General Assessment Principles**

The qualification and standards have been designed for athletes who have the realistic potential to achieve excellence in their sport and are seeking, as their main career goal, to perform at the highest level, for example at national or international level. Centres must give careful consideration to this requirement when recruiting candidates for this Certificate.

*Where should the evidence come from?*

SkillsActive insists that assessment of a candidate's **performance** against the standards must take place in the workplace in order to ensure validity. This principle will apply to all aspects of the qualification except those for which simulation has been deemed acceptable and is indicated below.

**'Workplace' in this context means a real environment in which the candidate is training for and/or competing at the elite level in their sport.** It is essential that candidates' evidence comes from working with

real equipment, facilities, coaching staff and other experts appropriate to preparation for, and participation in, competition at this level. It is particularly important that evidence is generated from real work activities (training for and taking part in high level competition), not 'skills test' type exercises or simulations, set up purely for the sake of assessment.

All candidate assessment should be based on common Evidence Requirements as outlined in this document which SkillsActive will co-ordinate and approve jointly with the awarding organisations.

SkillsActive recognises that for the assessment of workplace performance to be as natural and efficient as possible, the use of expert witness testimony should be encouraged. Where expert witness testimony is used, the testimony must be accompanied by an indication of the status and perspective of the witness. The evaluation of the testimony as evidence, must take account of the occupational competence and knowledge of the expert witness, his or her understanding of the national occupational standards and his or her involvement with the candidate's work. The assessor must ensure that witness testimony clearly matches the standard and breadth of performance described in the unit; this may be done, for example, by the assessor checking with the witness the candidate's performance against the relevant standards.

In order to ensure that the evidence used to assess candidates against the standards is valid, all centres must demonstrate that candidates have consistent access to the types of specialist support (for example, elite coaches, physiotherapists, nutritional experts, careers advisers) and resources (in particular equipment and facilities) commonly in use at the elite level in the sport within which the candidate is training/competing.

There are one or two exceptions to this requirement, for which simulation is deemed to be acceptable. In addition, supplementary evidence is allowed for a limited number of items. These exceptions are clearly detailed in the Evidence Requirements below.

### **Where simulation is used, this should follow the requirements below:**

The awarding organisation must issue adequate guidance to its centres as to how these simulations should be planned and organised. In general this guidance must ensure that demands on the candidate during simulation are neither more nor less than they would encounter in a real situation at the elite level in their sport.

In particular:

- all simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the standard seeks to assess;
- all simulations should follow these documented plans;
- a centre's overall strategy for simulation must be examined and approved by the external quality assurer;
- the physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry;

- the nature of the contingency must be as realistic as possible.

#### *What are the most appropriate assessment methods?*

Given the level and nature of the Certificate, assessor observations, products of work (for example, training programmes, videos of performance and training, notes of meetings and correspondence) and expert witness testimony (this is likely to be drawn from coaching staff or other colleagues who are not qualified assessors but are technical experts) are likely to be the most appropriate sources of performance evidence.

Supplementary evidence, for example, questioning, projects or assignments may be used for items under knowledge and understanding where performance evidence (real work activity) is not needed.

#### *How much evidence is necessary?*

Most of the units require observation by an assessor or expert witness on more than one occasion. The Evidence Requirements below show this in more detail. Assessors, expert witnesses and candidates are strongly encouraged to plan assessments to fit in with the candidate's training and competition patterns so that the number of assessment occasions on which observation takes place can be kept to a realistic minimum (please see the section below on *Assessing more than one unit on each occasion* for some suggestions).

These observations should not be carried out on the same day. There should be sufficient time between assessments for the assessor to satisfy himself or herself that the candidate will be capable of achieving the same standard on a regular and consistent basis. Separating the assessment occasions by a period of at least one month is recommended.

In many cases, two observations will be enough. However, more than two may be needed to ensure that there is evidence for everything specified.

#### *Assessing more than one unit on each occasion*

Many of the units within the Level 3 Certificate in Achieving Excellence in Sports Performance link together in a logical way, and assessors and candidates are encouraged to make use of these links in an efficient and creative way. In many cases there should be no need to assess on a unit-by-unit basis (unless the candidate wants unit accreditation only). It would make better use of both the assessor's and candidate's time to consider and plan how many units could be covered on each assessment occasion.

For example, units such as Communicate and work effectively with other people to achieve excellence in sport *and* Maintain the health and safety of self and others at training and competition venues, contain competences that could be evidenced in almost any area of the candidate's training and performance. Evidence of good communication and team work skills should not be looked for independently. Plenty of evidence for these competences should arise when assessing the other units.

## Annexe to the Assessment Strategy for Active Leisure, Learning and Well-being for Level 3 Certificate in Understanding Sports Performance

### Qualification Structure

This Certificate in Understanding Sports Performance consists of 9 mandatory units.

### Occupational competence for assessors and quality assurers for the Level 3 Certificate in Understanding Sports Performance

The following sections set out the criteria for appointment:

#### Assessors

Must hold an appropriate assessor qualification including one of:

- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 Assess Candidate Performance Using a Range of Methods.
- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence.

Where assessors do not hold appropriate qualifications, they must demonstrate that they are working towards these with a view to completion within a 12 month period. (This list is not exhaustive, other qualifications may also be appropriate).

All assessors must have sound and up-to-date experience of coaching, training, developing or supervising athletes at the elite level in their sport as relevant to the units they are assessing and the candidate's role in the sport (for example, long-jumper or goal keeper); for units relating to technical, tactical, physical or psychology, for example, this could be an elite coach with a breadth of knowledge and experience covering sport and role specific physical conditioning, injury prevention and management, nutrition, techniques, tactics and relevant sports psychology; if the coach lacks sufficient breadth and depth of knowledge and experience in one or more of these areas, their assessments should be supplemented by witness testimony from professionally qualified specialists, such as nutritionists, physiotherapists or psychologists; however, for units lifestyle and communication units, professional staff other than a coach may be more appropriate due to the content of these units; approved centres will be required to provide the external verifier with current evidence of how each assessor and witness meets these requirement – for example, relevant qualifications, recent performance appraisal records, testimonials or references; the awarding bodies will be encouraged to co-ordinate, with SkillsActive's support, detailed guidance to centres and external verifiers on the types of evidence that may be used, and the criteria for evaluating such evidence.

If, however, centres have difficulty in finding sufficient assessors with both assessor qualifications and the occupational expertise outlined above, the centre must bring this to the attention of the awarding organisation and negotiate alternative arrangements that must satisfy the external verifier that the quality of assessment will be upheld; the most acceptable alternative arrangement will be an assessor, with the relevant assessor units *and a sound knowledge of the sport*, working in close liaison with an Expert Witness who does meet the criteria for occupational expertise for the relevant units as outlined above (for example, elite coach, nutritionist, psychologist etc); SkillsActive with its awarding organisation partners will continue to monitor these alternative arrangements and their impact on the quality of assessment and take-up, and may make further recommendations with the approval of the regulators.

All assessors must receive an appropriate induction to the L3 Certificate in Understanding Sports Performance that they are assessing and have access to ongoing training and updating on current issues relevant to this Certificate, the standards and current industry practice. Information on the induction and continuing professional development of assessors must be made available to the external quality assurer.

SkillsActive is aware that, in some cases, these requirements for occupational expertise will mean that some candidates will have more than one assessor, each assessing different units. SkillsActive will approve and encourage such an approach as helping to assure the quality of assessment (through ensuring that assessors have the occupational expertise appropriate to the unit and by providing an additional element of independent assessment).

### **Internal quality assurers**

Must hold an appropriate internal quality assurer/internal verifier qualification including one of:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 Conduct Internal Quality Assurance of the Assessment Process.
- D34 Internally Verify the Assessment Process.

Where internal quality assurers do not hold appropriate qualifications, they must demonstrate that they are working towards these with a view to completion within a 12 month period. (This list is not exhaustive, other qualifications may also be appropriate).

Internal quality assurers must be occupationally knowledgeable across the range of units for which they are responsible; this means that they must have worked closely with staff who carry out the functions covered by the national occupational standards – possibly training or supervising them – and have sufficient knowledge of the functions and current practice in the sport to be able to offer credible advice on the interpretation of the standards, moderate assessments and resolve any differences and conflicts.

They must occupy a position in the organisation that gives them authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other important roles of an internal verifier;

receive an appropriate induction to the Certificate in Understanding Sports Performance that they are verifying and have access to ongoing training and updating on current issues relevant to this Certificate and the standards. Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier.

### **External quality assurers**

Must hold an appropriate external quality assurer/external verifier qualification including<sup>1</sup> one of:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the External Quality Assurance of Assessment.
- V2 Conduct External Quality Assurance of the Assessment Process.
- D35 Externally Verify the Assessment Process.

Where external quality assurers do not hold appropriate qualifications, they must demonstrate that they are working towards these with a view to completion within a 12 month period. (This list is not exhaustive, other qualifications may also be appropriate).

External quality assurers must normally have at least five years employment experience in the sport relevant to the work of the centres they are quality assuring – this experience should be current, ie gained within a five year period prior to beginning to externally quality assure; this experience should be at a level and depth that will engender the respect of the staff in the centres they are quality assuring, for example in managing and/or developing young and/or senior elite athletes.

They must demonstrate, either through the possession of appropriate qualifications, and/or through a minimum of two references from employment sources, that they have a broad understanding of the sport, its key aims, objectives, philosophy and values.

They must take part in continuing professional development activities offered by the awarding organisation, SkillsActive or other relevant bodies in the sector (for example national governing body) to keep up-to-date with developments relating to the Certificate in Understanding Sports Performance and changes taking place in the sector.

Should these requirements prove unrealistic, ie presenting substantial difficulties in recruiting an appropriate number of external quality assurers, SkillsActive would sanction external quality assurance arrangements that allow for two external quality assurers for a centre – one with the relevant external quality assurance qualifications to quality assure the centre's quality procedures, and the other with the required level of knowledge and experience of the sector.



SkillsActive with its awarding organisation partners will continue to monitor these alternative arrangements and their impact on the quality of assessment and take-up and may make further recommendations with the approval of the regulators.

### **Monitoring and standardisation of assessment decisions**

The monitoring and standardisation of assessment decisions will be achieved by a robust and strengthened external quality assurance system underpinned by risk rating and risk management.

Firstly, the awarding bodies for the Certificate in Understanding Sports Performance should demonstrate that there is a high degree of consistency in the arrangements for external quality assurance. SkillsActive also requests that there is a minimum of turnover in external quality assurers for centres and that the advice and support that external quality assurers offer is consistent across all centres offering the awards. In addition the monitoring and support that an approved centre receives must be consistent with that centre's risk rating (see below).

External quality assurers should undertake the following activities:

- they must ensure that they observe a representative sample of assessments in their centres, as well as examining candidate portfolios and interviewing candidates, assessors and internal quality assurers, as required;
- they must sample the work of all assessors (not necessarily all candidates) in their centre within a period of one year; unless the centre has a number of assessment sites, in which case a two year period would be acceptable; this sampling may not necessarily require direct contact with assessors but should certainly involve the examination of candidate portfolios and records completed by the assessors and internal quality assurers;
- they must ensure that they sample assessments – either through observation or the examination of portfolios and interviews – of all the units within the Certificate, again within the period of one year; NB this does not mean all candidates.

Which assessments, candidates and assessors will be sampled must be determined by the external quality assurers not the centre.

SkillsActive believes that awarding organisations' 'risk rating' system offers substantial enhancements to the quality control system for this Certificate. SkillsActive expects all external quality assurance reports and other data relating to a centre to be evaluated by the awarding organisation and its risks relating to quality control assessed. External quality assurance, monitoring and control arrangements should be put in place as appropriate to each centre's level of risk.

The awarding organisation should also provide SkillsActive with annual reports on the operation of external quality assurance and risk management arrangements and SkillsActive will compare these with information gathered from its own employers. The evaluation of this information will enable SkillsActive to identify any quality issues that may need to be addressed and to monitor the effectiveness of current arrangements.

SkillsActive expects to have regular meetings with its awarding organisations for the Certificate in Understanding Sports Performance. All awarding organisations delivering the Certificate will be required to provide appropriate representation at these meetings and to deliver regular reports, covering in particular, but not exclusively:

- the development and application of risk rating and management procedures;
- the development and application of detailed procedures for assessment sampling;
- any assessment and quality control problems identified by employers and other key stakeholders or by the awarding organisations themselves
- occupational expertise of assessors and expert witnesses (see below).

SkillsActive will also use these meetings with the awarding organisations to raise and debate assessment and quality assurance issues and will expect the awarding organisations to respond appropriately to all identified issues within reasonable timescales. SkillsActive and its sector experts will also use these meetings to provide the awarding organisations with the advice and support they need to maintain and enhance quality control.

### **Components of independent assessment**

SkillsActive has consulted with major employer representatives, for example the Football Premier League, and with national governing bodies, for example the Scottish Football Association, English Rugby Union, Welsh Rugby Union and the English and Welsh Cricket Board, and believes that components of independent assessment, for example use of an independent assessor or standard question banks, would considerably restrict the delivery of this Certificate. However, SkillsActive undertakes to keep this under regular review through its own and the awarding organisations' monitoring systems and make alternative recommendations, with regulatory body approval, if this proves necessary.

### **General Assessment Principles**

The qualification and standards have been designed for athletes who have the realistic potential to achieve excellence in their sport and are seeking, as their main career goal, to perform at the highest level, for example at national or international level. Centres must give careful consideration to this requirement when recruiting candidates for this Certificate.

*Where should the evidence come from?*

All candidate assessment should be based on common Evidence Requirements as outlined in this document which SkillsActive will co-ordinate and approve jointly with the awarding organisations.

SkillsActive has no objection to the assessment of **knowledge** taking place away from the working environment – for example a college or another environment – which is not the immediate workplace.

*What are the most appropriate assessment methods?*

Supplementary evidence, for example, questioning, projects or assignments may be used for items under knowledge and understanding where performance evidence (real work activity) is not needed.

Questioning to gather supplementary and knowledge evidence can normally be carried out orally. However, oral questioning must be recorded by the assessor, in written form or by other appropriate means.

*Assessing more than one unit on each occasion*

Many of the units within the Level 3 Certificate in Understanding Sports Performance link together in a logical way, and assessors and candidates are encouraged to make use of these links in an efficient and creative way. In many cases there should be no need to assess on a unit-by-unit basis (unless the candidate wants unit accreditation only). It would make better use of both the assessor's and candidate's time to consider and plan how many units could be covered on each assessment occasion.

## Assessment guidance and evidence requirements for each unit

### Unit 1: Understanding how to manage own career in sport

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the learning outcomes headed 'the learner will know how to'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

#### Evidence of Real Work Activity

There must be evidence that the candidate has met all of the requirements listed under 'the learner will be able to' through their own work in the context of career planning. Evidence can be gathered by the assessor carrying out observations themselves, questioning expert witnesses, such as coaching staff and looking at products of work such as:

- career plans,
- evidence of having taken part in education and vocationally related training programmes,
- financial plans (which should be treated confidentially),
- CVs and/or
- job applications.

There should be sufficient products of work to ensure that the candidate has met all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'.

There must also be evidence that the candidate's work for this unit has met at least two of the requirements listed under career, but that the candidate has knowledge and understanding of the rest. Also there must also be evidence that the candidate's work for this unit has met at least three of the requirements listed under plan, but that the candidate has knowledge and understanding of the rest. This may be gathered through a combination of assessor observations, expert witness testimony and/or authentic records of the candidate's work.

#### Simulation

Simulation is not allowed for any part of this unit.

#### Use of Supplementary Evidence

Supplementary evidence may be used to cover the remaining items under both career and plan. This may be gathered by oral questioning, projects or assignments.

## **Knowledge and Understanding**

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the learning outcomes headed 'the learner will know how to'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the performance items require the candidate to show that they know and understand how to do something (for example, 'Identify the goals to achieve in own career'). If there is evidence from the candidate's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **Unit 2: Understanding health and safety at training and competition venues**

### **Evidence of Real Work Activity**

There must be evidence that the candidate has met all of the requirements listed under 'the learner will be able to' through their own work in the context of training and competition. The only exception is learning outcome 2 for which simulation is acceptable (see below). Evidence can be gathered by the assessor carrying out observations themselves, questioning expert witnesses, such as coaching staff and looking at products of work such as:

- completed checklists of hazards, for example in a training or competition area,
- basic risk assessments of the hazards identified and/or
- notes on how to improve health and safety in the area.

There should be sufficient products of work to ensure that the candidate has met all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'.

There must also be evidence that the candidate's work for this unit has met at least two of the requirements listed under hazards, but that the candidate has knowledge and understanding of the rest. Also there must also be evidence that the candidate's work for this unit has met at least four of the requirements listed under health and safety, but that the candidate has knowledge and understanding of the rest. This may be gathered through a combination of assessor observations, expert witness testimony and/or authentic records of the candidate's work. The remainder may be covered by supplementary evidence (see below).

### **Simulation**

Simulation is allowed for learning outcome 2. The learner will be able to respond to emergencies if there is no real evidence of undertaking this type of activity. All simulations must meet the requirements on pages 9-10.

### **Use of Supplementary Evidence**

Supplementary evidence may be used to cover the remaining items under Hazards and Health and Safety. This may be gathered by oral questioning, projects or assignments.

### **Knowledge and Understanding**

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the learning outcomes headed 'the learner will know how to'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the performance items require the candidate to show that they know and understand how to do something (for example, 'Identify the types of hazards that are likely to occur at training and competition venues and the accidents and injuries these hazards could cause'). If there is evidence from the candidate's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## Unit 3: Manage own career in sport

### Evidence of Real Work Activity

There must be evidence that the candidate has met all of the requirements listed under 'the learner will be able to' through their own work in the context of career planning. Evidence can be gathered by the assessor carrying out observations themselves, questioning expert witnesses, such as coaching staff and looking at products of work such as:

- career plans,
- evidence of having taken part in education and vocationally related training programmes,
- financial plans (which should be treated confidentially),
- CVs and/or
- job applications.

There should be sufficient products of work to ensure that the candidate has met all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'.

There must also be evidence that the candidate's work for this unit has met at least two of the requirements listed under career, but that the candidate has knowledge and understanding of the rest. Also there must also be evidence that the candidate's work for this unit has met at least three of the requirements listed under plan, but that the candidate has knowledge and understanding of the rest. This may be gathered through a combination of assessor observations, expert witness testimony and/or authentic records of the candidate's work.

### Simulation

Simulation is not allowed for any part of this unit.

### Use of Supplementary Evidence

Supplementary evidence may be used to cover the remaining items under both career and plan. This may be gathered by oral questioning, projects or assignments.



## Unit 4: Maintain the health and safety of self and others at training and competition venues

### Evidence of Real Work Activity

There must be evidence that the candidate has met all of the requirements listed under 'the learner will be able to' through their own work in the context of training and competition. The only exception is learning outcome 2 for which simulation is acceptable (see below). Evidence can be gathered by the assessor carrying out observations themselves, questioning expert witnesses, such as coaching staff and looking at products of work such as:

- completed checklists of hazards, for example in a training or competition area,
- basic risk assessments of the hazards identified and/or
- notes on how to improve health and safety in the area.

There should be sufficient products of work to ensure that the candidate has met all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'.

There must also be evidence that the candidate's work for this unit has met at least two of the requirements listed under hazards, but that the candidate has knowledge and understanding of the rest. Also there must also be evidence that the candidate's work for this unit has met at least four of the requirements listed under health and safety, but that the candidate has knowledge and understanding of the rest. This may be gathered through a combination of assessor observations, expert witness testimony and/or authentic records of the candidate's work. The remainder may be covered by supplementary evidence (see below).

### Simulation

Simulation is allowed for learning outcome 2 *The learner will be able to respond to emergencies* if there is no real evidence of undertaking this type of activity. All simulations must meet the requirements on pages 9-10.

### Use of Supplementary Evidence

Supplementary evidence may be used to cover the remaining items under Hazards and Health and Safety. This may be gathered by oral questioning, projects or assignments.

## **Unit 5: Understanding technical skills to achieve excellence in sport**

### **Evidence of Real Work Activity**

There must be evidence that the candidate has met all of the requirements listed under 'the learner will be able to' through their own work in a training and competition context. Evidence can be gathered by the assessor carrying out observations themselves, questioning expert witnesses, such as coaching staff and looking at products of work such as:

- training programmes designed with and for the candidate,
- logbooks that show their progress against that training programme and/or
- video evidence of their performance in training and competition.

There should be sufficient products of work to ensure that the candidate has met all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'.

This may be gathered through a combination of assessor observations, expert witness testimony and/or authentic records of the candidate's work.

### **Simulation**

Simulation is not allowed for any part of this unit.

### **Use of Supplementary Evidence**

No supplementary evidence is allowed for this unit.

### **Knowledge and Understanding**

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the learning outcomes headed 'the learner will know how to'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the performance items require the candidate to show that they know and understand how to do something. If there is evidence from the candidate's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **Unit 6: Understanding tactical skills to achieve excellence in sport**

### **Evidence of Real Work Activity**

There must be evidence that the candidate has met all of the requirements listed under 'the learner will be able to' through their own work in a training and competition context. Evidence can be gathered by the assessor carrying out observations themselves, questioning expert witnesses, such as coaching staff and looking at products of work such as:

- training programmes designed with and for the candidate,
- logbooks that show their progress against that training programme and/or
- video evidence of their performance in training and competition.

There should be sufficient products of work to ensure that the candidate has met all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'.

This may be gathered through a combination of assessor observations, expert witness testimony and/or authentic records of the candidate's work.

### **Simulation**

Simulation is not allowed for any part of this unit.

### **Use of Supplementary Evidence**

No supplementary evidence is allowed for this unit.

### **Knowledge and Understanding**

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the learning outcomes headed 'the learner will know how to'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the performance items require the candidate to show that they know and understand how to do something. If there is evidence from the candidate's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **Unit 7: Understanding physical capability to achieve excellence in sport**

### **Evidence of Real Work Activity**

There must be evidence that the candidate has met all of the requirements listed under 'the learner will be able to' through their own work in a training and competition context. Evidence can be gathered by the assessor carrying out observations themselves, questioning expert witnesses, such as coaching staff and looking at products of work such as:

- fitness programmes designed with and for the candidate,
- logbooks that show their progress against that fitness programme and/or
- video evidence of their performance in training and competition.

There should be sufficient products of work to ensure that the candidate has met all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'.

There must also be evidence that the candidate's work for this unit has met at least four of the requirements listed under programmes to improve physical capability but that the candidate has knowledge and understanding of the rest.

### **Simulation**

Simulation is not allowed for any part of this unit.

### **Use of Supplementary Evidence**

Supplementary evidence may be used to cover the remaining items under programmes to improve physical capability if there is only work place evidence for four of these. This may be gathered by oral questioning, projects or assignments.

### **Knowledge and Understanding**

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the learning outcomes headed 'the learner will know how to'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the performance items require the candidate to show that they know and understand how to do something (for example, 'Work with coaching and/or other staff to identify the physical demands for excellence in own role(s) in the sport'). If there is evidence from the candidate's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **Unit 8: Understanding nutrition to achieve excellence in sport**

### **Evidence of Real Work Activity**

There must be evidence that the candidate's work for this unit has met at least four of the requirements listed under nutritional programme, but that the candidate has knowledge and understanding of the rest. This may be gathered through a combination of assessor observations, expert witness testimony and/or authentic records of the candidate's work.

### **Simulation**

Simulation is not allowed for any part of this unit.

### **Use of Supplementary Evidence**

Supplementary evidence may be used to cover the remaining items nutritional programme if there is only work place evidence for three of these. This may be gathered by oral questioning, projects or assignments.

### **Knowledge and Understanding**

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the learning outcomes headed 'the learner will know how to'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the performance items require the candidate to show that they know and understand how to do something (for example, 'Work with coaching and/or other staff to identify the energy demands and specific nutritional needs of own role(s) in the sport'). If there is evidence from the candidate's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **Unit 9: Understanding mental skills and attitudes in relation to excellence in sport**

### **Evidence of Real Work Activity**

There must be evidence that the candidate has met all of the requirements listed under 'the learner will be able to' through their own work in a training and competition context. Evidence can be gathered by the assessor carrying out observations themselves, questioning expert witnesses, such as coaching staff and looking at products of work such as:

- sports psychology programmes designed with and for the candidate,
- logbooks that show their progress against that programme and/or
- video evidence of their performance in training and competition.

There should be sufficient products of work to ensure that the candidate has met all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'.

There must also be evidence that the candidate's work for this unit has met at least three of the requirements listed under programmes to improve mental and emotional demands, but that the candidate has knowledge and understanding of the rest. This may be gathered through a combination of assessor observations, expert witness testimony and/or authentic records of the candidate's work.

### **Simulation**

Simulation is not allowed for any part of this unit.

### **Use of Supplementary Evidence**

Supplementary evidence may be used to cover the remaining items under programmes to improve mental and emotional demands if there is only work place evidence for three of these. This may be gathered by oral questioning, projects or assignments.

### **Knowledge and Understanding**

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the learning outcomes headed 'the learner will know how to'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the performance items require the candidate to show that they know and understand how to do something (for example, 'Work with coaching and/or other staff to identify the mental and emotional demands of excellence in own role(s)'). If there is evidence from the candidate's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **Unit 10: Understanding lifestyle to achieve excellence in sport**

### **Evidence of Real Work Activity**

There must be evidence that the candidate has met all of the requirements listed under 'the learner will be able to' through their own work in a training and competition context. Evidence can be gathered by the assessor carrying out observations themselves, questioning expert witnesses, such as coaching staff and looking at products of work such as:

- work plans and diaries, and/or
- diaries and logbooks that show how the candidate spends their leisure time.

There should be sufficient products of work to ensure that the candidate has met all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'.

There must also be evidence that the candidate's work for this unit has met at least three of the requirements listed under each of resources and types of other people, but that the candidate has knowledge and understanding of the rest. This may be gathered through a combination of assessor observations, expert witness testimony and/or authentic records of the candidate's work.

### **Simulation**

Simulation is not allowed for any part of this unit.

### **Use of Supplementary Evidence**

Supplementary evidence may be used to cover the remaining items under both resources and types of other people, plus knowledge and understanding of the rest. This may be gathered by oral questioning, projects or assignments.

### **Knowledge and Understanding**

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the learning outcomes headed 'the learner will know how to'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the performance items require the candidate to show that they know and understand how to do something (for example, 'Work with coaching staff and others to plan, agree and record sporting commitments'). If there is evidence from the candidate's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

## **Unit 11: Understanding communication and teamwork to achieve excellence in sport**

### **Evidence of Real Work Activity**

There must be evidence that the candidate has met all of the requirements listed under 'the learner will be able to' through their own work in the context of training and competition. Evidence can be gathered by the assessor carrying out observations themselves, questioning expert witnesses, such as coaching staff and looking at products of work such as:

- notes of meetings and other discussions;
- video recordings of meetings and discussions.

There should be sufficient products of work to ensure that the candidate has met all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'.

There must also be evidence that the candidate's work for this unit has met at least two of the requirements listed under people, but that the candidate has knowledge and understanding of the rest. This may be gathered through a combination of assessor observations, expert witness testimony and/or authentic records of the candidate's work.

### **Simulation**

Simulation is not allowed for any part of this unit.

### **Use of Supplementary Evidence**

Supplementary evidence may be used to cover the remaining items under people. This may be gathered by oral questioning, projects or assignments.

### **Knowledge and Understanding**

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the learning outcomes headed 'the learner will know how to'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the performance items require the candidate to show that they know and understand how to do something (for example, 'Identify how to use the contributions of other people in own training, competition and broader career'). If there is evidence from the candidate's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.



## **Unit 12: Plan, apply and evaluate own tactical skills to achieve excellence in a sport**

### **Evidence of Real Work Activity**

There must be evidence that the candidate has met all of the requirements listed under 'the learner will be able to' through their own work in a training and competition context. Evidence can be gathered by the assessor carrying out observations themselves, questioning expert witnesses, such as coaching staff and looking at products of work such as:

- training programmes designed with and for the candidate,
- logbooks that show their progress against that training programme and/or
- video evidence of their performance in training and competition.

There should be sufficient products of work to ensure that the candidate has met all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'.

This may be gathered through a combination of assessor observations, expert witness testimony and/or authentic records of the candidate's work.

### **Simulation**

Simulation is not allowed for any part of this unit.

### **Use of Supplementary Evidence**

No supplementary evidence is allowed for this unit.

## **Unit 13: Plan, apply and evaluate own technical skills to achieve excellence in a sport**

### **Evidence of Real Work Activity**

There must be evidence that the candidate has met all of the requirements listed under 'the learner will be able to' through their own work in a training and competition context. Evidence can be gathered by the assessor carrying out observations themselves, questioning expert witnesses, such as coaching staff and looking at products of work such as:

- training programmes designed with and for the candidate,
- logbooks that show their progress against that training programme and/or
- video evidence of their performance in training and competition.

There should be sufficient products of work to ensure that the candidate has met all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'.

This may be gathered through a combination of assessor observations, expert witness testimony and/or authentic records of the candidate's work.

### **Simulation**

Simulation is not allowed for any part of this unit.

### **Use of Supplementary Evidence**

No supplementary evidence is allowed for this unit.

## Unit 14: Plan, apply and evaluate own physical capability to achieve excellence in sport

### Evidence of Real Work Activity

There must be evidence that the candidate has met all of the requirements listed under 'the learner will be able to' through their own work in a training and competition context. Evidence can be gathered by the assessor carrying out observations themselves, questioning expert witnesses, such as coaching staff and looking at products of work such as:

- fitness programmes designed with and for the candidate,
- logbooks that show their progress against that fitness programme and/or
- video evidence of their performance in training and competition.

There should be sufficient products of work to ensure that the candidate has met all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'.

There must also be evidence that the candidate's work for this unit has met at least four of the requirements listed under programmes to improve physical capability but that the candidate has knowledge and understanding of the rest.

### Simulation

Simulation is not allowed for any part of this unit.

### Use of Supplementary Evidence

Supplementary evidence may be used to cover the remaining items under programmes to improve physical capability if there is only work place evidence for four of these. This may be gathered by oral questioning, projects or assignments.

## **Unit 15: Plan, apply and evaluate own nutritional programme to achieve excellence in sport**

### **Evidence of Real Work Activity**

There must be evidence that the candidate's work for this unit has met at least four of the requirements listed under nutritional programme, but that the candidate has knowledge and understanding of the rest. This may be gathered through a combination of assessor observations, expert witness testimony and/or authentic records of the candidate's work.

### **Simulation**

Simulation is not allowed for any part of this unit.

### **Use of Supplementary Evidence**

Supplementary evidence may be used to cover the remaining items nutritional programme if there is only work place evidence for three of these. This may be gathered by oral questioning, projects or assignments.

## **Unit 16: Plan, apply and evaluate mental skills and attitudes to achieve excellence in sport**

### **Evidence of Real Work Activity**

There must be evidence that the candidate has met all of the requirements listed under 'the learner will be able to' through their own work in a training and competition context. Evidence can be gathered by the assessor carrying out observations themselves, questioning expert witnesses, such as coaching staff and looking at products of work such as:

- sports psychology programmes designed with and for the candidate,
- logbooks that show their progress against that programme and/or
- video evidence of their performance in training and competition.

There should be sufficient products of work to ensure that the candidate has met all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'.

There must also be evidence that the candidate's work for this unit has met at least three of the requirements listed under programmes to improve mental and emotional demands, but that the candidate has knowledge and understanding of the rest. This may be gathered through a combination of assessor observations, expert witness testimony and/or authentic records of the candidate's work.

### **Simulation**

Simulation is not allowed for any part of this unit.

### **Use of Supplementary Evidence**

Supplementary evidence may be used to cover the remaining items under programmes to improve mental and emotional demands if there is only work place evidence for three of these. This may be gathered by oral questioning, projects or assignments.

## Unit 17: Plan and manage own lifestyle to achieve excellence in sport

### Evidence of Real Work Activity

There must be evidence that the candidate has met all of the requirements listed under 'the learner will be able to' through their own work in a training and competition context. Evidence can be gathered by the assessor carrying out observations themselves, questioning expert witnesses, such as coaching staff and looking at products of work such as:

- work plans and diaries, and/or
- diaries and logbooks that show how the candidate spends their leisure time.

There should be sufficient products of work to ensure that the candidate has met all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'.

There must also be evidence that the candidate's work for this unit has met at least three of the requirements listed under each of resources and types of other people, but that the candidate has knowledge and understanding of the rest. This may be gathered through a combination of assessor observations, expert witness testimony and/or authentic records of the candidate's work.

### Simulation

Simulation is not allowed for any part of this unit.

### Use of Supplementary Evidence

Supplementary evidence may be used to cover the remaining items under both resources and types of other people, plus knowledge and understanding of the rest. This may be gathered by oral questioning, projects or assignments.

## **Unit 18: Communicate and work effectively with other people to achieve excellence in sport**

### **Evidence of Real Work Activity**

There must be evidence that the candidate has met all of the requirements listed under 'the learner will be able to' through their own work in the context of training and competition. Evidence can be gathered by the assessor carrying out observations themselves, questioning expert witnesses, such as coaching staff and looking at products of work such as:

- notes of meetings and other discussions;
- video recordings of meetings and discussions.

There should be sufficient products of work to ensure that the candidate has met all the requirements listed under 'assessment requirements or guidance specified by a sector or regulatory body'.

There must also be evidence that the candidate's work for this unit has met at least two of the requirements listed under people, but that the candidate has knowledge and understanding of the rest. This may be gathered through a combination of assessor observations, expert witness testimony and/or authentic records of the candidate's work.

### **Simulation**

Simulation is not allowed for any part of this unit.

### **Use of Supplementary Evidence**

Supplementary evidence may be used to cover the remaining items under people. This may be gathered by oral questioning, projects or assignments.

### **Knowledge and Understanding**

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the learning outcomes headed 'the learner will know how to'. In most cases this can be done by the assessor questioning the candidate orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the performance items require the candidate to show that they know and understand how to do something (for example, 'Identify how to use the contributions of other people in own training, competition and broader career'). If there is evidence from the candidate's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

**Unit 19: Understanding the fundamentals of coaching sport**

**Unit 20: Understanding how to develop participant(s) through coaching sport**

**Unit 21: Supporting participant(s)' lifestyle through coaching sport**

**Unit 22: Understanding the principles of safe and equitable coaching practice**

**Knowledge and understanding**

There must be evidence that the candidate possesses all of the knowledge and understanding shown in the learning outcomes. This can be done by the assessor questioning the candidate orally, as well as the use of other techniques such as projects, assignments and/or reflective accounts.



## **Annexe E: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title**

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For information please go to [www.ofqual.gov.uk](http://www.ofqual.gov.uk) to access the document '*Operating rules for using the term 'NVQ' in a QCF qualification title*'.

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**For more information on Edexcel and BTEC qualifications please  
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