

Pearson BTEC Level 3 Diploma in Sporting Excellence

Specification

Competence-based qualifications

First registration September 2018

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

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

ISBN 978 1 446 95893 3

All the material in this publication is copyright

© Pearson Education Limited 2018

Contents

1	Introducing Pearson BTEC competence-based qualifications	3
	What are competence-based qualifications?	3
	Sizes of competence-based qualifications	3
2	Qualification summary and key information	5
3	Qualification purpose	6
	Qualification objectives	6
	Relationship with previous qualifications	6
	Progression opportunities	6
	Industry support and recognition	7
	Relationship with national occupational standards	7
4	Qualification structure	8
	Pearson BTEC Level 3 Diploma in Sporting Excellence	8
5	Programme delivery	10
	Elements of good practice	10
	Training and assessment delivery	11
6	Centre resource requirements	12
7	Access and recruitment	13
	Entry requirements	13
	Access to qualifications for learners with disabilities or specific needs	13
8	Assessment	14
	Language of assessment	14
	Internal assessment	14
	Assessment requirements	15
	Assessment of 'be able to' learning outcomes	15
	Assessment of 'know' and 'understand' learning outcomes	16
	Types of evidence	16
	Appeals	17
	Dealing with malpractice	17
	Reasonable adjustments to assessment	20
	Special consideration	20

9	Centre recognition and approval	21
	Centre recognition	21
	Approvals agreement	21
10	Quality assurance of centres	22
11	Units	23
	Unit format	23
	Unit 1: Develop own technical skills to achieve excellence in a sport	24
	Unit 2: Understanding technical skills to achieve excellence in sport	29
	Unit 3: Develop own tactical skills to achieve excellence in a sport	34
	Unit 4: Understanding tactical skills to achieve excellence in sport	39
	Unit 5: Develop own physical capability to achieve excellence in a sport	44
	Unit 6: Understanding physical capability to achieve excellence in sport	50
	Unit 7: Develop own nutritional programme to achieve excellence in a sport	55
	Unit 8: Understanding nutrition to achieve excellence in sport	58
	Unit 9: Develop own psychological skills to achieve excellence in a sport	62
	Unit 10: Understanding psychological skills in relation to excellence in sport	68
	Unit 11: Manage own lifestyle to achieve excellence in a sport	73
	Unit 12: Understanding lifestyle to achieve excellence in sport	77
	Unit 13: Develop own career in a sport	81
	Unit 14: Understanding how to develop own career in sport	85
	Unit 15: Communicate effectively with other people to achieve excellence in a sport	88
	Unit 16: Understanding communication and teamwork to achieve excellence in sport	92
	Unit 17: Work in a healthy and safe way at training and competition venues	96
	Unit 18: Understanding health and safety at training and competition venues	100
	Unit 19: Culture, values and behaviours in a sport pathway	103
12	Further information and useful publications	107
13	Professional development and training	108
14	Contact us	109
	Annexe A: Assessment strategy	110

1 Introducing Pearson BTEC competence-based qualifications

What are competence-based qualifications?

Competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development for employees who have been in the workplace for some time. The qualifications are also a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

Sizes of competence-based qualifications

For all regulated qualifications, Pearson specifies a total estimated number of hours that learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors includes private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

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

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

Competence-based qualifications are generally available in the following sizes:

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

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Diploma in Sporting Excellence
Qualification Number (QN)	603/3338/8
Regulation start date	22/06/2018
Operational start date	01/09/2018
Approved age ranges	16–18
Total Qualification Time (TQT)	864 hours
Guided Learning Hours (GLH)	780 hours, including 370 hours of placement within a real work environment.
Assessment	Portfolio of evidence (internal assessment).
Grading information	The qualification and units are graded pass/fail.
Entry requirements	<p>Learners must be on the Talent Pathway of a sporting national governing body. See details in <i>Qualification purpose</i> on page 6.</p> <p>Centres must also follow the Pearson <i>Guide for Centres to Enrolling onto Qualifications</i> (see <i>Section 7 Access and recruitment</i>).</p>
Funding	The eligibility of qualifications for 16-19, apprenticeship funding can be found on the funding Hub.

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

3 Qualification purpose

Qualification objectives

The Pearson BTEC Level 3 Diploma in Sporting Excellence is aimed at talented sports performers who are enrolled by a national governing body (NGB) on a Talent Pathway (a training and competition programme in order to compete at the highest level). This qualification is for performers in the sports where performers are not paid while they are on their Talent Pathways.

The purpose of the qualification is to confirm competence in the elite sports arena, specifically the training environment of the learner's chosen sport, for both the practical and theoretical elements. It is underpinned by a range of competency-based evidence. This purpose can be met only through active involvement in elite sport. This qualification therefore meets the needs of those elite young athletes who have the potential to achieve excellence in their sport and who are looking to perform, as their main career goal, at the highest level. For example, a full-time funded, professional or semi-professional athlete or a learner who is in an alternative 'dual career' in the elite sport environment.

This qualification gives learners the preparation they need to be able to continue to compete in their sport at elite level and/or to use the knowledge, skills and competency they have gained to progress to employment in sport or to an alternative career pathway.

Relationship with previous qualifications

For the learners identified above, this qualification is a direct replacement for the *Pearson Edexcel Level 3 Certificate in Achieving Excellence in Sport* and the *Pearson BTEC Level 3 Certificate in Understanding Sports Performance*.

Progression opportunities

Learners who achieve the Pearson BTEC Level 3 Diploma in Sporting Excellence can progress to a variety of potential sports-related careers, including:

- elite athlete (part time or full time, amateur or professional)
- elite sports coach
- sports nutritionist
- sports psychologist
- lifestyle coach
- employment in a sporting national governing body
- sports performance analyst.

Industry support and recognition

This qualification is supported by SkillsActive, a variety of sporting national governing bodies and further education institutions.

Relationship with national occupational standards

This qualification is based on the occupational standards for Sporting Excellence, which were designed by SkillsActive.

4 Qualification structure

Pearson BTEC Level 3 Diploma in Sporting Excellence

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

Number of units that must be achieved	19
---------------------------------------	----

Unit	Mandatory units	Level	Guided learning hours
1	Develop own technical skills to achieve excellence in a sport	3	160
2	Understanding technical skills to achieve excellence in sport	3	30
3	Develop own tactical skills to achieve excellence in a sport	3	160
4	Understanding tactical skills to achieve excellence in sport	3	30
5	Develop own physical capability to achieve excellence in a sport	3	130
6	Understanding physical capability to achieve excellence in sport	3	30
7	Develop own nutritional programme to achieve excellence in a sport	3	15
8	Understanding nutrition to achieve excellence in sport	3	20
9	Develop own psychological skills to achieve excellence in a sport	3	30
10	Understanding psychological skills in relation to excellence in sport	3	30
11	Manage own lifestyle to achieve excellence in a sport	3	10
12	Understanding lifestyle to achieve excellence in sport	3	15
13	Develop own career in a sport	2	15
14	Understanding how to develop own career in sport	2	15

Unit	Mandatory units	Level	Guided learning hours
15	Communicate effectively with other people to achieve excellence in a sport	3	20
16	Understanding communication and teamwork to achieve excellence in sport	3	30
17	Work in a healthy and safe way at training and competition venues	2	10
18	Understanding health and safety at training and competition venues	2	15
19	Culture, values and behaviours in a sport pathway	3	15

5 Programme delivery

So that they can develop and demonstrate the occupational competence required, learners must be on a Talent Pathway with a sporting national governing body. Please note that learners are required to spend 370 GLH on placement in an NGB-led approved elite sport setting. In the context of a Talent Pathway, training and competition is defined as being a real work environment.

As long as this requirement is met, centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units. Centres must adhere to the Pearson policies that apply to the different modes of delivery. Our *Collaborative and Consortium Arrangements for the Delivery of Vocational Qualifications Policy* document is available on our website.

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes:

- giving potential learners initial advice and guidance so that they have an insight into the relevant learning programme
- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs
- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process.
- keeping in regular contact with learners to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the NGB and learners through the use of a range of approaches
- planning opportunities for the development and practising of skills 'on the job' (i.e. in training and competition environments); teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units as appropriate, thereby reducing the assessment burden on learners and assessors. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed
- discussing and agreeing with learners and the relevant NGB, suitable times, dates and work areas where assessment will take place. Learners and the NGB should be given regular and relevant feedback on performance and progress.

6 Centre resource requirements

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

- Only centres that are working directly with sporting National Governing Bodies (NGBs) to assess learners on their Talent Pathways can be approved to offer this qualification.
- Learners must have access to a 370 GLH placement in an NGB-approved, elite-sport setting. While on their placement, learners must have access to planned support and supervision from an industry professional.
- Staff involved in tutoring, assessment and verification must meet the occupational competence requirements within the assessment strategy for the sector, given in *Annexe A*.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualification.
- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. Additionally, centres offering the qualification as stand-alone should refer to the document *Quality Assurance Handbook, NVQ/SVQ and Competence-based Qualifications*. This is available on our website, qualifications.pearson.com
- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7 Access and recruitment*. For full details on the Equality Act 2010, visit www.legislation.gov.uk

7 Access and recruitment

Our policy on access to our qualifications is that:

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

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification so that they can be sure that it meets their needs.

Entry requirements

Entry is restricted to learners who have been identified by a sporting NGB on its Talent Pathway. Learners must have entered into a training and competition programme in their sport in order to compete at the highest level.

No other specific prior knowledge, understanding or skills are required for learners to register for this qualification.

Access to qualifications for learners with disabilities or specific needs

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

We are committed to making sure that:

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

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8 Assessment*.

8 Assessment

To achieve a pass for this qualification, learners must achieve all the units required in the stated qualification structure.

Language of assessment

Assessment for the units in this qualification is in English only.

Learners taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy* document, available on our website at: qualifications.pearson.com

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) *Access Arrangements and Reasonable Adjustments*.

Internal assessment

The units in this qualification are assessed through an internally- and externally quality-assured portfolio of evidence, made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

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

Learners must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

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

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

Learners can provide evidence of occupational competence from:

- **current practice** – where evidence is generated from a current job role
- a **programme of development** – where evidence comes from assessment opportunities built into a learning programme. The evidence provided must meet the assessment requirements for the qualification
- the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's assessment criteria through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted that is based on RPL should give the centre confidence that the same level of skill, understanding and knowledge exists at the time of the claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification. Further guidance is available in our *Recognition of prior learning policy and process* document, available on our website
- a combination of the above.

Assessment requirements

Assessment requirements are set out in the sections on the following pages and in the *Unit assessment requirements* section on the first page of every unit in *Section 11 Units*. The requirements are taken from the overarching assessment strategy developed by SkillsActive in partnership with sporting NGBs, further education institutions and awarding organisations.

Assessment of 'be able to' learning outcomes

Where 'be able to' learning outcomes relate to performance, observation by the assessor will be the most valid approach.

Any specific assessment requirements are given in the *Unit assessment requirements* of each unit.

Assessment of 'know' and 'understand' learning outcomes

For these learning outcomes, it is not acceptable to use evidence of learners being able to do something to infer knowledge. It is important to note that each assessment criterion begins with a verb such as 'describe', 'identify' or 'explain'. Therefore, there must be explicit evidence from discussions with learners, from assignments, projects or case studies that they can 'describe', 'identify' or 'explain' as required. Reliable evidence cannot come from watching learners carry out/demonstrate a related activity.

Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit.

Types of evidence

To achieve a unit, learners must gather evidence that shows that they have met the required standard specified in the assessment criteria, associated unit assessment requirements and Pearson's quality assurance arrangements (please see *Section 10 Quality assurance*).

Unless otherwise indicated in the *Unit assessment requirements*, evidence can take a variety of forms:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation (S)
- professional discussion (PD)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- recognition of prior learning (RPL).

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

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must clearly reference the unit assessed. Evidence must be available to the Assessor, the Internal Verifier and the Pearson Standards Verifier.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website. Please see *Section 12 Further information and useful publications* for details.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* document, available on our website.

Dealing with malpractice

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details on malpractice and advice on preventing malpractice by learners, please see *Centre Guidance: Dealing with Malpractice*, available on our website.

Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives more information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/exams-office/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/exams-office/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see 6.15 of the Joint Council for Qualifications (JCQ) document *Suspected Malpractice in Examinations and Assessments*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* document, available on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com), who will inform you of the next steps.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the document *Pearson Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. In most instances, adjustments can be achieved by following the guidance; for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

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

Both documents are on our website.

Special consideration

Centres must operate special consideration in line with the guidance given in the Pearson document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practise.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Both of the documents mentioned above are on our website.

9 Centre recognition and approval

Centre recognition

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

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

Guidance on seeking approval to deliver Pearson vocational qualifications is available on our website, qualifications.pearson.com

Approvals agreement

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

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering competence-based qualifications will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits will reflect the centre's performance, taking account of the:

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

In order for certification to be released, confirmation is required that the occupational standards for assessment and verification, and for the specific occupational sector are being met consistently.

Additionally, centres offering the qualification as stand-alone should refer to the document *Quality Assurance Handbook, NVQ/SVQ & Competence-based qualifications*.

11 Units

Unit format

Each unit has the following sections.

Unit number

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

Unit title

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

Level

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

Guided Learning Hours (GLH)

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

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Unit assessment requirements

This outlines the requirements for the assessment of the unit. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

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

Assessment criteria

The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.

Unit 1: Develop own technical skills to achieve excellence in a sport

Level: 3

Guided learning hours: 160

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.

Unit assessment requirements

Learning outcomes 1, 2, 3 and 4 must be assessed using evidence of the athlete's adherence to a real technical training and competition programme.

Learning outcome 1

The learner must cover the following technical goals:

- short term
- medium term
- long term

and the following technical demands:

- technical skills.

Learning outcomes 2, 3 and 4

The learner must cover the following technical goals:

- short term
- medium term
- long term.

As a minimum, the above requirements must be observed to a competent standard and assessed by an appropriately qualified assessor on a minimum of **one** occasion in order for learners to successfully achieve this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to a programme to improve own technical skills	1.1	Work with coaching and/or other staff to agree the technical demands for excellence in their own role(s) in the sport			
		1.2	Work with coaching and/or other staff to analyse their own level of technical skill and potential for achieving excellence			
		1.3	Draw conclusions from the analysis of their own technical skills			
		1.4	Work with coaching and/or other staff to identify the main priorities and goals for achieving technical excellence in the role			
		1.5	Work with coaching and/or other staff to plan a programme to achieve technical goals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to implement a programme to improve own technical skills	2.1	Take part in the planned technical skills programme			
		2.2	Follow the analyses, instructions and demonstrations provided by coaching and/or other staff			
		2.3	Contribute to on-going assessments of their own technical progress			
		2.4	Provide feedback to coaching and/or other staff on how well the technical skills programme is meeting their own needs			
		2.5	Work with coaching and/or other staff to continuously develop their own technical skills programme to achieve technical goals			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2:

Understanding technical skills to achieve excellence in sport

Level: 3

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 an understanding of how athletes develop technical skills in their chosen sport, and includes understanding how to:

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

Unit assessment requirements

Learning outcomes can be assessed by:

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: **Develop own tactical skills to achieve excellence in a sport**

Level: 3

Guided learning hours: 160

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.

Unit assessment requirements

Learning outcomes 1, 2, 3 and 4 must be assessed using evidence of the athlete's adherence to a real tactical training and competition programme.

Learning outcome 1

The learner must cover the following tactical goals:

- short term
- medium term
- long term

and the following tactical demands:

- tactical skills.

Learning outcomes 2, 3 and 4

The learner must cover the following tactical goals:

- short term
- medium term
- long term.

As a minimum, the above requirements must be observed to a competent standard and assessed by an appropriately qualified assessor on a minimum of **one** occasion in order for learners to successfully achieve this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to a programme to improve own tactical skills	1.1	Work with coaching and/or other staff to identify the tactical demands for excellence in their own role(s) in the sport			
		1.2	Work with coaching and/or other staff to analyse their own level of tactical skill and potential for achieving excellence			
		1.3	Draw conclusions from the analysis of their own tactical skills			
		1.4	Work with coaching and/or other staff to identify the main priorities and goals for achieving tactical excellence in			
		1.5	Work with coaching and/or other staff to plan a programme to achieve tactical goals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to implement a programme to improve own tactical skills	2.1	Take part in the planned tactical skills programme			
		2.2	Follow the analyses, instructions and demonstrations provided by coaching and/or other staff			
		2.3	Contribute to on-going assessments of their own tactical progress			
		2.4	Provide feedback to coaching and/or other staff on how well the tactical skills programme is meeting their own needs			
		2.5	Work with coaching and/or other staff to continuously develop their own tactical skills programme to achieve tactical goals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to apply tactical skills before and during competition	3.1	Work with coaching and/or other staff to identify how to make best use of tactical skills before and during competition			
		3.2	Discuss and agree with coaching staff appropriate ways of practising the necessary tactical skills before and during competition			
		3.3	Take part in planned pre-competition tactical practices			
		3.4	Provide feedback to coaching and/or other staff on the effectiveness of planned pre-competition tactical practices			
		3.5	Make suggestions on how to improve planned pre-competition tactical practices			
		3.6	Integrate tactical and other skills and capabilities before and during competition			
4	Be able to contribute to evaluating own tactical performance during competition	4.1	Work with coaching and or other staff to evaluate their own tactical performance during competition, with the assistance of technology			
		4.2	Identify with coaching and/or other staff how to improve their own tactical skills			
		4.3	Identify with coaching and/or other staff how their own tactical goals and programme can be developed further			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4:

Understanding tactical skills to achieve excellence in sport

Level: 3

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 an understanding of how athletes develop tactical skills in their chosen sport, and includes understanding how to:

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

Unit assessment requirements

Learning outcomes can be assessed by:

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5:

Develop own physical capability to achieve excellence in a sport

Level: 3

Guided learning hours: 130

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.

Unit assessment requirements

Learning outcomes 1, 2, 3 and 4 must be assessed using evidence of the athlete's adherence to a real physical training and competition programme.

Learning outcome 1

The learner must cover the following types of goal:

- short term
- medium term
- long term

and four of the following physical capabilities:

- power
- strength
- muscular endurance
- cardiovascular endurance
- speed
- agility
- balance
- flexibility

- body composition
- other appropriate demands.

Learning outcomes 2, 3 and 4

The learner must cover the following technical goals:

- short term
- medium term
- long term.

As a minimum, the above requirements must be observed to a competent standard and assessed by an appropriately qualified assessor on a minimum of **one** occasion in order for learners to successfully achieve this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to developing a programme to improve own physical capability	1.1	Work with coaching and/or other staff to identify the physical demands for excellence in their own role(s) in the sport			
		1.2	Work with coaching and/or other staff to analyse their own level of physical capability and potential for achieving excellence			
		1.3	Draw conclusions from the analysis of their own physical capability			
		1.4	Work with coaching and/or other staff to identify the main priorities and goals for achieving the necessary level of physical capability			
		1.5	Work with coaching and/or other staff to plan a programme to achieve physical goals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to implement a programme to improve own physical capability	2.1	Take part in the planned physical conditioning programme			
		2.2	Follow the analyses, instructions and demonstrations provided by coaching and/or other staff			
		2.3	Contribute to on-going assessments of their own physical progress			
		2.4	Provide feedback to their own coaching and/or other staff on how well the physical conditioning programme is meeting their own needs			
		2.5	Work with their own coaching and/or other staff to continuously develop the physical conditioning programme to achieve physical goals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to apply own physical capability before and during competition	3.1	Work with their own coaching and/or other staff to identify how to make best use of physical capability before and during competition			
		3.2	Identify with their own coaching and/or other staff how to improve physical capability before and during competition			
		3.3	Take part in planned pre-competition physical practices			
		3.4	Provide feedback to coaching and/or other staff on the effectiveness of planned pre-competition physical practices			
		3.5	Make suggestions on how to improve planned pre-competition practices			
		3.6	Integrate their own physical capability with other skills before and during competition			
4	Be able to contribute to evaluating own physical performance during competition	4.1	Work with coaching and or other staff to evaluate their own physical capability performance during competition, with the assistance of technology			
		4.2	Identify with coaching and/or other staff how to improve their own physical capability			
		4.3	Identify with coaching and/or other staff how their own tactical goals and programme can be developed further			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Understanding physical capability to achieve excellence in sport

Level: 3
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 an understanding of how athletes develop their physical capability in their chosen sport, and includes understanding how to:

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

Unit assessment requirements

Learning outcomes can be assessed by:

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how an elite athlete applies themselves to a physical conditioning programme	5.1	Explain the importance of an elite athlete committing themselves to a physical conditioning programme			
		5.2	Describe the types of behaviour that show an elite athlete is contributing positively to a physical conditioning programme			
		5.3	Explain why it is important that an elite athlete gives coaching staff objective feedback on how well the physical conditioning programme is meeting their needs			
		5.4	Describe the types feedback an elite athlete should provide during a physical conditioning programme			
		5.5	Explain ways in which a physical conditioning programme can be continuously developed to meet individual athlete needs			
6	Understand how an elite athlete prepares and applies their physical capability for competition	6.1	Explain how an elite athlete can make best use of their physical capability during competition			
		6.2	Describe the types of physical pre-competition exercises that can help an elite athlete prepare for competition			
		6.3	Identify ways in which an elite athlete can help coaching staff to improve their physical pre-competition practices			
		6.4	Explain how an elite athlete can integrate technical, tactical, physical and psychological skills to achieve excellence during competition			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Understand how an elite athlete can improve their physical training through evaluation	7.1	Explain the importance of evaluating an elite athlete's physical performance in competition			
		7.2	Describe methods that can be used to evaluate an elite athlete's physical performance in competition			
		7.3	Explain how an elite athlete can contribute to evaluations of their competitive physical performance			
		7.4	Explain how an elite athlete can use evaluations to make further improvements to their physical capability			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: **Develop own nutritional programme to achieve excellence in a sport**

Level: 3
Guided learning hours: 15

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.

Unit assessment requirements

Learning outcomes 1 and 2

Learning outcomes 1 and 2 must be assessed using evidence of the athlete's adherence to a real nutritional programme.

The learner must cover at least four of the following aspects of a nutritional programme in their training:

- macronutrients
- micronutrients
- hydration
- preparation
- quantity
- timing
- other substances that impact performance and/or health.

As a minimum, the above requirements must be observed to a competent standard and assessed by an appropriately qualified assessor on a minimum of **one** occasion in order for learners to successfully achieve this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to a nutritional programme to improve own performance	1.1	Work with coaching and/or other staff to identify the energy demands and specific nutritional needs of their own role(s) in the sport			
		1.2	Provide coaching and/or other staff with information about their own dietary preferences or special dietary requirements			
		1.3	Identify with coaching and/or other staff a nutritional strategy appropriate to their own role(s), dietary preferences or special dietary requirements			
		1.4	Present appropriate nutritional menus which meet the performance and recovery needs of their sport			
		1.5	Calculate appropriate volumes of liquid to consume in order to rehydrate after competition and training			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to implement and review a nutritional programme to improve own performance	2.1	Follow the nutritional strategy as agreed before, during, and after, training and competition			
		2.2	Provide coaching and/or other staff with the information they need to monitor and evaluate the nutritional strategy			
		2.3	Work with coaching staff and other experts to develop and improve the nutritional strategy			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8:

Understanding nutrition to achieve excellence in sport

Level: 3

Guided learning hours: 20

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.

Unit assessment requirements

Learning outcomes can be assessed by:

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how an elite athlete can contribute to a nutritional strategy	1.1	Explain the importance and impact of a balanced diet to an elite athlete's performance			
		1.2	Evaluate the energy demands and particular nutritional needs of their own role(s) in the sport			
		1.3	Calculate appropriate quantities of macronutrients based upon performance demands and body weight.			
		1.4	Summarise the types of information an elite athlete can provide to coaching and/or other staff to devise a nutritional strategy			
		1.5	Explain the impact of their own dietary preferences and special dietary requirements when developing a nutritional strategy for an elite athlete			
		1.6	Explain how an elite athlete develops a nutritional strategy to maintain and improve their performance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understand how to implement and review a nutritional strategy for an elite athlete	2.1	Explain why an elite athlete should ensure that people who provide meals understand and support the nutritional strategy			
		2.2	Explain why it is important for an elite athlete to comply with a nutritional strategy before, during and after competition and training			
		2.3	Describe the types of information that coaching and/or other staff may need to evaluate an athlete's nutritional strategy			
		2.4	Explain the types of improvements that can be made to nutritional strategies to meet individual needs			
		2.5	Explain the importance of rehydration and the symptoms and effects on their own performance due to dehydration			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know about the risks of drugs in own sport	3.1	Identify the types of banned substances for athletes, in their own sport			
		3.2	Explain why there is a specific list of banned substances for competing athletes in their own sport			
		3.3	Explain the principle of strict liability in the context of drug testing			
		3.4	Explain the requirements for drugs testing in their own sport and why they must be followed			
		3.5	Describe what an elite athlete must do to ensure they comply with drug testing procedures, including in and out of competition and when training venues change			
		3.6	Describe what an elite athlete must check for when taking supplementation or medicines and who could best advise them in such situations			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Develop own psychological skills to achieve excellence in a sport

Level: 3

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 psychological skills in the chosen sport, and includes contributing to:

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

Unit assessment requirements

Learning outcomes 1, 2, 3 and 4 must be assessed using evidence of the athlete's adherence to a real psychological skills training and competition programme.

Learning outcome 1

The learner must cover the following goals:

- short term
- medium term
- long term

and three of the following psychological demands:

- motivation
- confidence
- concentration
- emotional control
- dealing with success and failure
- other appropriate demands.

Learning outcomes 2, 3 and 4

The learner must cover the following goals:

- short term
- medium term
- long term.

As a minimum, the above requirements must be observed to a competent standard and assessed by an appropriately qualified assessor on a minimum of **one** occasion in order for learners to successfully achieve this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to developing a programme to improve own psychological skills	1.1	Work with coaching and/or other staff to identify the psychological demands for excellence in their own role(s)			
		1.2	Work with coaching and/or other staff to develop a personal profile of psychological skills relating to performance in their own sport			
		1.3	Draw conclusions from the analysis of their own psychological skills			
		1.4	Discuss and agree with coaching and/or other staff the main priorities for achieving psychological excellence in their own role			
		1.5	Work with coaching and/or other staff to plan a programme to achieve goals for psychological skills			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to implement a programme to improve own psychological skills	2.1	Take part in the planned psychological skills programme			
		2.2	Contribute to on-going assessments of their own psychological progress			
		2.3	Provide feedback to coaching and/or other staff on how well the psychological skills programme is meeting their own needs			
		2.4	Work with coaching and/or other staff to continuously develop the psychological skills programme to achieve psychological goals			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Understanding psychological skills in relation to excellence in sport

Level: 3

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 psychological skills in the chosen sport, and includes contributing to:

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

Unit assessment requirements

Learning outcomes can be assessed by:

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

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

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand how an elite athlete prepares and applies their psychological skills in competition	5.1	Explain how an elite athlete can make best use of their psychological skills in a competitive situation			
		5.2	Describe the types of psychological and pre-competition practices that can help an elite athlete prepare for competition			
		5.3	Identify ways in which an elite athlete can help coaching and/or other staff to improve psychological pre-competition practices			
		5.4	Integrate psychological and other skills and capabilities before and during competition			
6	Understand how an elite athlete can improve their psychological skills further through evaluation	6.1	Describe methods that can be used to evaluate the psychological aspects of competitive performance			
		6.2	Explain how an elite athlete can use evaluations to make further improvements to their psychological skills and the way they use them			
		6.3	Explain how success and failure in a competitive environment may effect an elite athlete both positively and negatively			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Manage own lifestyle to achieve excellence in a sport

Level: 3
Guided learning hours: 10

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.

Unit assessment requirements

Learning outcomes 1 and 2 must be assessed using evidence of the athlete's ability to manage their lifestyle in the context of developing as an elite performer. It should include the development of a personal lifestyle planner that takes account of own sports training sessions, competitive events, rest days, personal and educational commitments and any other factors that influence day-to-day activities.

Learning outcome 1

The learner must cover the following sporting commitments:

- short term
- medium term
- long term

and three of the following resources:

- clothing and equipment
- information
- people
- finance
- travel arrangements.

They must also cover three of the following types of other people:

- coaching and/or other relevant staff
- mentors
- other athletes
- school/college
- parents/guardians/ carers
- friends.

As a minimum, the above requirements must be observed to a competent standard and assessed by an appropriately qualified assessor on a minimum of **one** occasion in order for learners to successfully achieve this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12:

Understanding lifestyle to achieve excellence in sport

Level: 3

Guided learning hours: 15

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.

Unit assessment requirements

Learning outcomes can be assessed by:

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

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

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how an elite athlete plans and manages own time outside of sport	3.1	Explain why it is important for an elite athlete to make good use of their time when not training and competing			
		3.2	Explain why rest and relaxation is important to an elite athlete and when it is particularly important to take rest and relaxation			
		3.3	Explain how to identify how much rest and relaxation an elite athlete needs			
		3.4	Give examples of the types of leisure activities that can help an elite athlete's performance and personal development in their sport			
		3.5	Give examples of the types of activities that can harm an elite athlete's performance and public reputation			
		3.6	Identify people who can help an elite athlete to make good use of their time and provide support with personal issues			
		3.7	Identify causes of depression in elite athletes and how support can be accessed			
		3.8	Identify the types of support networks elite athletes may be able to access for addictions including: Gambling; alcohol abuse and drugs			
		3.9	Describe the risks associated with gambling addiction, drug addiction and alcohol addiction on performance			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: **Develop own career in a sport**

Level: 2

Guided learning hours: 15

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.

Unit assessment requirements

Learning outcomes 1, 2 and 3 must be assessed using evidence of the athlete's adherence to a real career plan.

Learning outcome 1

The learner must cover the following types of goal:

- short term
- medium term
- long term

and at least two of the following types of career:

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

Learning outcome 2

The learner must cover at least two of the following types of career:

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

Learning outcome 3

The learner must cover all of the following financial goals:

- short term
- medium term
- long term

and at least three of the following aspects of a financial plan:

- income
- expenditure
- loans
- sponsorship
- taxation
- savings
- investment
- insurance
- pension.

As a minimum, the above requirements must be observed to a competent standard and assessed by an appropriately qualified assessor on a minimum of **one** occasion in order for learners to successfully achieve this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to plan own sporting career	1.1	Identify the goals to achieve in their own career			
		1.2	Work with advisers to plan activities and timescales necessary to achieve their own career goals			
		1.3	Ensure their own career routes and timescales are realistic and achievable			
		1.4	Develop a plan to help achieve their 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 them to follow their own career plan			
		2.2	Use the help and support of other organisations and people to assist in implementing their own career plan			
		2.3	Update their own career plan when expectations or circumstances change			
		2.4	Identify a range of transferable skills that may facilitate the elite athlete's performance in their primary sport as well as participation in another sport			
		2.5	Develop their 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 their own financial goals			
		3.2	Produce a realistic financial plan to achieve their own financial goals			
		3.3	Follow their own financial plan and seek help and advice when necessary			
		3.4	Keep accurate financial records			
		3.5	Update their financial plan when circumstances change			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Understanding how to develop own career in sport

Level: 2

Guided learning hours: 15

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.

Unit assessment requirements

Learning outcomes can be assessed by:

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how an elite athlete plans their sporting career	1.1	Describe the career realities of an athlete performing at the highest level in their sport			
		1.2	Explain why it is important to have a plan that covers both a career as an elite athlete, and alternative careers			
		1.3	Explain how an elite athlete assesses their own career potential and the range of people who can help them do this			
2	Understand how an elite athlete implements and develops a career plan	2.1	Identify the types of organisations and people who can help an elite athlete with their career options			
		2.2	Identify the structure of their own NGB performance pathway			
		2.3	Identify the types of training, skills and knowledge and qualifications that an elite athlete will need to follow their career plan			
		2.4	Explain why it is important for an elite athlete to review and update their career plan at regular intervals and how to do so			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand how an elite athlete plans own finances	3.1	Explain why it is important for an elite athlete to manage their finances responsibly			
		3.2	Describe how to find and use sources of financial advice			
		3.3	Explain how to develop their own short, medium and long term financial goals			
		3.4	Describe the role of an agent in elite sport and their responsibilities			
		3.5	Identify earning capabilities for each stage of their sports competition pathway and their position on it.			
4	Understand how an elite athlete manages own finances	4.1	Explain why it is important to seek advice from financial advisers when there are problems with a financial plan			
		4.2	Describe the financial records that an elite athlete should keep and how to keep them up to date			
		4.3	Explain why it is important to review a financial plan and how to do so			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Communicate effectively with other people to achieve excellence in a sport

Level: 3
Guided learning hours: 20

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.

Unit assessment requirements

Learning outcomes 1, 2 and 3

Learning outcomes 1, 2 and 3 must be assessed using evidence of the athlete's communication, teamwork and presentation skills in a real work context.

The learner must cover three of the following groups of people:

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

As a minimum, the above requirements must be observed to a competent standard and assessed by an appropriately qualified assessor on a minimum of **one** occasion in order for learners to successfully achieve this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to communicate effectively with other people	1.1	Actively listen to what other people are trying to communicate, asking questions when necessary			
		1.2	Demonstrate how to provide and receive effective feedback to and from peers and coaching staff			
		1.3	Design and present a simulated athlete profile intended for social media, demonstrating appropriate language, visuals and personal branding to convey a positive image			
		1.4	Make constructive contributions to discussions with other people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to work effectively with other people	2.1	Identify how to use the contributions of other people in their own training, competition and broader career			
		2.2	Demonstrate the location and effective use of their national governing bodies' electronic and social media platforms to identify commercial partners, community events, training opportunities and organisational structure			
		2.3	Show respect for the roles and responsibilities of the people worked with			
		2.4	Interpret the rules and regulations of their sport and apply them whilst training and in competition			
		2.5	Deal constructively with any problems that might occur when working with other people			
		2.6	Deal effectively with other people's feedback and emotions			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: Understanding communication and teamwork to achieve excellence in sport

Level: 3
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 communication and teamwork, and includes:

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

Unit assessment requirements

Learning outcomes can be assessed by:

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

Learning outcome 3

The learner must include the roles of the following people:

- fellow athletes
- family
- supporters
- coaches
- other support staff
- managers
- agents
- mentors and advisors.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand communication skills as an elite athlete	1.1	Explain why an elite athlete should ask questions when there are things they are unsure about			
		1.2	Explain why it is important for an elite athlete to understand other people's information needs			
		1.3	Give examples of how to adapt communication to meet the needs of other people			
2	Understand how to take part in discussions with other people	2.1	Explain the importance of an elite athlete taking part in discussions with coaching and other support staff			
		2.2	Explain why it is important to give other people the opportunity to contribute their ideas during discussions and to take account of these ideas			
3	Understand the importance of good working relationships in sport	3.1	Describe the roles of the different people with whom an elite athlete works with and what they can contribute to the athlete's career			
		3.2	Explain the importance of an elite athlete having good relationships with their colleagues			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to maintain effective working relationships with others	4.1	Give examples of how an elite athlete builds good working relationships with other people			
		4.2	Explain why it is important for an elite athlete to honour commitments to colleagues			
5	Understand how to deal with problems with working relationships	5.1	Describe the types of problems, including conflict, that may occur with colleagues			
		5.2	Explain how to deal with problems, including conflict, that may occur with 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			
		6.2	Explain how to deal with other people's feedback and emotions			
		6.3	Explain how to improve relationships with colleagues			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Understand how an elite athlete presents a positive image of themselves, their organisation and their sport	7.1	Explain why it is important for an elite athlete to present a positive image of themselves, their organisation and their sport			
		7.2	Describe the role of public relations and media in sport and how this affects an elite athlete			
		7.3	Give examples of the types of sensitive issues an elite athlete may be questioned on			
		7.4	Explain how an elite athlete should deal with sensitive issues			
8	Understand how to handle public appearances	8.1	Give examples of the types of public appearances an elite athlete may be required to make and the roles they may play at these appearances			
		8.2	Identify who an elite athlete should liaise with and seek advice from, in advance of public appearances			
		8.3	Identify the types of information required when preparing for public appearances			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 17:

Work in a healthy and safe way at training and competition venues

Level: 2

Guided learning hours: 10

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
- effective treatment of injuries.

Unit assessment requirements

Learning outcome 1 must be assessed using evidence of the athlete's real working practices.

Learning outcome 2 may be assessed through realistic simulation.

Learning outcome 1

The learner must identify two of the following types of hazards:

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

The learner must cover four of the following health and safety requirements:

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

Learning outcome 2

The learner must include the following as part of correct procedures:

- take action to protect others from harm, without endangering self
- if necessary, call for assistance from other people
- provide reassurance and comfort to those involved in an emergency
- give other people the information they need to deal with the situation.

As a minimum, the above requirements must be observed to a competent standard and assessed by an appropriately qualified assessor on a minimum of **one** occasion in order for learners to successfully achieve this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work in a healthy and safe way at training and competition venues	1.1	Have up-to-date information on the health and safety requirements for the places where training and competitions take place, and on the people responsible for health and safety			
		1.2	Follow the relevant health and safety requirements for the training and competition venues			
		1.3	Identify health and safety hazards when they occur			
		1.4	Identify a range of hazards and considerations when travelling and competing abroad			
		1.5	Take the appropriate action to deal with health and safety hazards according to the level of risk and their own level of responsibility			
		1.6	Pass on suggestions for improving health and safety to the colleagues responsible			
2	Be able to respond to accidents and emergencies	2.1	Remain calm and follow the correct procedures for the emergency as a first responder			
		2.2	Provide the effective treatment for at least one sport specific injury			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: Understanding health and safety at training and competition venues

Level: 2

Guided learning hours: 15

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.

Unit assessment requirements

Learning outcomes can be assessed by:

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand health and safety requirements for training and competition venues	1.1	Summarise guidelines and instructions for the use of equipment used in training and competition			
		1.2	Describe the health, safety and security checks relevant to their own role			
		1.3	Explain why it is important to follow safeguarding procedures for children and other groups			
2	Understand how to maintain health and safety at training and competition venues	2.1	Identify the types of hazards that are likely to occur at training and competition venues			
		2.2	Explain why it is important to report hazards and risks to the relevant person at training and competition venues			
		2.3	Identify the documents relating to health and safety that may have to be completed			
3	Know how to respond to emergencies	3.1	Describe a protocol to treat a sport specific emergency			
		3.2	Explain how to deal with different emergencies before qualified assistance arrives			
		3.3	Describe how to contact the emergency services			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to support people who have been involved in an emergency	4.1	Give examples of how to protect other people from further harm in an emergency situation			
		4.2	Explain why it is important to provide comfort and reassurance to people involved in an emergency			
5	Understand how to report incidents and emergencies	5.1	Identify their own responsibilities for reporting incidents			
		5.2	Describe the incident reporting procedures			
		5.3	Give examples of the types of problems that may occur during emergency procedures			
		5.4	Explain why any problems during emergency procedures should be reported			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Culture, values and behaviours in a sport pathway

Level: 3

Guided learning hours: 15

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. The core focus is on the values, culture and behaviours to manage healthy and safe progression and transition through the stages of the pathway:

- the values, cultures and behaviours required in an elite sport pathway
- understanding the talent pathway and transitions inside and outside the pathway
- understanding of how to train and prepare for competition in a safe, healthy and ethical way, and the types of support and care that are available to help support performers.

Unit assessment requirements

Learning outcomes can be assessed by:

- professional discussion
- oral questions and answers
- questions requiring written answers
- written evidence/portfolio.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the values and culture of the talent and elite sports system and pathway	1.1	Explain the culture and values for the pathway and how these may affect both behaviour and performance			
		1.2	Describe key British values and how they relate to sports performance			
2	Be able to apply the behaviours, personal and organisational standards required to be successful as an elite sports person	2.1	Describe the code of conduct or behaviour framework for athletes on the pathway			
		2.2	Develop positive behaviours to support in managing the pressure and risks in sport to maintain good mental health			
		2.3	Explain the pressures and associated risks with being an elite athlete on a pathway			
		2.4	Describe the positive and negative behaviours of an elite athlete that can impact on improved performance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand and plan how to manage transitions through the pathway	3.1	Describe their own placement within a pathway, including the available support structures and personnel			
		3.2	Describe the key transitions in their pathway and the process of transition			
		3.3	Produce a plan to address the challenges an athlete will face as they transition through the pathway			
		3.4	Describe the mental, social and welfare pressures and associated risks upon exiting their pathway			
4	Understand how to train and prepare for competition in a healthy, safe and ethical way	4.1	Explain what is appropriate, inclusive and respectful behaviour for coaches, managers and support staff when working with athletes			
		4.2	Describe the reporting procedures for discrimination, bullying and harassment within their sport			
		4.3	Outline their role and responsibility for challenging and reporting inappropriate behaviour			
		4.4	Outline safeguarding issues within elite sport and describe the process for addressing safeguarding issues in the pathway			
		4.5	Describe the range of NGB policies and procedures available through their sport and where they can be accessed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Understand the types of support and help available to elite performers to prepare for competition in a healthy, safe and ethical way	5.1	Describe the services available and identify the personnel within the pathway that can support the athlete's lifestyle and wellbeing			
		5.2	Identify the personnel responsible for safeguarding within their own sport			
		5.3	Explain how athletes can provide feedback on the management of the pathway			
		5.4	Outline how their NGB supports and promotes diversity within their sport			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

12 Further information and useful publications

Key publications:

- *Access Arrangements, Reasonable Adjustments and Special Consideration* (Joint Council for Qualifications (JCQ))
- *Centre Guidance: Dealing with Malpractice* (JCQ)
- *Quality Assurance Handbook NVQ/SVQ & Competence-based qualifications* (Pearson)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy* (Pearson)
- *Equality and diversity policy* (Pearson)
- *A guide to recruiting with integrity and enrolling learners onto qualifications* (Pearson)
- *Recognition of prior learning policy and process* (Pearson)
- *Suspected Malpractice in Examinations and Assessments Policies and Procedures* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units* (Pearson)
- *Information Manual* (Pearson)
- *Use of languages in qualifications policy* (Pearson).

All of these publications are available on our website: qualifications.pearson.com

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

To order publications, please go to the resources page of our website.

For books, software and online resources for UK schools and colleges, please go to: www.pearsonschoolsandfecolleges.co.uk

13 Professional development and training

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

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

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html.

Online support: find the answers to your questions in *Knowledge Base*, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need, please send us your query and our qualification or administrative experts will get back to you.

14 Contact us

To get in touch with us, please visit our 'Contact us' pages for Pearson Work Based Learning customers:

qualifications.pearson.com/en/support/support-for-you/work-based-learning/contact-us.html

Annexe A: Assessment strategy

The information below is taken from the Assessment Strategy, developed by SkillsActive.

Workforce requirements

Requirements for tutors

All those who deliver this qualification must:

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

It is desirable for all tutors delivering practical based content to have a coaching qualification at a level specified by the NGB.

Requirements for assessors

All those who assess this qualification must:

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

Requirements for internal quality assurance

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

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

Requirements for external quality assurance

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

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

Additional information and requirements

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

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

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

July 2018

For information about Pearson Qualifications, including Pearson Edexcel, BTEC and LCCI qualifications visit qualifications.pearson.com

Edexcel and BTEC are registered trademarks of Pearson Education Limited

**Pearson Education Limited. Registered in England and Wales No. 872828
Registered Office: 80 Strand, London WC2R 0RL.**

VAT Reg No GB 278 537121

