

Apprenticeships in

Sport

Pearson Level 3 End-point Assessment for
Sporting Excellence Professional



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About Pearson

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Summary of changes to Pearson Level 3 End-point Assessment for Sporting Excellence Professional (Specification) – Issue 2

Summary of changes made between previous issue and this current issue	Page number
Clarification relating to supplementary evidence KSBs.	29

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

Collaborative development

We have worked with employers, training providers and professional bodies in the development of materials for this Level 3 Sporting Excellence Professional End-point Assessment. We are grateful to all individuals who have generously shared their time and expertise.

UK Anti-Doping (UKAD) have provided support in the development of test content around K6 anti-doping.



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Pearson End-Point Assessments for Apprenticeship Standards

Introduction

One of the most significant changes of the apprenticeship reform in England is the introduction of an independent End-point Assessment.

The End-point Assessment (EPA) is a synoptic assessment of the knowledge, skills and behaviours outlined in the Apprenticeship Standard, and that have been developed throughout the apprenticeship programme. The purpose of the EPA is to make sure the apprentice meets the standard set by employers and is fully competent in the occupation.

All apprentices must undertake the EPA at the end of the on-programme phase of training when their employer, and in some cases their training provider, is satisfied that they have met the “gateway” criteria to undertake the assessment. Apprentices will not be awarded the apprenticeship certificate until they have successfully completed the EPA.

The EPA can only be delivered by a registered assessment organisation which must be independent of the employer or any training provider involved in the delivery of the on-programme phase of the apprenticeship. All assessment decisions for the EPA must be made by the independent assessment organisation.

Pearson, as a registered assessment organisation, has been working closely with occupational experts, employers and training providers in the development of EPA tools to ensure that they are:

- valid and appropriate to assess occupational competence in the relevant industry and will deliver reliable outcomes
- fair to all apprentices and help them to make progress in their lives
- manageable for apprentices and the industry and can be delivered effectively and efficiently.

This specification contains the information needed to prepare apprentices for the Level 3 Sporting Excellence Professional Apprenticeship EPA. (QN 603/5841/5)

1 The Sporting Excellence Professional Apprenticeship

Overview

The EPA in this specification relates to the Sporting Excellence Professional Apprenticeship.

The apprenticeship is at Level 3 and is for apprentices working in the role of a Sporting Excellence Professional in either football, rugby league, rugby union or cricket.

Sporting Excellence Professionals are competent to perform consistently and effectively in training environments and competitions related to their professional sport. As such, they are part of a playing team supported and managed by a wider multi-disciplinary team including a manager/coach, skills coaches, physiotherapists, psychologists, nutritionists, strength and conditioning experts, and educational staff. They have high level of autonomy in terms of responsibility for what happens on the field of play and need to be able to cope with extreme pressure.

The purpose of the EPA is to confirm that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and that they are competent in their role as a Sporting Excellence Professional.

The typical duration for this apprenticeship is 18-24 months but this will depend on the apprentices' previous experience and access to opportunities to gain the full range of competences.

The overall apprenticeship is graded as Fail/Pass/Distinction.

To achieve the apprenticeship certificate, apprentices are required to complete successfully the:

- on-programme period of training and development, including achieving the required Maths and English qualifications as set out in the Level 3 Sporting Excellence Professional Assessment Plan.
- End-point Assessment (EPA) – *Section 3* provides detailed information on the End-point Assessment for this apprenticeship.

The certificate for the apprenticeship is awarded by the Institute for Apprenticeships and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA). As the assessment organisation, Pearson will claim the certificate on behalf of the apprentices.

Employers and/or training providers should familiarise themselves with the requirements of the apprenticeship and communicate these clearly to apprentices.

To see the published Sporting Excellence Professional Apprenticeship Standard and assessment plan, please go to: www.instituteforapprenticeships.org/apprenticeship-standards/

2 Sporting Excellence Professional End-point Assessment

Structure

The EPA for the Sporting Excellence Professional Apprenticeship consists of the following **three** assessment components:

- Knowledge Test
- Practical Observation (with Q&A)
- Professional Interview (supported by a portfolio of evidence).

The table below gives a summary of the structure of the EPA:

End-point Assessment components	Duration	Component grading
Knowledge Test	90 minutes	Fail/Pass/Distinction
Practical Observation (with Q&A)	3 hours	Fail/Pass/Distinction
Professional Interview (supported by a portfolio of evidence)	90 minutes	Fail/Pass/Distinction

The EPA must be completed within a maximum period of three months, after the gateway. In extenuating circumstances due to long-term injury or ill health, the EPA period can be extended at the discretion of the end-point assessment organisation (EPAO).

The EPA components can be taken in any order, although the knowledge test will usually be scheduled first.

There is detailed information about each of these EPA components in *Section 3*.

Grading

Each of the three assessment components is individually graded.

- To achieve a pass, the apprentice must achieve a minimum of a pass in all three assessment components.
- To achieve a distinction, the apprentice must achieve distinction in all three assessment components.

If an apprentice fails any component of their End-point Assessment, this will be classed as an overall fail. However, they will only be required to resit/retake the component they have failed and will not be required to resit/retake the whole End-point Assessment again (see *Section 2: Reassessment*).

Gateway requirements

Before progressing to the EPA, all apprentices must be signed off by their employer, through the 'gateway'. This gateway sign off confirms that apprentices have the level of occupational knowledge, skills and behaviours required to achieve the apprenticeship and that they are therefore 'ready for EPA'. Employers should only recommend apprentices for End-point Assessment when they are confident that the apprentices are ready.

The stated Mathematics and English requirements form part of the gateway and must be achieved before apprentices attempt the End-point Assessment.

Employers must complete an End-point Assessment *Gateway Declaration Form (Annexe A)*, with the apprentice. The form and the associated gateway evidence will be transferred to Pearson before the End-point Assessments take place. The form captures the mandatory prerequisites for the End-point Assessments and any other organisation-specific evidence, for example the confirmation of the apprentice's playing position for the End-point Assessment. The assessments cannot take place unless the relevant information and evidence are available.

Evidence that the apprentices have met the gateway requirements must be provided to support the *Gateway Declaration Form*.

Language of assessment

All components of the EPA will be conducted in English.

Should an apprentice require reasonable adjustments, this must be communicated to the EPA delivery team at the gateway stage.

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

Preparing apprentices for End-point Assessment

To ensure that apprentices develop the knowledge, skills and behaviours that underpin occupational competence, it is recommended that they follow a structured programme of training and development. The period of training and development should be a minimum of 18-24 months and must include a minimum of 20 per cent off-the-job training, away from the day-to-day job.

In order to prepare apprentices effectively, employers and/or training providers should:

- have a good understanding of the Apprenticeship Standard and the structure and format of the EPA – *Section 3* of this specification gives detailed information about each EPA component
- plan and implement a learning and development programme based on the Apprenticeship Standard, with regular reviews of progress and readiness, to ensure apprentices develop the required knowledge, skills and behaviours
- use formative assessments and mock assessments to help prepare apprentices for the EPA.

End-point Assessment planning and scheduling

Employers and/or training providers must have an agreement in place to conduct End-point Assessments with Pearson, and apprentices must be registered on the ACE 360 system. Once the gateway evidence has been uploaded to ACE 360, this will alert the independent end-point assessor (IEA) to review the evidence and then start the planning and scheduling process. The planning process will include a planning meeting. It is recommended that, as well as the key contact, any coaches and/or data analysts involved in the EPA process attend the planning meeting.

The purpose of the meeting is to share information with the IEA, in order to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The IEA will agree a plan and schedule for each assessment activity to ensure that all assessment components can be completed within the End-point Assessment time. The EPA planning meeting can be conducted remotely using appropriate technology.

Once the employer and/or training provider is satisfied that apprentices have met the Apprenticeship Standard and are ready for EPA, they will complete the End-point Assessment Gateway Declaration Form and submit the apprentice's gateway evidence to Pearson. This evidence will then be verified by Pearson, before End-point Assessments take place.

The EPA will be conducted over a maximum period of three months. All components of the EPA must be completed within this time period. In extenuating circumstances due to long-term injury or ill health, the EPA period can be extended at the discretion of the EPAO.

Reassessment

Apprentices who fail one or more assessment component will be offered a resit/retake opportunity. A resit does not require further learning, whereas a re-take does. Apprentices should have a supportive action plan to prepare for the re-sit/retake. The apprentice's employer will need to agree that a re-sit/re-take is an appropriate course of action.

The timescale for a resit/retake is agreed between the employer and the EPAO. A resit is typically taken within three months and a retake within four months of the EPA outcome notification. The timescale for a retake depends on how much retraining is required and is typically taken within four months of the EPA outcome notification.

Resits/retakes are not offered to apprentices wishing to move from pass to distinction. Where any assessment component has to be re-sat/re-taken, the apprentice may not be awarded a distinction, unless the EPAO determines there are exceptional circumstances requiring a re-sit/re-take. Under normal circumstances, only a pass is available to apprentices who have resat or retaken part of their EPA. There is no limit to the number of re-sits or re-takes. This would be agreed by the employer.

Booking reassessment

The timescale for any reassessment will be agreed on a case-by-case basis, with Pearson. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others. Pearson will allocate an available IEA to undertake this assessment. This may or may not be the same individual who undertook the previous assessment.

3 End-point assessment components

This section contains information for each component in the End-point Assessment.

Component 1: Knowledge Test	13
Component 2: Practical Observation (with Q&A)	17
Component 3: Professional Interview (supported by a portfolio of evidence)	55

Component 1: Knowledge Test

Purpose

The Knowledge Test is an onscreen test that will assess apprentices' knowledge and understanding across the following knowledge areas of the Apprenticeship Standard, in line with the Assessment Plan requirements.

Ref	Apprenticeship Standard knowledge areas	Apprenticeship Standard outcomes
K4	Injury and risk management	The common types of injury (e.g. soft tissue damage) relevant to professional sport; how to prevent, recover, rehabilitate from and manage injury; plus, the physiological and psychological responses to injury.
K5	Effective, safe and inclusive practice	Safe and effective practice in sports performance environments, and how to access appropriate support networks for any areas of concern or individual wellbeing – individually and on behalf of colleagues. The importance of equality, inclusion and diversity across society and professional sport.
K6	Anti-doping	The legislation and guidance with regards to anti-doping including the negative impacts and side effects of using performance enhancing or recreational drugs on personal performance, career and the reputation of the sport.
K7	Nutritional performance	The importance of nutrition to help achieve excellence in professional sport.

Format

The table below gives information about the nature of the test items, duration, number of questions/marks and grading of the Knowledge Test.

Test items	<p>The test will include 40 multiple-choice questions (MCQs) and six scenario based multiple-choice questions (SBQs) covering the four Apprenticeship Standard knowledge areas as detailed on the previous page.</p> <p>MCQs – 40 questions each with three options, from which apprentices must select one correct answer.</p> <p>SBQs – two separate scenarios. Each scenario has three questions (six questions in total). Each question has four options, from which apprentices must select one correct answer.</p> <p>Scenario-based multiple-choice questions test the apprentice’s ability to analyse and evaluate work-based scenarios in order to confirm knowledge and understanding of their role across the four apprenticeship knowledge outcomes.</p>
Duration	90 minutes.
Number of questions/marks	<p>MCQs – each of the 40 MCQs answered correctly is awarded one mark. Any incorrect or incomplete answers are awarded zero marks – a total of 40 marks is available in this section of the test.</p> <p>SBQs – each scenario-based multiple-choice question answered correctly is awarded six marks and any incorrect or incomplete answer is awarded zero marks – a total of 36 marks is available in this section of the test (two scenarios with three questions – six questions in total each worth six marks).</p> <p>The Knowledge Test is marked out of 76 marks.</p>
Grading	<p>The Knowledge Test is graded as Fail, Pass or Distinction.</p> <p>To pass the Knowledge Test, apprentices need to achieve 50 marks and for distinction apprentices must achieve 61 marks.</p> <p>For information on the overall grading of the EPA, please refer to the grading information in <i>Section 2</i>.</p>

Content to be assessed

The range of content to be assessed in the test can be found in the *Pearson Level 3 End-point Assessment for Sporting Excellence Professional – EPA Resource Pack*. This document is available directly from Pearson once an EPA service agreement is in place.

Sample assessment materials

Sample assessment materials (SAMs) are provided for the Level 3 End-point Assessment for Sporting Excellence Professional Knowledge Test in a paper-based format. The SAMs provide an example of what the actual test will look like in terms of the feel and level of demand. The SAMs show the range of possible question types that may appear in the actual tests and give a good indication of how the tests will be structured.

While SAMs can be used for practice with apprentices, as with any assessment the content covered and specific details of the questions asked will change in each version of the Sporting Excellence Professional Knowledge Test.

Delivery and conduct

Tests are available through Pearson's onscreen testing systems. We will discuss the set up and delivery of the tests with the employer/training provider, as part of our planning discussions.

Registrations must be made through Pearson's online systems. Registered apprentices will then need to be entered for specific testing sessions. The employer/training provider should ensure that apprentices are adequately prepared before each test attempt. The onscreen testing systems have useful help facilities that provide guidance on the functions and layout of each system. Those invigilating the tests should familiarise themselves with the screen and ensure that there is time for apprentices to fully explore the information on the help screen before starting the test.

Component 2: Practical Observation (with Q&A)

Purpose

The apprentice must be observed by an IEA undertaking a range of day-to-day tasks as part of their regular working patterns and training / match play schedules. The purpose of the observation is to assess the apprentice's knowledge, skills and behaviours related to specific areas of the Apprenticeship Standard.

The Practical Observation will assess both core and specific professional sport knowledge, skills and behaviour (KSB) areas of the Apprenticeship Standard.

The table below details the **core** KSB areas that will be assessed in the Practical Observation and applies to all professional sports within the Sporting Excellence Professional Apprenticeship Standard.

Ref	Apprenticeship Standard areas	Apprenticeship Standard outcomes
Knowledge Areas - core		
K14	Integrated approach to performance	The influence and impact of each performance area on each other and how they interact
K15		How to self-evaluate, utilise feedback from staff, use goal setting processes and development plans
Skills Areas - core		
S1	Tactical and technical Performance	Use digital technology to refine and optimise performance in terms of tactical approach to the opposition, understanding opposition teams' strengths and weaknesses, creating individual tactical plans and reviewing performance post game
S2		Use data and digital insight to improve performance of their skills and performance
S3	Physical performance	Continually improve physical capabilities by utilising insight and expertise from specialist support staff through completing bespoke conditioning activities such as speed, power and coordination, as well as on and off field training programmes that might take place in the gymnasium, swimming pool or performance lab
S14	Integrated approach to performance	Deliver consistent performance under pressure through effective integration of all disciplines
S15		Review performance and training to analyse, progress and improve performance in both training and competition
Behaviour Areas - core		
B2	Core behaviours to be assessed	Be collaborative in teamwork situations – especially under pressure
B4		Conduct themselves in a respectful, fair and approachable manner
B5		Has a strong, positive and dedicated work ethic which clearly shows ownership of personal development, aptitude, aspiration and ambition

The tables below detail the **specific professional sport** knowledge and skills areas that will be assessed in the Practical Observation within the Sporting Excellence Professional Apprenticeship Standard, i.e. professional footballer, professional cricketer, professional rugby league player and professional rugby union player.

Professional footballer

Ref	Apprenticeship Standard areas	Apprenticeship Standard outcomes (professional footballer)
Knowledge Areas – professional footballer		
K16	Technical performance	A range of different technical aspects of performance when passing or distributing, receiving, retaining, travelling with the ball, defending, attacking and during transition
K17	Technical – player to ball relationship	Their individual position-specific technical playing role and how to be adaptable and comfortable in the requirements of other position specific roles and responsibilities within units and teams
K18	Tactical performance	A range of different tactical aspects of performance including formations, strategies, transition of play, playing style, philosophy
K19	Tactical – decision making skills	Their individual position-specific tactical playing role and how to be adaptable and comfortable in the requirements of other position specific roles and responsibilities within units and teams
Skills Areas – professional footballer		
S16	Technical performance	Demonstrate assured basic techniques and an extensive range of ball skills which meet positional specific requirements (e.g. shooting, heading, handling)
S17		Manipulate the ball with clean contact skills and excellent control when passing or distributing, receiving, retaining and travelling with the ball, and using all parts of the body
S18		Pass and/or distribute the ball intelligently and efficiently over varying distances when unopposed and under pressure
S19		Execute positional specific techniques skilfully at optimum and varying speeds and maintain precision under pressure

Skills Areas - professional footballer (<i>continued</i>)		
S20	Tactical performance	Effectively execute specific individual roles and responsibilities within units and teams making good tactical decisions (e.g. cover, balance, when to press, when to drop)
S21		Demonstrate effectiveness within team attacking and defending strategies and when in periods of transition. Apply appropriate tactical approaches to deal with specific moments in the game (e.g. game management)
S22		Constantly monitor the development of play both in and out of possession and during transition to make effective decision making in a range of situations

Professional rugby league player

Ref	Apprenticeship Standard areas	Apprenticeship Standard outcomes (professional rugby league player)
Knowledge Areas – professional rugby league player		
K26	Technical performance	<p>A range of different technical aspects of performance when attacking or defending within the team. Such as:</p> <ul style="list-style-type: none"> Attacking – Grip, catching, passing, carry, lines of run, body position and landing, evasion, play the ball and support play Defending – tackle technique, groundwork, marker play, body position and footwork, shape and defensive line responsibilities
K27	Tactical performance	A range of different tactical aspects of performance (e.g. Set plays, game plans, game management, transition of play, philosophy and weather conditions)
K28		The specific roles and responsibilities within team shape and structures
K29		How to analyse an opponent's strengths and weaknesses during competition to create opportunities or contain threats
Skills Areas – professional rugby league player		
S29	Technical performance	Demonstrate assured basic techniques and an extensive range of skills to take the most appropriate course of action on the field
S30		<p>Consistently execute a number of key skills when attacking and defending such as:</p> <ul style="list-style-type: none"> Attacking – execute consistently their grip, catch, passing and lines of run to achieve positive outcomes and successful carries. Defending – execute consistently the appropriate footwork, body position and tackle technique, to achieve positive outcomes and successful tackles
S31		Play a positional specific role within the team, adapting and applying the correct techniques depending on the game situation and the impact of individual performance on the team's outcomes

Skills Areas - professional rugby league player (continued)		
S32	Tactical performance	<p>Make the correct and appropriate decisions under pressure, whilst taking into consideration a number of varying parameters and possible outcomes. Constantly monitoring the development of play in relation to:</p> <ul style="list-style-type: none"> • Attack - receiving the ball to demonstrate effective decision making in a range of situations. • Defence - reacting to the opposition's decision making to achieve a positive outcome (e.g. tackle completed)
S33		<p>Effectively execute specific individual roles and responsibilities within the team in both attack (e.g. running support lines, executing set plays) and defence (e.g. working in units, dominating the tackle)</p>
S34		<p>Read and react to the opposition's decision making to achieve positive outcomes in both attack and defence</p>

Professional rugby union player

Ref	Apprenticeship Standard areas	Apprenticeship Standard outcomes (professional rugby union player)
Knowledge Areas – professional rugby union player		
K30	Technical performance	A range of different technical aspects of performance in rugby when passing, catching, kicking, tackling and evasion skills are required to participate
K31	Tactical performance	<p>A range of different tactical aspects of performance (e.g. attacking and defensive set piece, transition of play, playing style and philosophy)</p> <p>Understand the principles and requirements for successful exit strategies to not only relieve pressure but to turn into attacking opportunities.</p>
Skills Areas – professional rugby union player		
S35	Technical performance	Apply assured basic techniques and an extensive range of core skills such as evasion, collision and contact, pass and kick, which cover the aspects of the game required by all positions
S36		<p>Manipulate attackers and defenders with a variety of methods such as footwork, ball skills, and contact collisions skills.</p> <p>Use both hands and both feet to perform skills within the given context</p>
S37		Pass and kick the ball intelligently and efficiently over varying distances when unopposed and under pressure. Beat opponents in one versus one situations or by combining play with others
S38		Recognise opportunities to run or kick the ball, and is effective in doing so in a variety of different ways
S39		Execute techniques skilfully at varying speeds and maintain precision under pressure

Skills Areas - professional rugby union player (continued)		
S40	Tactical performance	Effectively execute specific individual roles and responsibilities as an individual and within team roles, whilst monitoring and being aware of a number of varied parameters and different outcomes. Such as: <ul style="list-style-type: none"> • Attack - receiving the ball to make appropriate decision making in a range of situations • Defence - reacting to the opposition attackers to make an appropriate decision (e.g. to tackle or to enter a breakdown) leading to a successful outcome • Kicking Game - reacts to both defence and attacking shape to make the appropriate kick or supporting action when the ball is kicked
S41		Demonstrate effectiveness within team attacking and defending strategies and when in periods of transition
S42		Constantly monitor the development of play and positions effectively relating to the situation and area of the pitch

Professional cricketer

Ref	Apprenticeship Standard areas	Apprenticeship Standard outcomes (professional cricketer)
Knowledge Areas – professional cricketer		
K20	Technical performance	The demands of their primary role (specification) and the technical requirements of that role. This will be either batting, pace bowling, spin bowling, wicket keeping in terms of mechanics, and ball manipulation from the hand or off the bat
K21		The demands and technical requirements of their secondary role. This will be batting, pace bowling, spin bowling, wicket keeping or fielding
K22		General fielding positions and the fundamental basics of specific fielding role(s), associated technique and movements
K23		Know their individual strengths and weaknesses in relation to their skills (in training and competition)
K24	Tactical performance	A range of different tactical aspects of cricket performance relating to different game formats; containing or taking wickets of the opposition; deployment of field placings; setting or defending a total; shot selection; timing of decision making, team approach
K25		How they utilise their skills in their role during a match. For example, opening batters; middle order and batting down the order, an all-rounder; opening bowlers, first change, at the death
Skills Areas – professional cricketer		
S23	Technical performance	Execute and have assured fundamental technical skills in relation to their primary role. This will be either batting, pace bowling, spin bowling or wicket keeping
S24		Execute fundamental technical skills in relation to their secondary role. This will be batting, pace bowling spin bowling, wicket keeping or fielding
S25		Execute fundamental fielding techniques in relation to how they move as an individual and position on the pitch

Skills Areas - professional cricketer (continued)		
S26		<p>Actively use coaching and support staff to positively affect their game so they know their individual strengths and weaknesses in relation to their skills (in training and competition)</p> <p>Set targets to improve their individual approach to their technical skills</p>
S27	Tactical performance	Effectively execute specific individual roles and responsibilities within team performance making correct tactical decisions for example - regarding game formats, timing, shot selection, ball selection (what type of ball to bowl), field positioning, game intelligence
S28		Constantly monitor the development of play and react accordingly, using game intelligence, and demonstrating that their decision-making is effective in a range of situations as games progress

Format

The table below gives information about the context, duration and grading of the Practical Observation.

Context	<p>The apprentice must be observed by an independent end-point assessor (IEA) undertaking a range of day-to-day tasks as part of their regular working patterns and training/match play schedules, which reflect typical working conditions in a sports performance academy environment at a professional club.</p> <p>The Practical Observation takes a synoptic approach to assessing overall competence and allow apprentices to demonstrate all aspects of the grade criteria and associated evidence requirements being assessed.</p> <p>The grade criteria being assessed within the Practical Observation can be found on <i>pages 30-53</i> depending on the professional sport. The associated evidence requirements can be found in the <i>Pearson Level 3 End-point Assessment for Sporting Excellence Professional – EPA Resource Pack</i>.</p> <p>The Practical Observation comprises the following five sessions:</p> <ol style="list-style-type: none"> 1. Data Analysis (15 mins) 2. Practical Training Session (60 mins) 3. Practical Training Session Debrief (15 mins) 4. Video Showcase (45 mins) 5. Question and Answer (Q&A) Session (45 mins + 10% tolerance). <p>During the Practical Observation the apprentice should have the opportunity, if required, to move from one area/function of the academy environment to another in order to best demonstrate how they have applied their KSBs in a realistic workplace setting to achieve genuine and demanding work objectives. The time taken to move between settings should not be included in the time allowed for the assessment.</p>
Duration	Three hours across all five sessions. (the Q&A session, has +10% tolerance, at the independent assessor's discretion)
Grading	Fail/Pass/ Distinction

Delivery and conduct summary

This section provides a summary for how the Practical Observation will be conducted and how apprentices are expected to interact with the assessment process. It is important that this information is shared with apprentices before they undertake the assessment, as well as the relevant information in the *Pearson Level 3 End-point Assessment for Sporting Excellence Professional – EPA Resource Pack*.

Coaches have an important role in creating the environment required for the EPA Practical Observation component. To support them, a *Coach Brief* has been developed to provide guidance on their role and responsibilities within the Practical Observation, either as part of the preparation for EPA and/or on the day of EPA. This can be found in the *Pearson Level 3 End-point Assessment for Sporting Excellence Professional – EPA Resource Pack*.

1. The Practical Observation will take place in an apprentice's regular working environment. It may be completed in one or up to three sessions (and agreed with Pearson), depending on the needs of the employer and practical observation opportunities to provide scope for apprentices to demonstrate their full abilities.
2. Apprentices will be informed by their employer when the observation will take place.
3. Employers need to support apprentices in ensuring all evidence required ahead of the Practical Observation has been collected and submitted as set out below.
 - a. Data Analysis Session – digital footage evidence must come from the time period after the apprenticeship has started and be collated either towards the end of the on-programme period or the post-gateway period. The evidence should be logged using the *Digital footage evidence log* (see *Pearson Level 3 End-point Assessment for Sporting Excellence Professional – EPA Resource Pack*) and be ready for use on the End-point Assessment day
 - b. Video Showcase – the showcase evidence must come from the time period after the apprenticeship has started. It is recommended that the showcase is collated either towards the end of the on-programme period or the post gateway period. It must be made available to the IEA at least five working days ahead of the End-point Assessment day
 - c. Supplementary evidence – in exceptional circumstances, there may be some aspects of KSBs that cannot reasonably be assessed during the Practical Observation, for example as a result of injury in the gateway period or lack of competition/match play. Where this is the case, supplementary video evidence can be used in place of real time performance. The use of any supplementary evidence must be agreed with the IEA as part of the visit planning (planning meeting/specific requests to IEA ahead of visit). Once agreed, the apprentice can collect the required evidence (this must come from their on-programme period) using a log provided by Pearson. The employer/training provider must make the log and evidence available to the IEA ahead of the End-point Assessment visit.

Supplementary evidence can only be used to evidence grade criteria linked to KSBs S1, S2, S15, and permitted skills criteria for each professional sport (see *Pearson Level 3 End-point Assessment for Sporting Excellence Professional – EPA Resource Pack*) within the Data Analysis Session, Practical Training Session and Practical Training Session Debrief. Supplementary evidence cannot be used in the Video showcase or Q&A Session.

4. The observation will last for approximately three hours, split across the five sessions, as detailed in the table on page 27.
5. If the use of supplementary evidence has been agreed, the IEA will assess this as part of the assessment time, not in addition to it. Supplementary evidence that has not been agreed with the IEA in advance cannot be used as part of the assessment.
6. The observation will be conducted by the IEA, who will judge apprentices' performance against the grade criteria and associated evidence requirements. The grade criteria being assessed within the Practical Observation can be found on *pages 30-53* depending on the professional sport. The associated evidence requirements can be found in the *Pearson Level 3 End-point Assessment for Sporting Excellence Professional – EPA Resource Pack*.
7. The IEA reserves the right to intervene or end the observation should the apprentice pose a risk to themselves or others.
8. The IEA will make notes whilst conducting the observation.

The *Pearson Level 3 End-point Assessment for Sporting Excellence Professional – EPA Resource Pack* contains information and detailed guidance for apprentices as to how they are expected to interact with the assessment process. It is important that this information is shared with apprentices before they undertake the assessment.

The *Level 3 Sporting Excellence Professional End-point Assessment, Practical Observation (with Q&A): Coach Brief* contains guidance specifically designed for coaches and their role in:

- preparing and supporting apprentices for the End-point Assessment.
- creating the environment required for EPA (notably, the Practical Observation training and debrief sessions).

Assessing performance

The independent end-point assessor (IEA) will assess apprentices' performance in the Practical Observation (with Q&A) using the pass and distinction grade criteria shown below for both the core and relevant professional sport. No other sources of information will be used to make judgements about the quality and sufficiency of apprentices' evidence.

Core

KSBs – core	Grading criteria	
	Pass	Distinction
Topic 1: Integrated approach to performance		
<p>K14 The influence and impact of each performance area on each other and how they interact</p> <p>K15 How to self-evaluate, utilise feedback from staff, use goal setting processes and development plans</p> <p>S14 Deliver consistent performance under pressure through effective integration of all disciplines</p> <p>S15 Review performance and training to analyse, progress and improve performance in both training and competition</p>	<p>Describes how each of the four performance disciplines (tactical, technical, psychological and physiological) influences the other and how they interact to produce high performance</p> <p>Identifies the importance of self-reflection and how they have used it to improve areas of personal performance</p> <p>Practises and demonstrates consistent performance under pressure through the use of the four performance disciplines</p>	<p>Demonstrates the application of at least two different disciplines (for example tactical and psychological) in an integrated manner to help improve their performance</p> <p>Provides evidence of where they have undertaken critical self-reflection and can justify the importance of utilising feedback, goal setting processes and development plans in order to improve performance – both individually and as part of the team</p> <p>Operates consistently when under pressure and analyse how they use the four performance disciplines to increase performance and adapt what actions they take</p>

KSBs – core	Grading criteria	
	Pass	Distinction
Topic 1: Integrated approach to performance (<i>continued</i>)		
<i>Continued from above</i>	Provides evidence of where they have made reviewed their performance and made an improvement through the successful integration of all disciplines.	Analyses their performance, both as an individual and within the team, and make reasonable suggestions in a leadership capacity to improve both progress and performance of the team in both training and competitions
Topic 2: Tactical and technical performance		
<p>S1 Use digital technology to refine and optimise performance in terms of tactical approach to the opposition, understanding opposition teams’ strengths and weaknesses, creating individual tactical plans and reviewing performance post game</p> <p>S2 Use data and digital insight to improve performance of their skills and performance</p>	Uses digital technology to help understand their use of the tactical and technical disciplines to improve their performance and their approaches to opponents by refining and optimising at least two performance contexts and can create their individual tactical plans and post-performance reviews	

KSBs – core	Grading criteria	
	Pass	Distinction
Topic 3: Physical performance		
S3 Continually improve physical capabilities by utilising insight and expertise from specialist support staff through completing bespoke conditioning activities such as speed, power and coordination, as well as on and off field training programmes that might take place in the gymnasium, swimming pool or performance lab	Can demonstrate the importance of utilising specialist input and insight from support staff to execute conditioning programmes to improve general physical performance	Demonstrates and justifies where they have applied insight and expertise of specialist support staff to accurately execute conditioning programmes and enhance specific elements of physical performance such as explosive power or flexibility

KSBs – core	Grading criteria	
	Pass	Distinction
Topic 4: Positive behaviours		
B2 Be collaborative in teamwork situations – especially under pressure	Operates a collaborative approach, which includes their teammates in training and games and applies behaviours which show respect for others, including being fair and approachable	
B4 Conduct themselves in a respectful, fair and approachable manner		
B5 Has a strong, positive and dedicated work ethic which clearly shows ownership of personal development, aptitude, aspiration and ambition		
	Demonstrates a strong work ethic (e.g. additional training, dedication to problem solving, consistently using reflective practice) and can discuss their preferences regarding personal development and career progression	

Professional footballer

KSBs – professional footballer	Grading criteria	
	Pass	Distinction
Topic 5: Technical performance – professional footballer		
<p>K16 A range of different technical aspects of performance when passing or distributing, receiving, retaining, travelling with the ball, defending, attacking and during transition</p> <p>K17 Their individual position-specific technical playing role and how to be adaptable and comfortable in the requirements of other position- specific roles and responsibilities within units and teams</p>	<p>Explains the range of technical aspects of performance: passing, distributing, receiving, retaining, and travelling with the ball, defending, attacking and transition in relation to their individual position within the team (as identified within the <i>Player Positional Charts</i> – see <i>Pearson Level 3 End-point Assessment for Sporting Excellence Professional– EPA Resource Pack, Resource PO3a</i>) and identifies how to adapt those aspects for other specific roles and responsibilities within attacking and defending units and the team as a whole</p>	

KSBs – professional footballer	Grading criteria	
	Pass	Distinction
Topic 5: Technical performance – professional footballer (continued)		
<p>S16 Demonstrate assured basic techniques and an extensive range of ball skills which meet positional specific requirements (e.g. shooting, heading, handling)</p> <p>S17 Manipulate the ball with clean contact skills and excellent control when passing or distributing, receiving, retaining and travelling with the ball, and using all parts of the body</p> <p>S18 Pass and/or distribute the ball intelligently and efficiently over varying distances when unopposed and under pressure</p> <p>S19 Execute positional specific techniques skilfully at optimum and varying speeds and maintain precision under pressure</p>	<p>Demonstrates the positional specific technical requirements (see <i>Pearson Level 3 End-point Assessment for Sporting Excellence Professional – EPA Resource Pack, Resource PO3a</i>) with relation to manipulating and controlling the ball when passing or distributing, receiving, retaining and travelling, using all parts of the body, passing and distributing the ball intelligently and effectively. This will be displayed in training or competition under a variety of conditions: when unopposed, under pressure, at speed, on the ground in the air and over varying distances</p>	<p>Demonstrates the full range of ball skills and techniques which meet positional specific requirements in training and competition when unopposed, under pressure, at speed, on the ground and in the air over varying distances. Techniques are characterised by accuracy, precision, control and fluency, for example, selecting the correct techniques at appropriate times and stages, leading to positive outcomes</p>

KSBs – professional footballer	Grading criteria	
	Pass	Distinction
Topic 6: Tactical performance – professional footballer		
<p>K18 A range of different tactical aspects of performance including formations, strategies, transition of play, playing style, philosophy</p> <p>K19 Their individual position-specific tactical playing role and how to be adaptable and comfortable in the requirements of other position specific roles and responsibilities within units and teams</p>	<p>Explains the required tactical attributes of performance: formations, strategies, transition of play, playing style, philosophies in relation to their position and how to be adaptable and comfortable in the requirements of other appropriate positions within attacking and defending units and the team as a whole</p> <p>Describes the key tactical role they play within the team in relation to their individual position (as identified within the <i>Player Positional Charts – see Pearson Level 3 End-point Assessment for Sporting Excellence Professional- EPA Resource Pack, Resource PO3a</i>) and how to be adaptable and comfortable in the requirements of other position specific roles within units and teams</p>	

KSBs – professional footballer	Grading criteria	
	Pass	Distinction
Topic 6: Tactical performance – professional footballer (continued)		
<p>S20 Effectively execute specific individual roles and responsibilities within units and teams making good tactical decisions (e.g. cover, balance, when to press, when to drop)</p> <p>S21 Demonstrate effectiveness within team attacking and defending strategies and when in periods of transition. Apply appropriate tactical approaches to deal with specific moments in the game (e.g. game management)</p> <p>S22 Constantly monitor the development of play both in and out of possession and during transition to make effective decision making in a range of situations</p>	<p>Demonstrates the positional specific tactical requirements with relation to making sound tactical decisions, i.e. when to drop, when to pass, balance and cover. This will be displayed in small sided games and competition (see <i>Pearson Level 3 End-point Assessment for Sporting Excellence Professional – EPA Resource Pack, Resource PO3a</i>)</p>	<p>Demonstrates the full range of tactical requirements in training and competition when unopposed, under pressure, at speed, on the ground and in the air over varying distances</p> <p>Demonstrates correct tactical decisions in key moments in the game and is able to evaluate incorrect tactical decisions and take necessary action to counteract them</p>

Professional rugby league player

KSBs – professional rugby league player	Grading criteria	
	Pass	Distinction
Topic 5: Technical performance – professional rugby league player		
<p>K26 A range of different technical aspects of performance when attacking or defending within the team. Such as:</p> <ul style="list-style-type: none"> • Attacking – Grip, catching, passing, carry, lines of run, body position and landing, evasion, play the ball and support play • Defending – tackle technique, groundwork, marker play, body position and footwork, shape and defensive line responsibilities 	<p>Describes a range of technical skills in attack and defence as an individual (as per positional specific roles) and how those skills play an important part within a team and what impact they can have to the teams outcome as a whole</p>	

KSBs – professional rugby league player	Grading criteria	
	Pass	Distinction
Topic 5: Technical performance – professional rugby league player (continued)		
<p>S29 Demonstrate assured basic techniques and an extensive range of skills to take the most appropriate course of action on the field</p> <p>S30 Consistently execute a number of key skills when attacking and defending such as:</p> <ul style="list-style-type: none"> • Attacking – execute consistently their grip, catch, passing and lines of run to achieve positive outcomes and successful carries. • Defending – execute consistently the appropriate footwork, body position and tackle technique, to achieve positive outcomes and successful tackles 	<p>Demonstrates the key core technical skills (e.g. grip, pass, catch, tackle technique, marker play) in attack and defence and can successfully demonstrate additional positional specific skills appropriate to their position (as per positional specific roles). Demonstrates an awareness of, and responds to, the actions of others within the team.</p> <p>This will be displayed across competition and training under a variety of conditions.</p>	<p>Demonstrates the full range of positional specific technical skills when performing in attack and defence and whilst under pressure. Techniques are characterised by greater accuracy, precision, control and fluency, as well as a high percentage of successful / positive outcomes.</p>

KSBs – professional rugby league player	Grading criteria	
	Pass	Distinction
Topic 5: Technical performance – professional rugby league player (<i>continued</i>)		
S31 Play a positional specific role within the team, adapting and applying the correct techniques depending on the game situation and the impact of individual performance on the team’s outcomes	Demonstrates correct techniques and decisions for chosen position (as per positional specific roles) across different situations to have a positive impact on the team’s outcomes	Demonstrates the full range of positional specific technical skills when performing in attack and defence and executes decisions autonomously to greater accuracy, precision, control and fluency, resulting in a high percentage of successful / positive outcomes on the team

KSBs – professional rugby league player	Grading criteria	
	Pass	Distinction
Topic 6: Tactical performance – professional rugby league player		
<p>K27 A range of different tactical aspects of performance (e.g. Set plays, game plans, game management, transition of play, philosophy and weather conditions)</p> <p>K28 The specific roles and responsibilities within team shape and structures</p>	<p>Describes the different tactical aspects (set plays, game plans, game management, transition of play, philosophy and weather conditions) of the game and understanding the performance of their individual role to contribute to team strategies</p> <p>Describes the key tactical role they play within the team in relation to their positional specific roles (as per positional specific roles)</p>	
<p>K29 How to analyse an opponent's strengths and weaknesses during competition to create opportunities or contain threats</p>	<p>Describes how to analyse an opponent's strengths and weaknesses, and understands the importance of correct decision making (i.e. successful outcomes) to ensure positive outcomes creating opportunities or containing threats</p>	

KSBs – professional rugby league player	Grading criteria	
	Pass	Distinction
Topic 6: Tactical performance – professional rugby league player (continued)		
<p>S32 Make the correct and appropriate decisions under pressure, whilst taking into consideration a number of varying parameters and possible outcomes. Constantly monitoring the development of play in relation to:</p> <ul style="list-style-type: none"> • Attack – receiving the ball to demonstrate effective decision making in a range of situations. • Defence – reacting to the opposition’s decision making to achieve a positive outcome (e.g. tackle completed) <p>S33 Effectively execute specific individual roles and responsibilities within the team in both attack (e.g. running support lines, executing set plays) and defence (e.g. working in units, dominating the tackle)</p>	<p>Demonstrates correct tactical decision making (when to pass, when to complete a tackle) in attack and defence and ensure decisions have a positive impact on the team’s outcomes</p>	<p>Demonstrates tactical decision making in their position specific playing role to ensure a direct change and / or significant impact on the team’s outcomes. ie 40/20 kick, catching markers offside, defensive edge shut down, controlling ruck after a break etc</p>

KSBs – professional rugby league player	Grading criteria	
	Pass	Distinction
Topic 6: Tactical performance – professional rugby league player (<i>continued</i>)		
S34 Read and react to the opposition's decision making to achieve positive outcomes in both attack and defence	Demonstrates the ability to identify and react to an opponent's strengths and weaknesses when decision making during competition in order to improve their own performance.	Identifies and correctly reads and analyses the opposition in order to make early and correct decisions consistently, to ensure positive outcomes on their own and others performance, whilst under pressure in match play situations.

Professional rugby union player

KSBs – professional rugby union player	Grading criteria	
	Pass	Distinction
Topic 5: Technical performance – professional rugby union player		
K30 A range of different technical aspects of performance in rugby when passing, catching, kicking, tackling and evasion skills are required to participate	Understands and can describe the range of core and advanced technical skills (attacking, defending, ball manipulation, passing etc.) for their playing position (as identified within the Player Positional Charts)	
S35 Apply assured basic techniques and an extensive range of core skills such as evasion, collision and contact, pass and kick, which cover the aspects of the game required by all positions	<p>Performs with consistent accuracy and control the full range of basic technical skills (attacking, defending, ball manipulation, passing etc.) in general for their position- see positional technical specifications</p> <p>Demonstrates how they use basic techniques and their core skills to cover a range of positions during the game</p>	Performs advanced technical skills, identified in the positional technical specifications, autonomously, with a high degree of precision, when under pressure

KSBs – professional rugby union player	Grading criteria	
	Pass	Distinction
Topic 5: Technical performance – professional rugby union player (<i>continued</i>)		
S36 Manipulate attackers and defenders with a variety of methods such as footwork, ball skills, and contact collisions skills Use both hands and both feet to perform skills within the given context	Demonstrates how they manipulate both attackers and defenders using methods such as footwork, ball skills and contact collision skills within the game, using both hands and both feet to perform skills within the given context.	Analyses both attackers and defenders in order to adapt the appropriate technique and manipulate the situation for maximum benefit
S37 Pass and kick the ball intelligently and efficiently over varying distances when unopposed and under pressure. Beat opponents in one versus one situations or by combining play with others S38 Recognise opportunities to run or kick the ball, and is effective in doing so in a variety of different ways S39 Execute techniques skilfully at varying speeds and maintain precision under pressure	Demonstrates the ability to perform the required ball skills (run with the ball, pass and kick the ball, ball handling) in general and for their playing position- see positional technical specifications. Does so at varying speeds in games and training- both individually and in group sessions	Delivers all ball skills to an advanced level when under pressure and in changing game situations, and demonstrate the ability to lead activities within a teamwork situation – see positional technical specifications

KSBs – professional rugby union player	Grading criteria	
	Pass	Distinction
Topic 6: Tactical Performance – professional rugby union player		
<p>K31 A range of different tactical aspects of performance (e.g. attacking and defensive set piece, transition of play, playing style and philosophy)</p> <p>Understand the principles and requirements for successful exit strategies to not only relieve pressure but to turn into attacking opportunities.</p>	<p>Describes the tactical strategies (attacking formations, defensive alignment, phases of play at the set piece) and identifies individual responsibilities within units for their playing position – see positional technical specifications</p>	
<p>S40 Effectively execute specific individual roles and responsibilities as an individual and within team roles, whilst monitoring and being aware of a number of varied parameters and different outcomes. Such as:</p> <ul style="list-style-type: none"> • Attack – receiving the ball to make appropriate decision making in a range of situations 	<p>Performs with consistent accuracy and control a range of different tactical aspects of performance that contribute to team strategies in general, related to their position- see positional technical specifications.</p> <p>Demonstrates how they use basic tactics around their core skills selection to cover a range of positions during the game</p>	<p>Demonstrates examples of when they have taken the most appropriate course of action on the field in relation to advanced tactical decisions, identified in the positional technical specifications.</p> <p>Demonstrates how they use advanced tactical skills to cover a range of situations during the game.</p> <p>Maintaining a high degree of consistency and precision, when under pressure.</p>

KSBs – professional rugby union player	Grading criteria	
	Pass	Distinction
Topic 6: Tactical Performance –professional rugby union player (continued)		
<ul style="list-style-type: none"> Defence – reacting to the opposition attackers to make an appropriate decision (e.g. to tackle or to enter a breakdown) leading to a successful outcome Kicking Game – reacts to both defence and attacking shape to make the appropriate kick or supporting action when the ball is kicked 	<i>Continued from above</i>	<i>Continued from above</i>
S41 Demonstrate effectiveness within team attacking and defending strategies and when in periods of transition	Demonstrates accurate decision-making to suit the situation during periods of transition within the team’s strategy	Provides evidence of where they have adapted strategies during periods of transition and outlined, with the appropriate rationale, what changes have been made and the reasons for them
S42 Constantly monitor the development of play and positions effectively relating to the situation and area of the pitch	Analyses and monitors an opponent’s strengths and weaknesses before or during competition in order to improve their own performance in relation to the situation and area of the pitch.	Provides evidence of where they have identified strengths and weaknesses and have affected individual and team strategies that have been executed to a notable positive effect

Professional cricketer

KSBs – professional cricketer	Grading criteria	
	Pass	Distinction
Topic 5: Technical performance – professional cricketer		
<p>K20 The demands of their primary role (specification) and the technical requirements of that role. This will be either batting, pace bowling, spin bowling, wicket keeping in terms of mechanics, and ball manipulation from the hand or off the bat</p> <p>K21 The demands and technical requirements of their secondary role. This will be batting, pace bowling, spin bowling, wicket keeping or fielding</p> <p>K22 General fielding positions and the fundamental basics of specific fielding role(s), associated technique and movements</p>	<p>Describes how to deliver the full range of technical skills (linked to their primary and secondary role and fielding) and can articulate core related techniques (throwing and catching) and how these are executed when under pressure in orthodox passages of play</p>	<p>Provides an outline of how to deliver complex passages of play/scenarios, or key stages in multi-day or one-day cricket formats</p>

KSBs – professional cricketer	Grading criteria	
	Pass	Distinction
Topic 5: Technical performance – professional cricketer (continued)		
K23 Know their individual strengths and weaknesses in relation to their skills (in training and competition)	Describes their individual strengths and weaknesses and why the contributions of coaches and support staff positively affect their game understanding by using targets and goal setting within their PDP, and the importance of evaluating and reviewing sessions and targets to set new goals	Actively know how to use coaching and support staff positively to affect their game so they know their individual strengths and weaknesses in relation to their skills (in training and competition). Is able to explain what these are and what they are doing about it. Provides evidence of how they drive the review process, own their PDP, write sessional reviews and know where/how they have set targets to improve their individual approach to their technical skills; including how they evaluate, and analyse impact on improvement and act on the review of these targets
S23 Execute and have assured fundamental technical skills in relation to their primary role. This will be either batting, pace bowling, spin bowling or wicket keeping	Demonstrates their technical skills for their primary and secondary roles (batting, pace bowling, spin bowling or wicket keeping) with occasional guidance.	Practices technical skills autonomously, for their primary and secondary roles. Techniques are characterised by control, fluency and accuracy

KSBs – professional cricketer	Grading criteria	
	Pass	Distinction
Topic 5: Technical performance – professional cricketer (<i>continued</i>)		
<p>S24 Execute fundamental technical skills in relation to their secondary role. This will be batting, pace bowling spin bowling, wicket keeping or fielding</p> <p>S25 Execute fundamental fielding techniques in relation to how they move as an individual and position on the pitch</p>	Demonstrates their individual fielding techniques and how they use these to adapt their position on the pitch	

KSBs – professional cricketer	Grading criteria	
	Pass	Distinction
Topic 6: Tactical performance – professional cricketer		
<p>K24 A range of different tactical aspects of cricket performance relating to different game formats; containing or taking wickets of the opposition; deployment of field placings; setting or defending a total; shot selection; timing of decision making, team approach</p> <p>K25 How they utilise their skills in their role during a match. For example, opening batters; middle order and batting down the order, an all-rounder; opening bowlers, first change, at the death</p>	<p>Describes the individual roles and responsibilities within team performance and the importance of making correct tactical decisions under pressure with regards to game intelligence</p> <p>Explains how they utilise their skills in their role during a match. For example, opening batters; middle order and batting down the order, timing, shot selection, an all-rounder; opening bowlers, first change, at the death, field positioning and game intelligence and in orthodox situations or passages of play</p>	<p>Appraises all the individual roles and responsibilities within team performance, providing an appraisal of how correct tactical decisions are made under pressure with regards to game intelligence for example – regarding game formats, timing, shot selection, ball selection (what type of ball to bowl), field positioning, game intelligence in relation to complex situations / stages and passages of play in multi-it day or one day cricket formats</p>

KSBs – professional cricketer	Grading criteria	
	Pass	Distinction
Topic 7: Tactical / tactical performance – professional cricketer		
<p>S26 Actively use coaching and support staff to positively affect their game so they know their individual strengths and weaknesses in relation to their skills (in training and competition)</p> <p>Set targets to improve their individual approach to their technical skills</p>	<p>Demonstrates, through one example, where they have used coaching and developmental support to identify and improve on their own strengths and weaknesses; including the use of individual target setting to improve their technical skills</p>	<p>Provides evidence of where they use coaching and developmental support, on at least 3 occasions, to identify and improve on both theirs and their teams strengths and weaknesses; including the use of individual target setting to improve their technical skills</p>
<p>S27 Effectively execute specific individual roles and responsibilities within team performance making correct tactical decisions for example – regarding game formats, timing, shot selection, ball selection (what type of ball to bowl), field positioning, game intelligence</p>	<p>Provides evidence of three examples of where they have undertaken their role using tactical analysis skills and making acceptable strategic decisions (minimum one match footage, other two can be open net situations) in varying game situations and formats and is able to give rationale for the decisions made</p>	<p>Evidences (on at least 3 occasions) making effective and correct strategic/ tactical decisions under pressure with regards to game intelligence. For example – regarding game formats, timing, shot selection, ball selection (what type of ball to bowl), field positioning, game intelligence in relation to complex situations / stages and passages of play in multi-it day or one day cricket formats</p>

KSBs – professional cricketer	Grading criteria	
	Pass	Distinction
Topic 7: Tactical / tactical performance – professional cricketer (<i>cricketer</i>)		
S28 Constantly monitor the development of play and react accordingly, using game intelligence, and demonstrating that their decision-making is effective in a range of situations as games progress		

Component 3: Professional Interview (supported by a portfolio of evidence)

Purpose

The Professional Interview is a planned structured competence-based discussion between the apprentice and the independent end-point assessor (IEA). Its purpose is to assess the apprentice's level of competency linked to the relevant Apprenticeship Standard outcomes.

The table below details the **core** KSB areas that will be assessed in the Professional Interview and applies to all professional sports within the Sporting Excellence Professional Apprenticeship Standard.

Ref	Apprenticeship Standard area	Apprenticeship Standard outcomes
Knowledge areas		
K1	Tactical and technical performance	How to utilise multi-disciplinary staff to improve tactical performance, addressing individual weaknesses through training and competition – using reflection and evaluation to set agreed targets for individual action plans
K2		How to use technology such as video footage or software packages to interpret and compare different forms of analysis How to use this analysis to evaluate both technical and tactical performance and impact on results during training and competition
K3	Physical performance	The physical requirements such as cardiovascular fitness, explosive power, stamina of professional sport; principles of training (including periodisation), specificity and methods (e.g. strength and conditioning, fundamental movement, physical literacy) used to develop physical capabilities

Ref	Apprenticeship Standard area	Apprenticeship Standard outcomes
Knowledge areas (<i>continued</i>)		
K8	Psychological and emotional performance	The psychological and emotional demands of professional sport and how to make the best use of these capabilities
K9		The methods and strategies that relate to fundamental, preparatory and performance phases such as emotional resilience, visualisation, refocusing, concentration and pre-performance routines
K10		The demands of effective leadership in professional sport, identifying traits and behaviours of appropriate role models
K11	Communications	<p>The mechanics of:</p> <ul style="list-style-type: none"> • effective communication (personal and professional); • building and sustaining relationships with other people
K12	Lifestyle and personal development	The importance of lifestyle management factors relevant to being a professional sports-person such as finance and a responsible social media presence
K13	Career and self-development	<p>The components (e.g. goal setting, planning) that contribute to their chosen primary career plan, and the key facets of self-identity as a professional sports person and as an individual</p> <p>The importance of secondary and supplementary careers and consideration of dual career aspirations</p>

Ref	Apprenticeship Standard area	Apprenticeship Standard outcomes
Skills areas		
S4	Injury and risk management	Engage in injury prevention and management programmes utilising insight and expertise from specialist support staff to help mitigate impact of injury on training and competition performance
S5	Effective, safe and inclusive practice	Apply safe practice principles across all elements of training, preparation and competition – for example when working with equipment, working alone, working under pressure, or travelling abroad
S6	Anti-doping	Take appropriate action in sourcing relevant information for pre and post testing; and at all times, be able to access a current list of prohibited and banned substances
S7	Nutritional performance	Implement a programme to improve diet and approach to hydration and nutrition, incorporating feedback and evaluation from specialist support staff
S8	Psychological and emotional performance	Profile psychological strengths and weaknesses and implement their agreed programme to meet individual and sporting requirements
S9		Apply consistent and effective psychological and emotional skills in training and performance or competition environments
S10		Plan, implement and develop personal leadership skills both in and away from their professional playing career
S11	Communications	Communicate and build meaningful relationships with staff, colleagues and peers Effectively manage conflicts and present a positive image of them self, their organisation and their sport in all situations
S12	Lifestyle and personal development	Identify and engage with an off-field personal action plan to improve lifestyle management that promotes and develops mental wellbeing and emotional health
S13	Career and self-development	Design and implement a personal careers action plan that identifies how they will manage their transition into the next stage considering secondary and supplementary careers

Ref	Apprenticeship Standard area	Apprenticeship Standard outcomes
Behaviours areas		
B1	Core behaviours to be assessed	Positively model professionalism through personal presentation and integrity in all actions
B3		Self-manage weekly commitments which include time management, organisation
B6		Be self-reflective
B7		Own and engage in goal setting processes
B8		Exhibiting inclusive behaviours recognising equality and diversity

Format

The table below gives information about the structure, context duration and grading of the Professional Interview.

Structure and context	<p>The IEA will ask apprentices a minimum of 12 competency based questions. The questions will be structured to elicit the evidence to meet the pass and distinction grade criteria on <i>pages 63-70</i> and to draw out the best of the apprentice's competence across the KSB standard areas being assessed.</p> <p>Apprentices will be required to present real, work-based evidence from their portfolio to demonstrate to the IEA that they have met the specified grade criteria.</p> <p>The portfolio itself is not assessed or graded, it is used to support the apprentice in their interview responses in meeting the grade criteria and associated evidence requirements. The evidence requirements and guidance on suitable types of evidence can be found in the <i>Pearson Level 3 End-point Assessment for Sporting Excellence Professional- EPA Resource Pack) – Resource PI4: Evidence Requirements and Portfolio Guidance</i>.</p>
Duration	90 minutes (+10%) at the IEA's discretion.
Grading	<p>Fail/Pass/Distinction</p> <p>For information on the overall grading of the EPA, please refer to the grading information in <i>Section 2</i>.</p>

Required supporting evidence

Apprentices are required to provide real work-based evidence in the form of a portfolio of evidence that they must refer to during the interview to support and validate their responses.

The evidence contained within the supporting portfolio should comprise a number of holistic and/or discrete pieces of evidence, collected over the duration of the apprenticeship that demonstrate apprentices have learned and applied their knowledge and understanding to the required core and relevant specialist professional sport competency areas of the standard being assessed.

The portfolio of evidence will not be directly assessed or graded by the IEA. They will review it in advance of the Professional Interview and it can be used as the basis on which to ask questions.

The portfolio of evidence should have a minimum of 20 and a maximum of 25 pieces of evidence. Examples of suitable work-based evidence includes:

- individual learning and development plans;
- expert witness testimonies
- poster presentations
- video analysis of match play
- digital storytelling
- training logs.

Reflective accounts are **not permissible** as evidence.

Expert witness testimonies provided as evidence must be completed by someone with line management responsibility in the employer organisation and/or a qualified assessor (holding a recognised assessor qualification). They must have occupational expertise and a good understanding of the grade criteria and evidence requirements.

Guidance on the suitable types of work-based evidence that will support apprentices in meeting the grade criteria is provided with the *Evidence requirements* (see *Pearson Level 3 End-point Assessment for Sporting Excellence Professional – EPA Resource Pack*).

The evidence presented in the portfolio must cover all the KSB standard areas being assessed but does not have to include every type of evidence suggested in the evidence guidance. The terms 'should' and 'could' have been used in the portfolio evidence guidance to indicate where evidence is seen as required or optional. Apprentices may provide other types of evidence, as long as they are suitable to meet the stated grade criteria.

Handover of evidence to Pearson ahead of the assessor visit

All work based evidence must be submitted by apprentices to the relevant person in their organisation before the End-point Assessment gateway. The evidence must be accompanied by a *Declaration of Authenticity* – see *Pearson Level 3 End-point Assessment for Sporting Excellence Professional – EPA Resource pack. (Annexe A)*, which must be signed and dated by the apprentice and their trainer/tutor.

The portfolio should then be uploaded to the secure portal where the IEA will review the evidence in preparation for the Professional Interview but will not directly assess it.

Delivery and conduct

This section provides information on how the Professional Interview will be conducted and how apprentices are expected to interact with the assessment process. It is important that this information is shared with apprentices before they undertake the assessment, as well as the relevant information in the *Pearson Level 3 End-point Assessment for Sporting Excellence Professional– EPA Resource Pack*.

1. The Professional Interview will take place in a quiet place away from the apprentice's everyday working environment, with no interruptions or distractions. Apprentices will be informed of the location by their employer, before the time of the assessment. The IEA will facilitate the discussion and make all assessment decisions.
2. The Professional Interview will last 90 minutes (+10% at IEA's discretion). It may be conducted face to face, or remotely using video-conferencing software with audio-recording capabilities, depending on the agreement with the apprentice's employer.
3. The Professional Interview will be facilitated by an IEA who will ask questions to focus and guide the interactions with the apprentice. There will be a minimum of 12 questions, plus further clarification questions if needed. The questions are designed to draw out the evidence required to meet the pass and distinction grade criteria detailed on *pages 63-70*.
4. There will be no questions specifically targeting the behaviours grade criteria. Apprentices will need to have considered how their evidence meets the relevant behaviours grade criteria and associated evidence requirements, and ensure that they detail these in their interview responses.
5. Apprentices must work independently when preparing for and taking part in the Professional Interview. They must not share details of the questions or evidence to be provided with others.
6. When responding to the Professional Interview questions apprentices must present (i.e. talk through) their work-based evidence to validate their responses.
7. The IEA will make notes of the apprentice's responses during the interview and it will be audio recorded to support assessment decisions and for verification purposes.
8. At the end of the Professional Interview, the IEA will review the responses provided by apprentices against the grade criteria on *pages 63-70* and make a decision on whether the apprentice has met these.

Professional Interview (supported by a portfolio of evidence) grade criteria

KSBs	Grading criteria	
	Pass	Distinction
Topic 1: Tactical and technical performance		
<p>K1 How to utilise multi-disciplinary staff to improve tactical performance, addressing individual weaknesses through training and competition – using reflection and evaluation to set agreed targets for individual action plans</p> <p>K2 How to use technology such as video footage or software packages to interpret and compare different forms of analysis. How to use this analysis to evaluate both technical and tactical performance and impact on results during training and competition</p>	<p>Provides evidence of how they have utilised the help of multi-disciplinary staff to assist with improving own performance through target setting and self-evaluation after training and competition in order to develop an action plan for improvement</p> <p>Provides evidence of how they access the technology available from training and competition in order to review the data and statistics generated to assist in their own self-evaluation and agree areas for improvement in their own performance</p>	<p>Uses critical reflection and evaluation to check and challenge strengths and weaknesses, and the potential impact of feedback explaining how to apply this to positively affect their role both individually and within the team</p>

KSBs	Grading criteria	
	Pass	Distinction
Topic 2: Communications		
<p>K11 The mechanics of:</p> <ul style="list-style-type: none"> • effective communication (personal and professional); • building and sustaining relationships with other people <p>S11 Communicate and build meaningful relationships with staff, colleagues and peers. Effectively manage conflicts and present a positive image of them self, their organisation and their sport in all situations</p>	<p>Understands the use of both personal and professional communication in building meaningful relationships with staff, colleagues and peers</p> <p>Using one example, is able to demonstrate where they have used this to manage conflicts including what actions they took</p>	<p>Breaks down how they use communication to project a positive image of both themselves and their organisation, and identifies where improvements can be made within their sport</p>
Topic 3: Physical performance		
<p>K3 The physical requirements such as cardiovascular fitness, explosive power, stamina of professional sport; principles of training (including periodisation), specificity and methods (e.g. strength and conditioning, fundamental movement, physical literacy) used to develop physical capabilities</p>	<p>Describes how the components of fitness can be used to develop their physical capability and evaluate the training methods used in determining their strengths and areas for improvements</p>	<p>Evaluates the importance of the physical requirements which are relevant to the professional sport; and use this to compare and contrast the physical demands of different positions and the impact of different types of physical development interventions on them</p>

KSBs	Grading Criteria	
	Pass	Distinction
Topic 4: Injury and risk management		
S4 Engage in injury prevention and management programmes utilising insight and expertise from specialist support staff to help mitigate impact of injury on training and competition performance	Demonstrates where they have used injury prevention and management programmes, together with the support of specialist support staff, to reduce risk of injury in both training and competition, mitigating the impact of any injury on training and competition performance	
Topic 5: Effective, safe and inclusive practice		
S5 Apply safe practice principles across all elements of training, preparation and competition – for example when working with equipment, working alone, working under pressure, or travelling abroad	Demonstrates where they have adhered to organisational guidance on safe and effective practice to ensure they protect themselves and others	

KSBs	Grading criteria	
	Pass	Distinction
Topic 6: Anti-doping		
S6 Take appropriate action in sourcing relevant information for pre and post testing; and at all times, be able to access a current list of prohibited and banned substances	Demonstrates where they have adhered to anti-doping legislation and can describe the positive actions they have taken to protect themselves from the use of substances or supplements which contravene regulations	
Topic 7: Nutritional performance		
S7 Implement a programme to improve diet and approach to hydration and nutrition, incorporating feedback and evaluation from specialist support staff	Provides evidence of at least three different areas of nutrition incorporating feedback from specialist staff, which supports achievement in their sport and promotes a positive mental wellbeing and emotional health	

KSBs	Grading criteria	
	Pass	Distinction
Topic 8: Psychological and emotional performance		
<p>K8 The psychological and emotional demands of professional sport and how to make the best use of these capabilities</p> <p>K9 The methods and strategies that relate to fundamental, preparatory and performance phases such as emotional resilience, visualisation, refocusing, concentration and pre-performance routines</p> <p>K10 The demands of effective leadership in professional sport, identifying traits and behaviours of appropriate role models</p> <p>S8 Profile psychological strengths and weaknesses and implement their agreed programme to meet individual and sporting requirements</p>	<p>Describes at least three of the key psychological and emotional pre-determinants for elite performance including at least three of the traits of effective leaders with examples</p> <p>Analyses their psychological performance profile identifying strengths and weaknesses, and how the application of this supports them in both their sporting career and their career away from the playing environment</p>	

KSBs	Grading criteria	
	Pass	Distinction
Topic 8: Psychological and emotional performance (continued)		
<p>S9 Plan, implement and develop personal leadership skills both in and away from their professional playing career.</p> <p>S10 Plan, implement and develop personal leadership skills both in and away from their professional playing career.</p>	<i>Continued from above</i>	
Topic 9: Lifestyle and personal development		
<p>K12 The importance of lifestyle management factors relevant to being a professional sports person such as finance and a responsible social media presence</p> <p>S12 Identify and engage with an off-field personal action plan to improve lifestyle management that promotes and develops mental wellbeing and emotional health</p> <p>B6 Be self-reflective</p> <p>B7 Own and engage in goal setting processes</p>	<p>Provides evidence of at least three key lifestyle management factors, incorporating feedback from specialist staff, which supports achievement in their sport and promotes a positive mental wellbeing and emotional health</p> <p>Provides evidence of how they have developed a personal action plan to improve their lifestyle management promoting their own wellbeing and emotional health</p>	

KSBs	Grading criteria	
	Pass	Distinction
Topic 10: Career and self-development		
<p>K13 The components (e.g. goal setting, planning) that contribute to their chosen primary career plan, and the key facets of self-identity as a professional sports person and as an individual. The importance of secondary and supplementary careers and consideration of dual career aspirations</p> <p>S13 Design and implement a personal careers action plan that identifies how they will manage their transition into the next stage considering secondary and supplementary careers</p> <p>B6 Be self-reflective</p> <p>B7 Own and engage in goal setting processes</p>	<p>Explains the importance of having in place a relevant and considered approach to a second career and self-development, including their understanding of the importance of leadership.</p> <p>Contributes to and outlines a personal career action plan which will enable them to move into the next stages of their secondary and supplementary careers</p>	

KSBs	Grading criteria	
	Pass	Distinction
11: Personal presentation and integrity		
B1 Positively model professionalism through personal presentation and integrity in all actions	Demonstrates a professional approach to work and can explain the importance of acting with integrity	
12: Self-management		
B3 Self-manage weekly commitments which include time management, organisation	Provides evidence of their good time keeping, diary management and organisational planning	
13: Equality and diversity		
B8 Exhibiting inclusive behaviours recognising equality and diversity	Provides evidence of where they have ensured inclusion of all players/staff and give examples of embracing diversity	

4 Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Equality and Diversity Policy* (Pearson)
- *EPA Service Guides* (Pearson).

All of these publications are available on our website.

5 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

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

Email: wbl@pearson.com

Telephone: 0844 576 0045

Annexe A: Gateway Declaration Form

Apprentice name:		
On-programme start date:		
Gateway date:		
Apprentice playing position for the End-point Assessment:		
Evidence	Y/N	Comments (if applicable)
English and Maths certificates (Level 2 or above)		
Portfolio of evidence		

Employer declaration

I confirm that the apprentice has:

- achieved the occupational knowledge, skills and behaviours required to achieve the apprenticeship
- produced their evidence portfolio to the specified criteria.
- achieved the prerequisites listed above and is ready for their End-point Assessment.

Name: _____ Date: _____

Signature: _____

Apprentice declaration

I confirm the gateway evidence is my own and I agree to be put forward for my EPA.

Signature: _____ Date: _____

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