

Apprenticeships in

Sport

Pearson Level 3 End-point Assessment for
Sporting Excellence Professional



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Issue 3

About Pearson

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This specification is Issue 3. Key changes are summarised on the next page. 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

Note about versions

This end-point assessment (ST0524/AP03), and associated materials, replaces the existing Pearson End-point Assessment for Sporting Excellence Professionals (ST0524/AP02). Apprentices that started on-programme up to 16 November 2022 will be assessed against the legacy 2019 Assessment Plan ST0524/AP02. Any subsequent new starts will be assessed against the updated Assessment Plan ST0524/AP03. We are awaiting guidance from Ofqual on the transfer of apprentices between Assessment Plans, once received this will be communicated.

The table on the next page gives a summary of the changes between the legacy and new Standard and Assessment Plan.

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Summary of changes to the Level 3 Sporting Excellence Professional Standard and Assessment Plan that impact the Pearson Level 3 End-point Assessment for Sporting Excellence Professional Specification

Previous Standard/Assessment Plan AP02 (2019)	NEW Standard/Assessment Plan AP03 (2022)	Page
SPORTS		
Sports included football, rugby union, rugby league and cricket.	Sports include football, rugby union, rugby league, cricket and equestrian.	9-22
GRADING		
Distinction – Apprentices needed to achieve a Distinction in all three assessment methods.	Distinction – More flexibility as apprentices now need to achieve a Distinction in the Practical Observation and one other assessment method (the third assessment method being a Pass).	4
KNOWLEDGE TEST		
TEST K references: K4: Injury and risk management K5: Effective, safe and inclusive practice and the importance of equality, inclusion and diversity across society and professional sport K6: Anti-doping K7: Nutritional performance	TEST K references: K5: Injury and risk management K6: Effective, safe and inclusive practice K7: The importance of equality, inclusion and diversity across society and professional sport K8: Anti-doping K9: Nutritional performance	6-8
PRACTICAL OBSERVATION Q&A:		
Apprentices needed to complete five sessions within the assessment: 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 Session (45 mins + 10% tolerance).	Apprentices now need to complete three sessions within the assessment: 1. Practical Observation (60 mins) 2. Digital Analysis Session and Video Showcase (45 mins) 3. Q&A.(45 mins) Up to 10% added time holistically.	9-20

Previous Standard AP02 (2019)	NEW Standard AP03 (2022)	Page
PRACTICAL OBSERVATION Q&A (continued)		
Grade criteria were assigned to a specific session and only assessed within that session.	Grade criteria assessed holistically across sessions. This allows more flexibility in where criteria are evidenced.	9-20
The assessment time was 3 hours.	The assessment time has been reduced to 150 minutes.	
Pass criteria to be met = 16 Distinction criteria to be met = 11	Pass criteria to be met = 16 Distinction criteria to be met = 7	
PROFESSIONAL INTERVIEW (underpinned by a portfolio):		
Professional Interview (supported by a portfolio): The Portfolio of evidence submitted at gateway needed to include a min 20/max 25 pieces of evidence.	Professional Interview (underpinned by a portfolio): The Portfolio of evidence submitted at gateway must now typically include 22 pieces of evidence.	21-25
Portfolio evidence needed to include at least one evidence item mapped to each KSB.	Evidence must be mapped against the KSBs – a qualitative as opposed to quantitative approach is suggested.	
Apprentices were asked a minimum of 12 questions.	Apprentices now asked a minimum of 11 questions.	
Pass criteria to be met = 21 Distinction criteria to be met = 3	Pass criteria to be met = 19 Distinction criteria to be met = 3	

Additionally, the Specification template has been updated so the layout and presentation of information may appear different to Issue 2.

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 Anti-doping.



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1 The Sporting Excellence Professional Apprenticeship

What are Pearson end-point assessments?

End-point assessment (EPA) takes place at the end of the apprenticeship programme when the apprentice has passed through gateway and been signed off as ready for the assessment by their employer. It is a synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard learnt throughout the apprenticeship programme.

Purpose

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.

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 a 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.

Industry support and recognition

Pearson has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and training providers in developing the assessment tools for this EPA. We are grateful to all who have generously shared their time and expertise to help us in the development process.

2 Summary of End-point Assessment

EPA Title	Pearson Level 3 End-point Assessment for Sporting Excellence Professional
Qualification number (QN)	603/5841/5
Regulation start date	30/04/2020
First Pearson assessment	01/11/2023 (Standard ST0524/AP03)
Assessment methods	<ol style="list-style-type: none"> 1 Knowledge Test 2 Practical Observation (with Q&A) 3 Professional Interview (underpinned by a portfolio of evidence) <p><i>Refer to Section 5 for detailed information about each assessment method.</i></p>
Grading	Fail/Pass/Distinction <i>Refer to Section 3 for detailed information.</i>
Duration of apprenticeship programme	The duration for this apprenticeship is typically 18 months but this will depend on the individual apprentice's previous experience and access to opportunities to gain the full range of competences.
Gateway requirements	<ul style="list-style-type: none"> • Employer confident that the apprentice is ready. • Achieved English and maths at Level 2. • Portfolio of evidence.
Time period for completion of EPA	The EPA period is typically three months. The three assessment methods can be completed in any order.
Apprenticeship certification	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 end-point assessment organisation (EPAO), Pearson will claim certificates on behalf of apprentices.

3 EPA structure

Sporting Excellence Professional

The EPA for the Sporting Excellence Professional apprenticeship consists of the following three assessment methods:

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

The table below gives a summary of the structure of the end-point assessment.

End-point assessment methods	Duration	Assessment method grading
Knowledge Test	90 minutes	Fail/Pass/Distinction
Practical Observation (with Q&A)	150 minutes	Fail/Pass/Distinction
Professional Interview (underpinned 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 as verified and agreed by Pearson.

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

There is detailed information about each of the EPA assessment methods in *Section 3*.

EPA Grading

The grading for this EPA is Fail/Pass/Distinction.

Apprentices who fail one or more assessment method will be awarded an overall EPA fail.

Apprentices must achieve at least a Pass in all the EPA methods to get an overall Pass.

To achieve an overall EPA Distinction, apprentices must achieve a Distinction in the Practical Observation and one other assessment method.

An apprentice will get a maximum EPA grade of pass for a resit or retake, unless the EPAO determines there are exceptional circumstances.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole.

KNOWLEDGE TEST	PRACTICAL OBSERVATION WITH Q&A	PROFESSIONAL INTERVIEW – UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Pass	Distinction	Distinction	Distinction
Distinction	Distinction	Pass	Distinction
Distinction	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Distinction	Distinction	Distinction	Distinction

4 Assessment

Assessment plan

Pearson's approach to assessing this EPA is set by the assessment plan for the apprenticeship standard. This document is available in *Annexe A*.

Language of assessment

Apprentices must use English only during the assessment of this EPA.

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 assessment is available in our *Use of languages in qualifications policy*, available on our website.

Gateway

Before progressing to the EPA from on-programme, 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.

The EPA-specific requirements for gateway are stated in *Section 2: Summary of End-point Assessment* and the assessment plan in *Annexe A*.

Employers must complete a *Gateway Declaration Form* (see *Annexe A* in the *EPA Resource Pack*) with the apprentice. The form and the associated gateway evidence to prove apprentices have met the requirements must be supplied to Pearson before the EPA can take place. In addition, apprentices must be 'EPA Approved' on ACE360 before EPA can take place.

5 End-point Assessment Methods

Assessment Method 1: Knowledge Test

Structure

The Knowledge Test is an onscreen test that will assess apprentices' knowledge and understanding across four areas of the apprenticeship standard: injury and risk management, effective, safe and inclusive practice, anti-doping and nutritional performance.

Knowledge Test	
Summary	<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 above.</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 relevant work-based scenarios and their ability to think critically, through objective analysis and evaluation of an issue, to form a judgement that can withstand challenge.</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>

Knowledge Test (continued)	
Grading	<p>The Knowledge Test is graded as Fail, Pass or Distinction.</p> <p>To achieve a Pass, apprentices need to achieve 50-60 marks and for Distinction apprentices must achieve 61 or more marks.</p> <p>For information on the overall grading of the EPA, please refer to the grading information in <i>Section 3</i>.</p>
Preparation	<p>Tutors and apprentices must use the resources published in the <i>EPA Resource Pack</i> to support their preparation. These resources include the full content that needs to be delivered during on-programme.</p>
Delivery and conduct	<p>Apprentices must be given at least seven days' notice of the date and time of the Knowledge Test.</p> <p>The Knowledge Test is closed book, which means that the apprentice cannot refer to reference books or materials whilst taking the test.</p> <p>Apprentices must take the Knowledge Test in a suitably controlled and invigilated environment that is a quiet room, free from distractions and influence, or if the appropriate technology and systems are in place to prevent malpractice, the test can be taken remotely.</p> <p>Tests are available through Pearson's onscreen testing systems, or in specific circumstances a paper-based format. The set up and delivery of the tests is discussed with the employer/training provider, as part of the planning discussions.</p> <p>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.</p> <p>Further information will be given to centres during the planning meeting.</p>

Knowledge Test (continued)	
Sample Assessment Materials	<p>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.</p> <p>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.</p>

Standards Assessed

The Knowledge Test assesses the following areas from the apprenticeship standard:

Ref	Apprenticeship standard Knowledge areas	Apprenticeship standard outcomes
K5	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.
K6	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.
K7		The importance of equality, inclusion and diversity across society and professional sport.
K8	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.
K9	Nutritional performance	The importance of nutrition to help achieve excellence in professional sport.

Assessment Method 2: Practical Observation (with Questions and Answers (Q&A))

Structure

The Practical Observation with Questions and Answers (Q&A) assesses apprentices' core and specific professional sport knowledge, skills and behaviours from the apprenticeship standard, in line with the assessment plan requirements. It is assessed by a Pearson independent end-point assessor (IEA).

Observation	
Summary	<p>The apprentice is observed by an 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 or equestrian yard. As part of this, the observation includes the following three sessions:</p> <ul style="list-style-type: none"> • Observation of practical training sessions or competition • Observation of data analysis session and video showcase • Question and answer session. <p>The observation takes a holistic approach to assessing the overall competence across the three sessions, so if a KSB is seen in one area it doesn't need to be assessed again in another session of the observation.</p>
Duration	<p>Observation: 150 minutes (+10% as IEA's discretion) broken down into:</p> <ul style="list-style-type: none"> • Practical training sessions or competition – 60 minutes • Data analysis session and video showcase – 45 minutes • Question and answer session – 45minutes.
Grading	<p>Fail/Pass/Distinction</p> <p>Apprentices must meet all the Pass criteria to achieve a Pass and all the Pass and Distinction criteria to achieve a Distinction.</p> <p>The grading criteria for this assessment method can be found in the assessment plan in <i>Annexe A</i> and in the <i>EPA Resource Pack</i>.</p>

Observation (continued)	
Preparation	<p>Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.</p> <p>The details of how the Practical Observation (with Q&A) will operate is agreed at the EPA planning meeting.</p>
Delivery and conduct	<p>The apprentice must receive 14 days' notice of the observation date.</p> <p>The IEA will observe the apprentice in their normal working environment or remotely using live footage (if permitted at the planning meeting). Simulation is not permitted.</p> <p>After the observation, the IEA asks a minimum of 10 questions. The questioning takes place in a quiet room, free from distractions and influence.</p> <p>The IEA takes notes.</p> <p>The IEA will intervene or stop the observation if they judge that the apprentice or others are at risk.</p>
Assessment	<p>The IEA observes and asks the apprentice questions and judges their performance against the grading criteria using the evidence requirements for guidance, published in the <i>EPA Resource Pack</i>.</p>

Standards Assessed

The Practical Observation (with Q&A) assesses the following areas of the apprenticeship standard.

Ref	Apprenticeship Standard areas	Apprenticeship standard outcomes
Knowledge areas (core)		
K17	Integrated approach to performance	The influence and impact of each performance area on each other and how they interact.
K18		How to self-reflect, self-evaluate, utilise feedback from coaching and multi disciplinary staff and use goal setting processes and development plans to positively impact all discipline areas.
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 their strengths and weaknesses, creating individual tactical plans and reviewing training and competitive performance.
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/course/venue training programmes that might take place in the gymnasium, swimming pool or performance lab.
S15	Integrated approach to performance	Deliver consistent performance under pressure through effective integration of all performance disciplines.
S16		Reflect on and review performance and training to analyse, progress and improve performance, both in training and competition.
B2	Core behaviours to be assessed	Be collaborative in teamwork situations – especially under pressure
B4		Conduct themselves in a respectful, fair and approachable manner and in line with the employer's standards and code of conduct.

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

Ref	Apprenticeship Standard areas	Apprenticeship standard outcomes
Knowledge areas – professional footballer		
K19	Technical performance Technical – player to ball relationship	A range of different technical aspects of performance when passing or distributing, receiving, retaining, travelling with the ball, defending, attacking and during transition.
K20		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.
K21	Tactical performance Tactical – decision-making skills	A range of different tactical aspects of performance including formations, strategies, transition of play, playing style, philosophy.
K22		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		
S17	Technical performance	Demonstrate assured basic techniques and an extensive range of ball skills which meet positional specific requirements (e.g. shooting, heading, handling) and meet governing body guidelines.
S18		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.
S19		Pass and/or distribute the ball intelligently and efficiently over varying distances when unopposed and under pressure.
S20		Execute positional specific techniques skilfully at optimum and varying speeds and maintain precision under pressure.

Ref	Apprenticeship Standard areas	Apprenticeship standard outcomes
Skills areas – professional footballer (<i>continued</i>)		
S21	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).
S22		Demonstrate effectiveness within team attacking and defending strategies and when in periods of transition.
S23		Apply appropriate tactical approaches to deal with specific moments in the game (e.g. game management).
S24		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.

Ref	Apprenticeship Standard areas	Apprenticeship standard outcomes
Knowledge areas – professional rugby league player		
K29	Technical performance	A range of different technical aspects of performance when attacking or defending within the team. Such as: <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.
K30	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).
K31		The specific roles and responsibilities within team shape and structures.
K32		How to analyse an opponent's strengths and weaknesses during competition to create opportunities or contain threats.
Skills areas – professional rugby league player		
S32	Technical performance	Demonstrate assured basic techniques and an extensive range of skills to take the most appropriate course of action on the field.
S33		Consistently execute a number of key skills when attacking and defending such as: <ul style="list-style-type: none"> Attacking – execute consistently their grip, catch, passing and lines of run to achieve positive outcomes and successful carries. Championing – execute consistently the appropriate footwork, body position and tackle technique, to achieve positive outcomes and successful tackles.
S34		Play a position 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.

Ref	Apprenticeship Standard areas	Apprenticeship standard outcomes
S35	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).
S36		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).
S37		Read and react to the opposition’s decision making to achieve positive outcomes in both attack and defence.

Ref	Apprenticeship Standard areas	Apprenticeship standard outcomes
Knowledge areas – professional rugby union player		
K33	Technical performance	A range of different technical aspects of performance in rugby when passing, catching, kicking, tackling and evasion skills are required to participate.
K34	Tactical performance	A range of different tactical aspects of performance (e.g. attacking and defensive set piece, transition of play, playing style and philosophy).
K35		The principles and requirements for successful exit strategies to not only relieve pressure but to turn into attacking opportunities.
Skills areas – professional rugby union player		
S38	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.
S39		Manipulate attackers and defenders with a variety of methods such as footwork, ball skills, and contact collisions skills.
S40		Use both hands and both feet to perform skills within the given context.
S41		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.
S42		Recognise opportunities to run or kick the ball, and is effective in doing so in a variety of different ways.
S43		Execute techniques skilfully at varying speeds and maintain precision under pressure.
S44	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.

Ref	Apprenticeship Standard areas	Apprenticeship standard outcomes
Skills areas – professional rugby union player (<i>continued</i>)		
		<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.
S45		Demonstrate effectiveness within team attacking and defending strategies and when in periods of transition.
S46		Constantly monitors the development of play and positions effectively relating to the situation and area of the pitch.

Ref	Apprenticeship Standard areas	Apprenticeship standard outcomes
Knowledge areas – professional cricketer		
K23	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.
K24		The demands and technical requirements of their secondary role. This will be batting, pace bowling, spin bowling, wicket keeping or fielding.
K25		General fielding positions and the fundamental basics of specific fielding role(s), associated technique and movements.
K26		Know their individual strengths and weaknesses in relation to their skills (in training and competition).
K27	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.
K28		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		
S25	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.
S26		Execute fundamental technical skills in relation to their secondary role. This will be batting, pace bowling, spin bowling, wicket keeping or fielding.
S27		Execute fundamental fielding techniques in relation to how they move as an individual and position on the pitch.
S28		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).

Ref	Apprenticeship Standard areas	Apprenticeship standard outcomes
Skills areas – professional cricketer (continued)		
S29		Set targets to improve their individual approach to their technical skills.
S30	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.
S31		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.

Ref	Apprenticeship standard outcomes
Knowledge areas – professional equestrian roles	
K36	A range of different technical aspects of performance when riding in competition, taking account of the horse's age and experience, the required pace and distance, control and speed, judging criteria and awareness of other competitors.
K37	Their individual responsibilities specific to the competitive conditions, including surfaces, terrain, season, weather and competitive conditions, and how to be adaptable and responsive to changes arising from the actions of other competitors.
K38	Know their own, and their horse's, individual strengths and weaknesses in relation to their skills (in training and competition including start, finish, change of going or weather conditions).
K39	A range of different tactical aspects of equine performance including course conditions and layout, age and experience of horse, qualification requirements, strategies, riding style, philosophy and judging criteria.
K40	How to undertake pre- and post- competitive procedures in line with ethical, moral, inclusive and regulatory requirements including equine anti-doping procedures.
K41	How to monitor health and welfare of the horse, knowing what damage may occur, how to look for it and who to report it to.

Ref	Apprenticeship standard outcomes
Skills areas – professional equestrian roles	
S47	Demonstrate confident and effective riding techniques and an extensive range of equestrian skills which meet competition- specific requirements (e.g. speed, direction, balance, judgement of pace and distance).
S48	Undertake pre-and post-competitive activity, taking account of horse and rider welfare and safety.
S49	Ride to obtain optimal performance within the competitive conditions with excellent control at all paces and with an effective and balanced body position.
S50	Ride competitively, intelligently, and efficiently taking due regard to the monitoring of horse health and welfare, checking for injury and reporting as appropriate.
S51	Execute positional-specific riding techniques skilfully and maintain precision under pressure.
S52	Effectively execute equestrian-specific skills within a training and competitive environment, making good tactical decisions (e.g., pace, balance, terrain, going, other participants).
S53	Demonstrate effectiveness within a competitive performance under different conditions, including terrain, going, weather, season and taking account of the tactics of other riders.
S54	Apply appropriate tactical approaches to deal with specific instances in the competition (e.g. start, finish, change of going or weather conditions).
S55	Constantly monitor the development of competition to make effective decisions in a range of situations.

Assessment Method 3: Professional Interview (underpinned by a portfolio of evidence)

Structure

The Professional Interview (underpinned by a portfolio of evidence) is a formal two-way conversation between the apprentice and independent end-point assessor (IEA). It gives the apprentice the opportunity to demonstrate their competency across the KSBs being assessed.

Professional Interview (underpinned by a portfolio of evidence)	
Summary	<p>The IEA will ask apprentices a minimum of 11 competency-based questions. The questions will be structured to elicit the evidence to meet the Pass and Distinction grade criteria associated with the KSB standard areas being assessed.</p> <p>Apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence.</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.
Portfolio	Apprentices are required to provide work-based evidence in a portfolio to support their responses in the Professional Interview. This portfolio, containing typically 22 pieces of evidence is submitted prior to the professional interview at gateway. The portfolio is not directly assessed, it underpins the interview.
Grading	<p>Fail/Pass/Distinction</p> <p>Apprentices must meet all the Pass criteria to achieve a Pass and all the Pass and Distinction criteria to achieve a Distinction.</p> <p>The grading criteria for this assessment method can be found in the assessment plan in <i>Annexe A</i>, and in the <i>EPA Resource Pack</i>.</p>

Professional Interview (underpinned by a portfolio of evidence)	
Preparation	<p>Apprentices must use the documents published in the <i>EPA Resource Pack</i> to support their preparation.</p> <p>The details of how the Professional Interview (underpinned by a portfolio of evidence) will operate is agreed at the EPA planning meeting.</p>
Delivery and conduct	<p>The EPAO must give an apprentice 14 days' notice of the interview. The independent end-point assessor must have at least 14 days(s) to review the portfolio.</p> <p>The Professional Interview will be conducted face to face or remotely.</p> <p>The IEA will ask the apprentice a range of broad questions and apprentices present their work-based evidence in response.</p> <p>The interview should take place in a quiet room, free from distractions and influence.</p> <p>The IEA will take notes and the Professional Interview will be audio or video recorded.</p>
Assessment	<p>The IEA will review the apprentice's responses against the Pass and Distinction grade criteria using the evidence requirements in the <i>EPA Resource Pack</i> as guidance.</p>

Standards Assessed

The Professional Interview (underpinned by a portfolio of evidence) assesses the following areas of the apprenticeship standard.

Ref	Apprenticeship Standard areas	Apprenticeship standard outcomes
Knowledge areas		
K1	Tactical and technical performance	How to utilise multi disciplinary staff to improve tactical performance, addressing individual strengths and weaknesses through the use of individual action plans, training and competition.
K2		How to use technology, such as video footage or software packages, to interpret and compare different forms of analysis.
K3		How to use analysis to evaluate both technical and tactical performance and impact on results during training and competition.
K4	Physical performance	The physical requirements of the individual's chosen sport, such as cardiovascular fitness, explosive power, stamina of professional sport; principles of training (including periodisation) and specificity and methods (e.g. strength and conditioning, fundamental movement, physical literacy) used to develop physical capabilities.
K10	Psychological and emotional performance	The psychological and emotional demands of professional sport and how to make the best use of these capabilities.
K11		The methods and strategies that relate to fundamental, preparatory and performance phases such as emotional resilience, visualisation, refocussing, concentration, and pre- performance routines.
K12		The demands of effective leadership in professional sport, identifying traits and behaviours of appropriate role models.

Ref	Apprenticeship Standard areas	Apprenticeship standard outcomes
Knowledge areas (continued)		
K13	Communications	The mechanics of: <ul style="list-style-type: none"> • effective communication (personal and professional) and • building and sustaining relationships with other people.
K14	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.
K15	Career and self-development	The components (e.g. goal setting, planning) that contribute to the individual's chosen primary career plan, and the key facets of self-identity as a professional sports person and as an individual.
K16		The importance of secondary and supplementary careers and consideration of dual career aspirations.
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 to source 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.

Ref	Apprenticeship Standard areas	Apprenticeship standard outcomes
Skills areas (continued)		
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/riding career.
S11	Communications	Communicate and build constructive and effective relationships with staff, colleagues and peers conducive to performance development.
S12		Effectively manage conflict and present a positive image of themselves, their organisation and their sport in all situations.
S13	Lifestyle and personal development	Identify and engage with a personal action plan to improve lifestyle management that promotes and develops mental wellbeing and emotional health.
S14	Career and self-development	Design and implement a personal career action plan that identifies how to manage the transition into the next stage considering secondary and supplementary careers.
Behaviour areas		
B1	Positively model professionalism through personal presentation and integrity in all actions	
B3	Self-manage weekly commitments which include time management and organisation	
B5	Demonstrates a strong, positive, and dedicated work ethic which clearly shows ownership of personal development, aptitude, aspiration and ambition	
B6	Be self-reflective	
B7	Own and engage in goal setting processes	
B8	Exhibit inclusive behaviours recognising equality and diversity	

6 Delivery of End-point Assessment

End-point assessment planning and scheduling

Employers and/or training providers must have an agreement in place to conduct EPAs with Pearson, and apprentices must be registered on the ACE360 system. Once the gateway evidence has been uploaded to ACE360, this will alert the IEA to review the evidence and start the planning and scheduling process. In addition, apprentices must be 'EPA Approved' on ACE360 before EPA can take place.

The purpose of the EPA planning 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. The end-point assessment planning meeting can be conducted remotely using appropriate technology.

All assessment methods must be completed within the time period specified in *Section 2: Summary of End-point Assessment*.

Reassessment

Apprentices who fail one or more EPA method(s) can take a resit or a retake at the employer's discretion. The apprentice's employer needs to agree that a resit or retake is appropriate. A resit does not need further learning, whereas a retake does. See glossary for full definitions.

Apprentices should have a supportive action plan to prepare for a resit or a retake.

The employer and Pearson agree the timescale for a resit or retake. A resit is typically taken within three months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within six months of the EPA outcome notification.

Failed EPA methods must be resat or retaken within a six-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or retaken in full.

Resits and retakes are not offered to apprentices wishing to move from pass to a higher grade.

An apprentice will get a maximum EPA grade of pass for a resit or retake, unless the EPAO determines there are exceptional circumstances.

For additional EPA-specific requirements, refer to the assessment plan in *Annexe A*.

Booking reassessment

Reassessment is requested using the ACE360 system. Once the request is confirmed, the allocated IEA will liaise with the key contact to start the scheduling process.

Appeals

The *End-point assessment enquiries and appeals policy* is available on the Pearson website and ACE Knowledge base. This has full information about what will happen if an apprentice or centre wishes to query the result of an assessment.

7 Access to assessment

Access to assessment for apprentices with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion in Pearson qualifications and related services policy* requires all apprentices to have equal opportunity to access our assessments, and that our EPAs are awarded in a way that is fair to every apprentice.

We are committed to making sure that:

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

For apprentices with disabilities and specific needs, the assessment of their potential to achieve the EPA must identify, where appropriate, the support that will be made available to them during delivery and assessment.

Centres must deliver the EPA in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk

Reasonable adjustments

A reasonable adjustment relates to an adjustment that helps to reduce the effect of a disability or a physical or mental health condition, which may place the apprentice at a disadvantage compared to others. If an apprentice requires any adjustment to their assessment than this must be recorded within the ACE360 system to support the discussion at the EPA planning meeting.

Pearson will apply the *Reasonable adjustment matrix* published by the Institute for Apprenticeships and Technical Education (IfATE).

8 Malpractice

Dealing with malpractice in assessment

'Malpractice' refers to 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 actual or attempted malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

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

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is 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 a centre is failing to conduct assessments according to our policies. The above document gives further information, examples, and details the 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 the delivery of Pearson qualifications. We ask centres to complete Jcq Form M1 (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining any appropriate sanctions 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.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre should inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/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.

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.

You should be aware that Pearson may need to suspend 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 such as:

- mark reduction for affected 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:

- requiring centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions 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 considering appeals against 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 the JCQ Appeals booklet (<https://www.jcq.org.uk/exams-office/appeals>).

9 Further information

Edexcel, BTEC and Pearson Work Based Learning contact details:

- <https://qualifications.pearson.com/en/contact-us.html>

Books, software and online resources for UK schools and colleges:

- www.pearsonschoolsandcolleges.co.uk

Document that further supports the information in this specification:

- *EPA Service Guide* (Pearson, this is made available to approved centres).

10 Glossary

Term	Description
Apprenticeship Standard	A short document prepared by a Trailblazer group that sets out concisely the requirements to be competent in a job role. All apprenticeship standards are published on www.gov.uk .
Assessment Plan	This document is also prepared by a Trailblazer group and sets out the requirements that end-point assessment organisations must follow when assessing the EPA.
Competence	The minimum knowledge, skills and behaviours (KSBs) required to perform a job role effectively.
Assessment Methods	The different assessments that form the overarching EPA. Most EPAs will typically have between two and four assessment methods that assess set parts of the overarching standard.
End-point Assessment (EPA)	A synoptic assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard that have been learned throughout the apprenticeship programme. The apprentice has to pass the EPA to be successful in their apprenticeship programme and demonstrate competence.
End-point Assessment Organisation (EPAO)	Approved to deliver EPA. Employers select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).
Gateway	The point at which the apprentice is identified as being competent by their employer and therefore ready to plan to take their end-point assessment. There are requirements for maths and English to enter gateway and there may be other requirements, such as mandatory qualifications, that vary depending on the apprenticeship standard.
Independent End-point Assessor	The assessor appointed by Pearson to work with the apprentice and employer to plan their EPA during gateway and then assess the apprentice in the final EPA.
On-programme	The first and main part of the apprenticeship when the apprentice is developing their KSBs towards competence. 20% of on-programme is required to be off-the-job training.
Resit	Occurs when an apprentice feels comfortable to attempt their EPA again, with no additional training or learning, e.g. failing an assessment method on one or two criteria, due to test nerves.

Term	Description
Retake	Occurs when an apprentice needs a period of additional training or learning to support them to reattempt their EPA, e.g. failing an assessment method on multiple criteria, due to lack of preparation or not being able to articulate their response in line with the criteria.
Trailblazer group	A group of employers who have worked together to agree the apprenticeship standard and write the associated assessment plan.
Institute for Apprenticeships and Technical Education (IfATE)	IfATE is a non-departmental public body that oversees the development, approval and publication of apprenticeship standards and assessment plans. In addition, the institute is responsible for technical education, including T Levels.

Annexe A: Assessment Plan

END-POINT ASSESSMENT PLAN FOR THE SPORTING EXCELLENCE PROFESSIONAL APPRENTICESHIP STANDARD

APPRENTICESHIP STANDARD REFERENCE NUMBER	LEVEL OF THIS END-POINT ASSESSMENT (EPA)	INTEGRATED
ST0524	3	No

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Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the Sporting Excellence Professional Apprentices.

End-point assessment organisations (EPAOs) must follow this when designing and delivering their EPA.

Sporting excellence professional apprentices, their employers and training providers should read this document.

Sporting Excellence Professional is a core and options apprenticeship standard. Apprentices must be trained and assessed against the core and one option. There are five options:

- Option 1: Football
- Option 2: Cricket
- Option 3: Rugby League
- Option 4: Rugby Union
- Option 5: Equestrian

An approved EPAO must conduct the EPA for this apprenticeship. Employers must select an approved EPAO from the Education and Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

A full-time apprentice typically spends 18 months on-programme (this means in training before the gateway) working towards competence as a sporting excellence professional. All apprentices must spend at least 12 months on-programme. All apprentices must complete the required amount of off-the-job training specified by the apprenticeship funding rules.

This EPA has 3 discrete assessment methods. The grades available for each EPA method are:

EPA method 1 - knowledge test:

- fail
- pass
- distinction

EPA method 2 - practical observation with questions and answers:

- fail
- pass
- distinction

EPA method 3 - professional interview - underpinned by a portfolio of evidence:

- fail
- pass
- distinction

The result from each EPA method is combined to decide the overall apprenticeship grade. The following grades are available for the apprenticeship:

- fail
- pass
- distinction

EPA summary table

<p>On-programme (typically 18 months)</p>	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Training towards English and mathematics qualifications at Level 2¹, if required.</p> <p>Compiling a portfolio of evidence.</p>
<p>End-point assessment gateway</p>	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard</p> <p>The apprentice’s employer must confirm that they think the apprentice:</p> <ul style="list-style-type: none"> • is working at or above the occupational standard as a sporting excellence professional • has the evidence required to pass the gateway and is ready to take the EPA <p>Apprentices must have achieved English and mathematics at Level 2¹. An apprentice must submit all gateway evidence to the EPAO. The EPAO must review the evidence.</p> <p>When the EPAO confirms the gateway requirements have been met, the EPA period starts and typically takes 3 months to complete. The expectation is that the EPAO will confirm the gateway requirements have been met as quickly as possible.</p> <p>For the professional interview - underpinned by a portfolio of evidence, the apprentice will be required to submit a portfolio of evidence.</p> <p>Apprentices must submit any policies and procedures as requested by the EPAO.</p>

<p>End-point assessment (typically 3 months)</p>	<p>Grades available for each method:</p> <p>Knowledge test</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Practical Observation with Questions and Answers</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Professional Interview - underpinned by a portfolio of evidence</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction
<p>Re-sits and re-takes</p>	<ul style="list-style-type: none"> • Re-take and re-sit grade cap: pass • Re-sit timeframe: typically 3 months • Re-take timeframe: typically 6 months

For those with an education, health and care plan or a legacy statement, the apprenticeship’s English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

Length of end-point assessment period

The EPA will be taken within the EPA period. The EPA period begins when the EPAO confirms the gateway requirements are met and is typically 3 months.

The expectation is that the EPAO will confirm the gateway requirements are met and the EPA begins as quickly as possible.

In extenuating circumstances due to long-term injury or ill-health, the EPA period can be extended as verified and agreed by the end-point assessment organisation.

EPA gateway

The apprentice's employer must confirm that they think the apprentice is working at or above the occupational standard as a sporting excellence professional. They will then enter the gateway. The employer may take advice from the apprentice's training provider(s), but the employer must make the decision.

Apprentices must meet the following gateway requirements before starting their EPA. These are:

- achieved English and mathematics at Level 21.
- for the professional interview - underpinned by a portfolio of evidence apprentices must submit a portfolio of evidence

Portfolio of evidence requirements:

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by this assessment method. It will typically contain 22 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include:

- workplace documentation and records, for example; workplace policies and procedures, records, logbooks
- witness statements / testimonies
- annotated photographs
- video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable
- individual learning and development plans
- poster presentations
- video analysis of match play
- training logs
- self-reflective accounts/ self-evaluative competition and training insights This is not a definitive list; other evidence sources can be included.

Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the interview. The independent assessor should review the portfolio of evidence to prepare questions for the interview. They are not required to provide feedback after this review.

Apprentices must submit any policies and procedures as requested by the EPAO.

The EPA period starts when the EPAO confirms all gateway requirements have been met. The expectation is they will do this as quickly as possible.

End-point Assessment methods

The three distinct assessment methods can be delivered in any order

The practical observation may need to be scheduled last if the apprentice has been injured post gateway. The result of one assessment method does not need to be known before starting the next. If extenuating circumstances are granted, then the apprentice can undertake components of the practical observation with the remainder taking place once the apprentice is declared fit to compete.

Knowledge test

Overview

A test is an assessment for asking questions in a controlled and invigilated environment.

Rationale

This EPA method is being used because.

- it allows for the efficient testing of knowledge where there is a right or wrong answer
- it allows for flexibility in terms of when, where and how it is taken
- it allows larger volumes of apprentices to be assessed at one time

Delivery

This method must be appropriately structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method to the highest available grade.

The knowledge test must assess apprentices against the occupational standard's knowledge, specifically around Injury Risk Management, Effective, Safe and Inclusive practice, Anti-Doping, and Nutrition

The test comprises of 40 Multiple Choice Questions (MCQ) and 6 Scenario Based Multi- Choice Questions (SBQ).

Each MCQ must present the apprentice with 3 options, from which the apprentice must select one correct answer. Each MCQ answered correctly must be assigned 1 mark, and any incorrect or incomplete answers must be assigned 0 marks.

The SBQs will be based on two given scenarios (3 question per scenario). Each SBQ must present the apprentice with 4 options. Each question must be assigned 6 marks and any incorrect or incomplete answer to a question must be assigned 0 marks.

The knowledge test which will be marked out of 76 marks with the pass mark being 50 marks and the distinction mark being 61. The knowledge test is graded as fail, pass or distinction.

Scenario based questions must be used to test the apprentice's ability to analyse and evaluate work-based scenarios in order to confirm knowledge and understanding of their role around Injury & risk management, Effective, safe and inclusive practice, Anti-doping, & Nutrition and their ability to think critically, through objective analysis and evaluation of an issue, to form a judgement which can withstand challenge. Scenarios and SBQs should be set to ensure that all themes are targeted by SBQs over time.

The knowledge test can be computer or paper based.

Apprentices must be given at least 7 days notice of the date and time of the knowledge test.

Test administration

Apprentices must have 90 minutes to complete the test.

The Knowledge test is closed book which means that the apprentice cannot refer to reference books or materials whilst taking the test.

The knowledge test must be taken in the presence of an invigilator who is the responsibility of the EPAO. Specialised (proctor) software can be used if the test can be taken on-line, to ensure the security of the test.

The EPAO must have an invigilation policy setting out how the knowledge test must be conducted. It must state the ratio of apprentices to invigilators for the setting and allow the test to take place in a secure way.

The EPAO must verify the identity of the apprentice.

The EPAO is responsible for the security of the knowledge test including the arrangements for on-line testing. The EPAO must ensure that their security arrangements maintain the validity and reliability of the knowledge test.

Marking

The knowledge test must be marked by independent assessors or markers employed by the EPAO. They must follow a marking scheme produced by the EPAO. Marking by computer is allowed where question types support this.

Assessment location

Apprentices must take the knowledge test in a suitably controlled and invigilated environment that is a quiet room, free from distractions and influence. The EPAO must check the venue is suitable.

The knowledge test could take place remotely if the appropriate technology and systems are in place to prevent malpractice. EPAOs must verify the apprentice's identity and ensure invigilation of apprentices for example with, and not limited to, 360-degree cameras and screen sharing facilities.

Question and resource development

EPAOs must write a test specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation.

EPAOs should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The test specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs will develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place, for example, considering previous item performance data, item analysis, standardisation, training and moderation. EPAOs will ensure that questions are refined and developed to a high standard.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits or re-takes.

EPAOs must produce the following materials to support the knowledge test:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - test specification
 - sample test and mark schemes
 - live tests and mark schemes
 - question bank
- EPA guidance for the apprentice and employer

Practical Observation with Questions and Answers

Overview

In the observation with questions, an independent assessor observes the apprentice in their workplace. The apprentice completes their day-to-day duties under normal working conditions. This allows the apprentice to demonstrate the KSBs mapped to this assessment method through naturally occurring evidence. The independent assessor asks questions as explained below. Simulation is not permitted during the observation. The independent assessor should be guided by the technical specification / definitions for each sport outlined in the Annex.

The observation and responses to questions must be assessed holistically by the independent assessor when they are deciding the grade.

Rationale

This EPA method is being used because.

- this is a practical role, best demonstrated through completing tasks in a real work setting
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- questioning allows for the assessment of the breadth and depth of underpinning knowledge against the grading descriptors
- tasks completed during the observation should contribute to workplace productivity and are valid
- it is a holistic assessment method.

Delivery

The practical observation with questions and answers must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

The independent assessor conducts and assesses the practical observation with questions and answers.

The independent assessor must only observe one apprentice to ensure quality and rigour and they must be as unobtrusive as possible.

The EPAO must give an apprentice 14 days notice of the observation. The independent assessor must plan the practical observation in conjunction with the apprentice and their employer, taking account of workplace considerations. The practical observation must cover every element of competitive performance or training (including video footage of live action games).

An exemption may be sought where an apprentice has sustained a long-term injury, illness or medical condition.

Apprentices whose injury will extend past a six-month period can, on production of a medical certificate, be allowed to use pre-gateway footage as a substitute for the practical observation as long as the footage is within the six months period leading up to gateway. The apprentice must still undertake the question and answer component of this assessment method as specified in the EPA plan.

Parameters around who is eligible:

- Athletes that have a long-term injury, ill health or medical condition
- Medical evidence must be submitted to the EPAO and should include detail about the injury and the expected time for recovery. This recovery time should not be any shorter than 6 months

The requirements for the pre-gateway footage are as follows:

- Must be time stamped and taken from the 6 months prior to the apprentice's gateway date
- Must be edited to 60 minutes, to ensure that it fits within the overall duration of the practical observation (excluding the Q and A component) as specified in the EPA plan
- Must be edited to ensure that all the KSBs mapped to the practical observation are demonstrated in the footage
- The apprentice must be in view at all times

Apprentices who sustain an injury during the EPA process and who will not play or perform again during the apprenticeship can, on production of a medical certificate, be allowed to use pre-gateway footage as a substitute for the practical observation as long as the footage is within the six month period leading up to gateway. The apprentice must still undertake the question and answer component of this assessment as specified in the EPA plan. The same parameters for long term injury apply.

Additionally, for team or club related sports, where an apprentice switches clubs within 6 months of gateway should either complete EPA with original employer/training provider or use pre-gateway footage (no longer than six months pre-gateway). This is due to some clubs being ineligible to partake in the apprenticeship programme and would therefore disadvantage the apprentice if not allowed to complete.

The observation must take 150 minutes in total including questions and answers. The independent assessor can increase the time of the observation by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation may be split into discrete sections held on the same working day. EPAOs must manage invigilation of apprentices during the assessment to maintain security of the EPA, in line with their malpractice policy. This includes breaks and moving between locations.

The independent assessor must explain to the apprentice the format and timescales of the observation before it begins. This does not count towards the assessment time.

The observation should be conducted in the following way, to take account of the occupational context in which the apprentice operates:

- Conducted remotely using live footage or face to face as agreed in the planning meeting;
- Reflect typical working conditions in a sports performance environment (at an academy, within the professional club or equestrian yard) whereby apprentices will be training or playing with competitors and interacting with professional colleagues;
- Allow the apprentice to demonstrate all aspects of the occupational standard being assessed;
- Take a holistic approach to assessing the overall competence across the 3 components so if seen in one area then doesn't need to be assessed again in another component;

The independent assessor should observe the following during the observation for all sport options:

Practical training sessions or competition – 60 minutes Data

analysis session and video showcase – 45 minutes Question and

answer session – 45 minutes

These activities provide the apprentice with the opportunity to demonstrate the KSBs.

Questions must be asked after the observation. The total duration of the observation assessment method is 150 minutes and the time for questioning is included in the overall assessment time. The total time for the observation element is 105 minutes. The time allocated for questioning is 45 minutes. The independent assessor must ask at least 10 questions. Follow-up questions are allowed. The independent assessor must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training.

The independent assessor must ask questions about KSBs that were not observed to gather assessment evidence. These questions are in addition to the set number of questions for the observation. The independent assessor can also ask questions to clarify answers given by the apprentice.

The independent assessor can increase the time of the observation by up to 10%. This time is to allow the apprentice to respond to a question if necessary. The observation and questioning must allow the apprentice the opportunity to demonstrate the KSBs at the highest possible grade. The independent assessor must record the KSBs observed, KSBs demonstrated in answers to questions and the grade achieved. The apprentice's answers to questions must also be recorded.

The independent assessor makes all grading decisions.

Assessment location

The practical observation with questions and answers must take place in the apprentice's normal place of work (for example their employer's premises or a customer's premises). Equipment and resources needed for the observation must be provided by the employer and be in good and safe working condition.

Questioning that occurs after the observation should take place in a quiet room, free from distractions and influence.

Question and resource development

The EPAO must write an assessment specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. It is recommended this is done in consultation with employers of this occupation. The EPAO should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The assessment specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

The EPAO must develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place, for example, considering standardisation, training and moderation. The EPAO must ensure that questions are refined and developed to a high standard.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the practical observation with questions and answers:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

Professional Interview - underpinned by a portfolio of evidence

Overview

In the interview, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate their competency across the KSBs as shown in the mapping.

Rationale

This EPA method is being used because.

- it allows for assessment of KSBs that do not occur on a predictable or regular basis
- it allows for testing of responses where there are a range of potential answers that cannot be tested through the multiple-choice test
- it can be conducted remotely

Delivery

The interview must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method to the highest available grade and to be assessed in the context of their individual sport, as per the apprenticeship standard option they are completing. The purpose is to assess those KSB's that would not naturally occur during certain times of the season or that require a period of time to portray.

The EPAO must give an apprentice 14 days notice of the interview. The independent assessor must have at least 14 days(s) to review the supporting documentation.

Apprentices must have access to their portfolio of evidence during the interview.

Apprentices can refer to and illustrate their answers with evidence from their portfolio of evidence, however the portfolio of evidence is not directly assessed.

The interview must last for 90 minutes. The independent assessor can increase the time of the interview by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

For the interview, the independent assessor must ask at least 11 questions. Follow-up questions are allowed. The independent assessor must use the questions from the EPAO's question bank or create their own questions in-line with the EPAO's training.

The interview must allow the apprentice the opportunity to demonstrate the KSBs mapped to this EPA method at the highest possible grade.

The independent assessor conducts and assesses the interview.

The independent assessor must keep accurate records of the assessment. The records must include the KSBs met, the grade achieved and answers to questions.

The independent assessor will make all grading decisions.

Assessment location

The interview must take place in a suitable venue selected by the EPAO (for example the EPAO's or employer's premises).

The interview can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The interview should take place in a quiet room, free from distractions and influence.

Question and resource development

EPAOs must write an assessment specification and question bank. The specification must be relevant to the occupation and demonstrate how to assess the KSBs shown in the mapping. It is recommended this is done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of EPA materials when consulting employers. The questions must be unpredictable. A question bank of sufficient size will support this. The assessment specification and questions must be reviewed at least once a year to ensure they remain fit-for-purpose.

EPAOs will develop purpose-built question banks and ensure that appropriate quality assurance procedures are in place, for example, considering standardisation, training and moderation. EPAOs will ensure that questions are refined and developed to a high standard.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits or re-takes.

EPAOs must produce the following materials to support the professional interview - underpinned by a portfolio of evidence:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and employer

Grading

Practical Observation with Questions and Answers

Fail - does not meet pass criteria

THEME	PASS	DISTINCTION
KSBs	Apprentices must demonstrate all the pass descriptors	Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
(Core) Integrated approach to performance K17 K18 S15 S16	<p>Can evidence how each of the performance disciplines (tactical, technical, psychological and physical) 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>Practices and demonstrates consistent performance under pressure through the use of the four performance disciplines.</p> <p>Can evidence where they have reviewed their performance in order to progress and improve their overall performance in training and competition.</p> <p>Explains how self-reflection evaluation and feedback from multi-disciplinary staff has had a positive impact on the performance disciplines.</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 adapts how they use the four performance disciplines to increase performance and adapt what actions they take.</p> <p>Analyses their performance, both as an individual and within the team, and makes suggestions to improve both progress and performance of the team in both training and competitions</p>

THEME	PASS	DISTINCTION
KSBs	Apprentices must demonstrate all the pass descriptors	Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
(Core) Tactical and technical performance S1 S2	<p>Applies digital tools and data to optimise performance as an individual/team when planning the tactical approach to playing or competing against the opposition.</p> <p>Uses data and insight to review training and competitive performance to create tactical plans utilising the oppositions strengths and weaknesses</p>	n/a
(Core) Physical performance S3	Demonstrates 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
(Football) Range of technical aspects (football - technical) K19 K20	<p>Explains the range of technical aspects of performance in relation to their individual position within the team.</p> <p>Can identify how to adapt those aspects for other specific roles and responsibilities within attacking and defending units and the team as a whole</p>	n/a

THEME	PASS	DISTINCTION
KSBs	Apprentices must demonstrate all the pass descriptors	Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
(Football) Tactical and Technical performance (football - tactical and technical) K21 K22	<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 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 Player Positional Charts) and how to be adaptable and comfortable in the requirements of other position specific roles within units and teams</p>	n/a
(Football) Positional requirements (football - technical) S17 S18 S19 S20 B4	<p>Demonstrates the positional specific technical requirements 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>Performs the full range of ball skills and techniques which meet positional specific requirements in training and competition Techniques are characterised by accuracy, precision, control and fluency leading to positive outcomes</p>

THEME	PASS	DISTINCTION
KSBs	Apprentices must demonstrate all the pass descriptors	Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
(Football) Positional requirements (football - tactical) S21 S22 S23 S24 B2	Performs the positional specific tactical requirements with relation to making an appropriate tactical decision. i.e. when to drop back, when to press, balance and cover. This will be displayed in small-sided games and competition	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. 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.
(Cricket) Range of technical aspects (cricket - technical) K23 K24 K25	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.	Provides an outline of how to deliver complex passages of play/scenarios, or key stages in multi-day or one-day cricket formats.
(Cricket) Personal development (cricket - technical) K26 S28	Identifies 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 personal development plan (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.
(Cricket) Decision making (cricket - tactical) K27 K28 S30	Applies tactical decision making within specific individual roles and responsibilities within the team for different game formats	Appraises all the individual roles and responsibilities within team performance, providing an appraisal of how correct tactical decisions are made under pressure with

THEME	PASS	DISTINCTION
KSBs	Apprentices must demonstrate all the pass descriptors	Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
	<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>Applies the relevant technical skills in relation to their primary role in cricket</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>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-day or one day cricket formats</p>
(Cricket) Primary and secondary roles (cricket - technical) S25 S26 S27 B4	<p>Demonstrates their technical skills for their primary and secondary roles (batting, pace bowling, spin bowling or wicket keeping) with occasional guidance.</p> <p>Demonstrates their individual fielding techniques and how they use these to adapt their position on the pitch.</p>	<p>Practices and performs technical skills autonomously, for their primary and secondary roles. Techniques are characterised by control, fluency and accuracy</p>

THEME	PASS	DISTINCTION
KSBS	Apprentices must demonstrate all the pass descriptors	Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
(Cricket) Strategic decision making (cricket - tactical) S29 S31 B2	Performs tactical analysis skills and makes 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.	Demonstrates (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- day or one day cricket formats.
(Rugby League) Attack and defence (rugby league - technical) K29	Describes a range of technical skills in attack and defence as an individual and how those skills play an important part within a team and what impact they can have to the team's outcome as a whole.	n/a
(Rugby League) Positional skills (rugby league - technical) S32 S33 B4	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 Demonstrates an awareness of, and responds to, the actions of others within the team. This will be displayed across competition and training under a variety of conditions	Demonstrates the full range of positional specific technical skills when performing in attack and defence and whilst under pressure. Techniques are characterised by showing greater accuracy, precision, control and fluency, as well as a high percentage of successful / positive outcomes

THEME	PASS	DISTINCTION
KSBs	Apprentices must demonstrate all the pass descriptors	Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
(Rugby League) Tactical aspects (rugby league - tactical) K30 K31	<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.</p>	n/a
(Rugby League) Analysis of opponents (rugby league - tactical) K32	Explains how to an opponent's strengths and weaknesses, and understands the importance of correct decision making to ensure positive outcomes creating opportunities or containing threats	n/a
(Rugby League) Techniques (rugby league - technical) S34	Demonstrates correct techniques and decisions for chosen position 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
(Rugby League) Decision making within games (rugby league - tactical) S35 S36 B2	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	Demonstrates tactical decision making in their position specific playing role to ensure a direct change and / or significant impact on the team's outcomes. i.e 40/20 kick, catching markers offside, defensive edge shut down, controlling ruck after a break etc

THEME	PASS	DISTINCTION
KSBs	Apprentices must demonstrate all the pass descriptors	Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
(Rugby League) In-game analysis and reaction (rugby league - tactical) S37	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
(Rugby Union) Technical aspects and skills (rugby union - technical) K33	Describes the range of core and advanced technical skills (attacking, defending, ball manipulation, passing etc.) for their playing position	n/a
(Rugby Union) Accuracy and control (rugby union - technical) S38 B4	Performs with consistent accuracy and control the full range of basic technical skills (attacking, defending, ball manipulation, passing etc.) in general for their position. Demonstrates how they use basic techniques and their core skills to cover a range of positions during the game	Demonstrates the full range of positional specific technical skills when performing in attack and defence and whilst under pressure. Techniques are characterised by showing greater accuracy, precision, control and fluency, as well as a high percentage of successful / positive outcomes.
(Rugby Union) Manipulation (rugby union - technical) S39 S40	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.	Applies the full range of positional specific technical skills, can adapt and manipulate the situation to maximum benefit when performing in attack and defence and whilst under pressure.

THEME	PASS	DISTINCTION
KSBs	Apprentices must demonstrate all the pass descriptors	Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
(Rugby Union) Tactical strategies (rugby union - tactical) K34 K35 S44	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	n/a
(Rugby Union) Team and positional strategies (rugby union - tactical)	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. Demonstrates how they use basic tactics around their core skills selection to cover a range of positions during the game.	n/a
(Rugby Union) Ball skills (rugby union - technical) S42 S43	Demonstrates the ability to perform the required ball skills (run with the ball, pass and kick the ball, ball handling) for their playing position, doing 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

THEME	PASS	DISTINCTION
KSBs	Apprentices must demonstrate all the pass descriptors	Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
(Rugby Union) Decision making (rugby union - tactical) S45 B2	Demonstrates accurate decision-making to suit the situation during periods of transition within the team's strategy.	Justifies where they have adapted strategies during periods of transition and outlines, with the appropriate rationale, what changes have been made and the reasons for them
(Rugby Union) Analysis of opponents (rugby union - tactical) S46	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	Evaluates where they have identified strengths and weaknesses and have affected individual and team strategies that have been executed to a notable positive effect
(Equestrian) Decision making (equestrian - tactical) K36 K37 K39 S41 S47 B4	<p>Demonstrates confident and effective riding techniques in training and competition, that take into account the horse's age and experience, required pace and distance, control and speed, judging criteria and accurate decision-making skills relating to competitive conditions and awareness of other competitors</p> <p>Explains their own individual responsibilities specific to the competitive conditions (including surfaces, terrain, season and weather) and how they adapt and respond to the actions of other competitors</p> <p>Explains a range of different tactical aspects of equine performance including course conditions and layout, age and experience of horse, qualification requirements, strategies, riding style, philosophy and judging criteria</p>	Evaluates adaptations to tactical aspects of equine and riding performance either prior to and/or during competitive performances, supported by specific examples.

THEME	PASS	DISTINCTION
KSBs	Apprentices must demonstrate all the pass descriptors	Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
(Equestrian) Competitive performance (equestrian - tactical) S53 S54 S55	Demonstrates the application of appropriate tactical approaches that take into account riding conditions (including terrain, going, weather and season), tactics of other riders, and results of monitoring the development of the competition	Justifies the selected tactical approach to deal with specific instances in the competition, supported by specific examples.
(Equestrian) Performance and riding techniques (equestrian - technical) K38 K40 S48 S49 S52	<p>Demonstrates pre-and post-competitive activity, taking account of horse and rider welfare and regulatory requirements including equine anti-doping procedures</p> <p>Demonstrates equestrian-specific skills and tactics to obtain optimal performance within the competitive conditions with excellent control at all paces and with an effective and balanced body position</p> <p>Explains their own, and their horse's, individual strengths and weaknesses in relation to their skills (in training and competition including start, finish, change of going or weather conditions)</p>	Applies advanced riding skills, to optimise performance with a high degree of autonomy when under pressure.
(Equestrian) Equine and human risk (equestrian - technical) K41 S50 S51 B2	Demonstrates an awareness of equine and human risk factors during training and competition and takes appropriate action to safeguard horse and human welfare.	Actively contributes to technical decision making to mitigate risks and ride with precision and effectiveness to enhance horse and rider safety and welfare

Professional Interview - underpinned by a portfolio of evidence

Fail - does not meet pass criteria

THEME	PASS	DISTINCTION
KSBs	Apprentices must demonstrate all the pass descriptors	Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
(Core) Tactical and technical performance K1 K2 K3	<p>Describes 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>
(Core) Communications K13 S11 S12 B1 B8	<p>Applies communication techniques to build and sustain relationships with staff, colleagues and peers Applies communication techniques to build and sustain relationships with staff, colleagues and peers</p> <p>Demonstrates managing and resolving conflict situations, presenting a positive image of self which reflects the code of conduct set by the employer</p> <p>Demonstrates a professional approach to work with integrity when representing self, employer and sport</p> <p>Can evidence where they have exhibited inclusive behaviours recognising equality and diversity</p>	<p>Evaluates the impact building and sustaining relationships with staff, colleagues and peers has on their performance development</p>

THEME	PASS	DISTINCTION
KSBs	Apprentices must demonstrate all the pass descriptors	Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
(Core) Physical performance K4	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.	Compares the impact of different training techniques used to develop physical capabilities relevant to their sport.
(Core) Injury risk and management S4	Demonstrates engagement in injury prevention and management programmes working with specialist support staff to help reduce the risk of injury and mitigate the impact of injury on training and competition performance'	n/a
(Core) Safe practice S5	Applies safe practice principles towards themselves and others across elements of training, preparation and competition in line with organisational guidance.	n/a
(Core) Anti-doping S6	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.	n/a
(Core) Nutritional Performance S7	Demonstrates the implementation of a programme to improve their diet and approach to hydration and nutrition, incorporating feedback and evaluation from specialist support staff to aid health and achievement.	n/a

THEME	PASS	DISTINCTION
KSBs	Apprentices must demonstrate all the pass descriptors	Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
(Core) Psychological and emotional performance K10 K11 K12 S8 S9 S10	<p>Identifies the psychological and emotional demands of performance in their chosen sport, to profile their own strengths and weaknesses, developing and implementing a programme to meet their own individual and professional sporting requirements</p> <p>Describes the methods and strategies that relate to fundamental, preparatory and performance phases of their sport and apply consistent and effective psychological and emotional skills in training and performance and competition environments.</p> <p>Describe the demands of effective leadership in professional sport, identifying traits and behaviours of appropriate role models and how they plan, implement and develop personal leadership skills both in and away from their professional playing/riding career</p>	n/a
(Core) Lifestyle and personal development K14 S13	Creates a personal action plan to improve their lifestyle management so it reflects the profile and demands of a professional sports person whilst promoting and developing mental wellbeing and emotional health'	n/a

THEME	PASS	DISTINCTION
KSBs	Apprentices must demonstrate all the pass descriptors	Apprentices must demonstrate all the pass descriptors and all of the distinction descriptors
(Core) Career and self- development K15 K16 S14 B3 B5 B6 B7	<p>Describes the components of their active primary career plan, which includes the key facets of self-identity as a professional sports person and as an individual</p> <p>Outlines how their personal career action plan employs the principles of reflective thinking and goal setting to include transition pathways to secondary and supplementary careers</p> <p>Establishes an approach to the management of their own time within each week which is demonstrated/reflected in their diary/personal log of activities</p>	n/a

Knowledge test

GRADE	MINIMUM MARKS REQUIRED	MAXIMUM MARKS REQUIRED
Fail	0	49
Pass	50	60
Distinction	61	76

Overall EPA grading

The EPA methods contribute equally to the overall EPA grade. Performance in the

EPA will determine the apprenticeship grade of:

- fail
- pass
- distinction

Independent assessors must individually grade the knowledge test, practical observation with questions and answers and professional interview - underpinned by a portfolio of evidence according to the requirements set out in this EPA plan.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA fail.

Apprentices must achieve at least a pass in all the EPA methods to get an overall pass. To achieve an overall EPA distinction, they must achieve a distinction in the practical observation and one other assessment method.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole.

KNOWLEDGE TEST	PRACTICAL OBSERVATION WITH QUESTIONS AND ANSWERS	PROFESSIONAL INTERVIEW - UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADING
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Pass	Distinction	Distinction	Distinction
Distinction	Distinction	Pass	Distinction
Distinction	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Distinction	Distinction	Distinction	Distinction

Re-sits and re-takes

Apprentices who fail one or more EPA method(s) can take a re-sit or a re-take at the employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and EPAO agree the timescale for a re-sit or re-take. A re-sit is typically taken within 3 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification.

Failed EPA methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

An apprentice will get a maximum EPA grade of pass for a re-sit or re-take, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

ROLES	RESPONSIBILITY
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules as arranged by the employer and training provider • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers must:</p> <ul style="list-style-type: none"> • select the EPAO and training provider <ul style="list-style-type: none"> • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the level required by the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing

ROLES	RESPONSIBILITY
	<p>access to any employer-specific documentation as required, for example company policies)</p> <ul style="list-style-type: none"> • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the apprentice to meet the KSBs • ensure the apprentice is well prepared for the EPA • require the training provider and EPAO to ensure the EPA is booked in a timely manner <p>Post-gateway, employers must:</p> <ul style="list-style-type: none"> • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allows appropriate opportunity for the KSBs to be met • remain independent from the delivery of the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • pass the certificate to the apprentice upon receipt from the EPAO
EPAO	<p>As a minimum, EPAOs must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price of the EPA

ROLES	RESPONSIBILITY
	<ul style="list-style-type: none"> • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors and oversee their working • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and/or markers (where used) • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice being assessed

ROLES	RESPONSIBILITY
	<ul style="list-style-type: none"> • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard <p>Pre-gateway, EPAOs must:</p> <ul style="list-style-type: none"> • make all necessary contractual arrangements, including agreeing the price of the EPA • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer. <p>At the Gateway, EPAOs must:</p> <ul style="list-style-type: none"> • confirm all gateway requirements have been met as quickly as possible. <p>Post-gateway, EPAOs must:</p> <ul style="list-style-type: none"> • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary
Independent assessor	<p>As a minimum, independent assessors must:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence, up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO <ul style="list-style-type: none"> • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard

ROLES	RESPONSIBILITY
	<ul style="list-style-type: none"> • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions <ul style="list-style-type: none"> • record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan) • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA <ul style="list-style-type: none"> • remain independent from the delivery of the EPA. Where the training provider is the EPAO (i.e. a HEI), there must be procures in place to mitigate against any conflict of interest.

Reasonable adjustments

The EPAO must have reasonable adjustments arrangements for the EPA. This should include:

- how an apprentice qualifies for reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance (IQA)

Internal quality assurance refers to how EPAOs ensure valid, consistent and reliable EPA decisions. EPAOs must adhere to the requirements within the roles and responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent EPA regardless of employer, place, time or independent assessor
- appoint independent assessors who are competent to deliver the EPA and who:
 - have recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 5 years or significant experience of the occupation or sector
 - hold, or are working towards, an assessor qualification
- have professional body membership with:
 - relevant National Governing Body of sport
- meet the following minimum requirements:
 - have significant relevant practical experience of working with competitors and coaches in the specific elite sports environments
 - undertake a minimum of 2 days continuing professional development relating to the actual sport per year
 - hold a recognised sport specific coaching qualification at level 3 or higher
- operate induction training for anyone involved in the delivery and/or assessment of the EPA
- provide training for independent assessors in good assessment practice, operating the assessment tools and making grading decisions
- provide ongoing training for markers and invigilators

- provide standardisation activity for this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of EPA decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on EPA decisions and grades
- have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (for example a higher education institution)

Value for money

Affordability of the EPA will be aided by using at least some of the following:

- completing applicable assessment methods online (for example computer-based assessment)
- utilising digital remote platforms to conduct applicable assessment methods
- assessing multiple apprentices simultaneously where the method of assessment permits this
- using the employer's premises.
- conducting assessment methods on the same day
- using remote assessment
- the use of technology and video footage of match play environments is incorporated

Professional recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping KSBs to assessment methods

KNOWLEDGE	ASSESSMENT METHODS
K1: Core. How to utilise multi-disciplinary staff to improve tactical performance, addressing individual strengths and weaknesses through the use of individual action plans, training and competition.	Professional Interview - underpinned by a portfolio of evidence
K2: Core. How to use technology, such as video footage or software packages, to interpret and compare different forms of analysis.	Professional Interview - underpinned by a portfolio of evidence
K3: Core. How to use analysis to evaluate both technical and tactical performance and impact on results during training and competition.	Professional Interview - underpinned by a portfolio of evidence
K4: Core. The physical requirements of the individual's chosen sport, such as cardiovascular fitness, explosive power, stamina of professional sport; principles of training (including periodisation) and specificity and methods (e.g., strength and conditioning, fundamental movement, physical literacy) used to develop physical capabilities.	Professional Interview - underpinned by a portfolio of evidence
K5: Core. The common types of injury (e.g., soft tissue damage) relevant to professional sport; how to prevent, recover, rehabilitate from and manage injury and the physiological and psychological responses to injury.	A knowledge test
K6: Core. 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.	A knowledge test
K7: Core. The importance of equality, inclusion and diversity across society and professional sport.	A knowledge test
K8: Core. 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.	A knowledge test
K9: Core. The importance of nutrition to help achieve excellence in professional sport	A knowledge test

KNOWLEDGE	ASSESSMENT METHODS
<p>K10: Core. The psychological and emotional demands of professional sport and how to make the best use of these capabilities.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>K11: Core. The methods and strategies that relate to fundamental, preparatory and performance phases such as emotional resilience, visualisation, refocussing, concentration, and pre- performance routines.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>K12: Core. The demands of effective leadership in professional sport, identifying traits and behaviours of appropriate role models.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>K13: Core. The mechanics of effective communication (personal and professional) and building and sustaining relationships with other people.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>K14: Core. The importance of lifestyle management factors relevant to being a professional sports person, such as finance and a responsible social media presence.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>K15: Core. The components (e.g. goal setting, planning) that contribute to the individual's chosen primary career plan, and the key facets of self-identity as a professional sports person and as an individual.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>K16: Core. The importance of secondary and supplementary careers and consideration of dual career aspirations.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>K17: Core. The influence and impact of each performance area on each other and how they interact.</p>	<p>Practical Observation with Questions and Answers</p>
<p>K18: Core. How to self-reflect, self-evaluate, utilise feedback from coaching and multi-disciplinary staff and use goal setting processes and development plans to positively impact all discipline areas.</p>	<p>Practical Observation with Questions and Answers</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>K19: Football. A range of different technical aspects of performance when passing or distributing, receiving, retaining, travelling with the ball, defending, attacking and during transition. (football)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K20: Football. 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 (football)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K21: Football. A range of different tactical aspects of performance including formations, strategies, transition of play, playing style, philosophy (football)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K22: Football. 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 (football)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K23: Cricket. 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. (cricket)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K24: Cricket. The demands and technical requirements of their secondary role. This will be batting, pace bowling, spin bowling, wicket keeping or fielding. (cricket)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K25: Cricket. General fielding positions and the fundamental basics of specific fielding role(s), associated technique and movements. (cricket)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K26: Cricket. Know their individual strengths and weaknesses in relation to their skills (in training and competition). (cricket)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K27: Cricket. 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. (cricket)</p>	<p>Practical Observation with Questions and Answers</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>K28: Cricket. 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. (cricket)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K29: Rugby League. A range of different technical aspects of performance when attacking or defending within the team. Such as; 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. (rugby league)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K30: Rugby League. A range of different tactical aspects of performance (e.g. Set plays, game plans, game management, transition of play, philosophy and weather conditions). (rugby league)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K31: Rugby League. The specific roles and responsibilities within team shape and structures. (rugby league)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K32: Rugby League. How to analyse an opponent’s strengths and weaknesses during competition to create opportunities or contain threats. (rugby league)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K33: Rugby Union. A range of different technical aspects of performance in rugby when passing, catching, kicking, tackling and evasion skills are required to participate. (rugby union)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K34: Rugby Union. A range of different tactical aspects of performance (e.g., attacking and defensive set piece, transition of play, playing style and philosophy). (rugby union)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K35: Rugby Union. The principles and requirements for successful exit strategies to not only relieve pressure but to turn into attacking opportunities. (rugby union)</p>	<p>Practical Observation with Questions and Answers</p>

KNOWLEDGE	ASSESSMENT METHODS
<p>K36: Equestrian. A range of different technical aspects of performance when riding in competition, taking account of the horse's age and experience, the required pace and distance, control and speed, judging criteria and awareness of other competitors. (equestrian)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K37: Equestrian. Their individual responsibilities specific to the competitive conditions, including surfaces, terrain, season, weather and competitive conditions, and how to be adaptable and responsive to changes arising from the actions of other competitors. (equestrian)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K38: Equestrian. Know their own, and their horse's, individual strengths and weaknesses in relation to their skills (in training and competition including start, finish, change of going or weather conditions). (equestrian)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K39: Equestrian. A range of different tactical aspects of equine performance including course conditions and layout, age and experience of horse, qualification requirements, strategies, riding style, philosophy and judging criteria. (equestrian)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K40: Equestrian. How to undertake pre- and post- competitive procedures in line with ethical, moral, inclusive and regulatory requirements including equine anti-doping procedures. (equestrian)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K41: Equestrian. How to monitor health and welfare of the horse, knowing what damage may occur, how to look for it and who to report it to (equestrian)</p>	<p>Practical Observation with Questions and Answers</p>

SKILL	ASSESSMENT METHODS
<p>S1: Core. Use digital technology to refine and optimise performance in terms of tactical approach to the opposition, understanding their strengths and weaknesses, creating individual tactical plans and reviewing training and competitive performance.</p>	<p>Practical Observation with Questions and Answers</p>
<p>S2: Core. Use data and digital insight to improve performance of their skills and performance.</p>	<p>Practical Observation with Questions and Answers</p>
<p>S3: Core. 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/course/venue training programmes that might take place in the gymnasium, swimming pool or performance lab.</p>	<p>Practical Observation with Questions and Answers</p>
<p>S4: Core. 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.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>S5: Core. 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.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>S6: Core. Take appropriate action to source relevant information for pre- and post-testing and at all times, be able to access a current list of prohibited and banned substances.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>S7: Core. Implement a programme to improve diet and approach to hydration and nutrition, incorporating feedback and evaluation from specialist support staff.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>S8: Core. Psychological and Emotional performance: Profile psychological strengths and weaknesses and implement their agreed programme to meet individual and sporting requirements.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>S9: Core. Apply consistent and effective psychological and emotional skills in training and performance or competition environments.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>S10: Core. Plan, implement and develop personal leadership skills both in and away from their professional playing/riding career.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>

SKILL	ASSESSMENT METHODS
S11: Core. Communicate and build constructive and effective relationships with staff, colleagues and peers conducive to performance development.	Professional Interview - underpinned by a portfolio of evidence
S12: Core. Effectively manage conflict and present a positive image of themselves, their organisation and their sport in all situations.	Professional Interview - underpinned by a portfolio of evidence
S13: Core. Identify and engage with a personal action plan to improve lifestyle management that promotes and develops mental wellbeing and emotional health.	Professional Interview - underpinned by a portfolio of evidence
S14: Core. Design and implement a personal career action plan that identifies how to manage the transition into the next stage considering secondary and supplementary careers.	Professional Interview - underpinned by a portfolio of evidence
S15: Core. Deliver consistent performance under pressure through effective integration of all performance disciplines.	Practical Observation with Questions and Answers
S16: Core. Reflect and review performance and training to analyse, progress and improve performance, both in training and competition.	Practical Observation with Questions and Answers
S17: Football. Demonstrate assured basic techniques and an extensive range of ball skills which meet positional specific requirements (e.g., shooting, heading, handling) and meet governing body guidelines. (football)	Practical Observation with Questions and Answers
S18: Football. 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. (football)	Practical Observation with Questions and Answers
S19: Football. Pass and/or distribute the ball intelligently and efficiently over varying distances when unopposed and under pressure. (football)	Practical Observation with Questions and Answers
S20: Football. Execute positional specific techniques skilfully at optimum and varying speeds and maintain precision under pressure. (football)	Practical Observation with Questions and Answers

SKILL	ASSESSMENT METHODS
S21: Football. 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). (football)	Practical Observation with Questions and Answers
S22: Football. Demonstrate effectiveness within team attacking and defending strategies and when in periods of transition. (football)	Practical Observation with Questions and Answers
S23: Football. Apply appropriate tactical approaches to deal with specific moments in the game (e.g., game management). (football)	Practical Observation with Questions and Answers
S24: Football. 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. (football)	Practical Observation with Questions and Answers
S25: Cricket. 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. (cricket)	Practical Observation with Questions and Answers
S26: Cricket. Execute fundamental technical skills in relation to their secondary role. This will be batting, pace bowling spin bowling, wicket keeping or fielding. (cricket)	Practical Observation with Questions and Answers
S27: Cricket. Execute fundamental fielding techniques in relation to how they move as an individual and position on the pitch. (cricket)	Practical Observation with Questions and Answers
S28: Cricket. 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). (cricket)	Practical Observation with Questions and Answers
S29: Cricket. Set targets to improve their individual approach to their technical skills. (cricket)	Practical Observation with Questions and Answers
S30: Cricket. 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. (cricket)	Practical Observation with Questions and Answers
S31: Cricket. 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. (cricket)	Practical Observation with Questions and Answers

SKILL	ASSESSMENT METHODS
<p>S32: Rugby League. Demonstrate assured basic techniques and an extensive range of skills to take the most appropriate course of action on the field. (rugby league)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S33: Rugby League. Consistently execute a number of key skills when attacking and defending such as: Attacking – execute consistently their grip, catch, passing and lines of run to achieve positive outcomes and successful carries. Championing - execute consistently the appropriate footwork, body position and tackle technique, to achieve positive outcomes and successful tackles. (rugby league)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S34: Rugby League. 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. (rugby league)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S35: Rugby League. 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: Attack – receiving the ball to demonstrate effective decision making in a range of situations. Defence – reacting to the oppositions decision making to achieve a positive outcome (e.g., tackle completed). (rugby league)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S36: Rugby League. 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). (rugby league)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S37: Rugby League. Read and react to the oppositions decision making to achieve positive outcomes in both attack and defence. (rugby league)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S38: Rugby Union. 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. (rugby union)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S39: Rugby Union. Manipulate attackers and defenders with a variety of methods such as footwork, ball skills, and contact collisions skills. (rugby union)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S40: Rugby Union. Use both hands and both feet to perform skills within the given context. (rugby union)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S41: Rugby Union . 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. (rugby union)</p>	<p>Practical Observation with Questions and Answers</p>

SKILL	ASSESSMENT METHODS
S42: Rugby Union. Recognise opportunities to run or kick the ball, and is effective in doing so in a variety of different ways	Practical Observation with Questions and Answers
S43: Rugby Union. Execute techniques skilfully at varying speeds and maintain precision under pressure.	Practical Observation with Questions and Answers
S44: Rugby Union. 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: 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. (rugby union)	Practical Observation with Questions and Answers
S45: Rugby Union. Demonstrate effectiveness within team attacking and defending strategies and when in periods of transition. (rugby union)	Practical Observation with Questions and Answers
S46: Rugby Union. Constantly monitors the development of play and positions effectively relating to the situation and area of the pitch. (rugby union)	Practical Observation with Questions and Answers
S47: Equestrian. Demonstrate confident and effective riding techniques and an extensive range of equestrian skills which meet competition- specific requirements (e.g., speed, direction, balance, judgement of pace and distance). (equestrian)	Practical Observation with Questions and Answers
S48: Equestrian. Undertake pre-and post-competitive activity, taking account of horse and rider welfare and safety. (equestrian)	Practical Observation with Questions and Answers
S49: Equestrian. Ride to obtain optimal performance within the competitive conditions with excellent control at all paces and with an effective and balanced body position. (equestrian)	Practical Observation with Questions and Answers
S50: Equestrian. Ride competitively, intelligently, and efficiently taking due regard to the monitoring of horse health and welfare, checking for injury and reporting as appropriate. (equestrian)	Practical Observation with Questions and Answers
S51: Equestrian. Execute positional-specific riding techniques skilfully and maintain precision under pressure. (equestrian)	Practical Observation with Questions and Answers

SKILL	ASSESSMENT METHODS
S52: Equestrian. Effectively execute equestrian-specific skills within a training and competitive environment, making good tactical decisions (e.g., pace, balance, terrain, going, other participants). (equestrian)	Practical Observation with Questions and Answers
S53: Equestrian. Demonstrate effectiveness within a competitive performance under different conditions, including terrain, going, weather, season and taking account of the tactics of other riders. (equestrian)	Practical Observation with Questions and Answers
S54: Equestrian. Apply appropriate tactical approaches to deal with specific instances in the competition (e.g., start, finish, change of going or weather conditions). (equestrian)	Practical Observation with Questions and Answers
S55: Equestrian. Constantly monitor the development of competition to make effective decisions in a range of situations.. (equestrian)	Practical Observation with Questions and Answers

BEHAVIOUR	ASSESSMENT METHODS
B1: Core. Positively model professionalism through personal presentation and integrity in all actions	Professional Interview - underpinned by a portfolio of evidence
B2: Core. Be collaborative in teamwork situations - especially under pressure	Practical Observation with Questions and Answers
B3: Core. Self-manage weekly commitments which include time management and organisation	Professional Interview - underpinned by a portfolio of evidence
B4: Core. Conduct themselves in a respectful, fair, and approachable manner and in line with the employer's standards and code of conduct.	Practical Observation with Questions and Answers
B5: Core. Demonstrates a strong, positive, and dedicated work ethic which clearly shows ownership of personal development, aptitude, aspiration and ambition	Professional Interview - underpinned by a portfolio of evidence
B6: Core. Be self-reflective	Professional Interview - underpinned by a portfolio of evidence
B7: Core. Own and engage in goal setting processes	Professional Interview - underpinned by a portfolio of evidence
B8: Core. Exhibit inclusive behaviours recognising equality and diversity.	Professional Interview - underpinned by a portfolio of evidence

Annex 1: Technical specifications for each sport

These technical and tactical guidelines are the “**CORE**” technical and tactical skills required for the playing positions within the team/ ball sport options and the equine/ equestrian roles identified below and represent the “**CORE**” technical and tactical skills that will be used by the End-Point Assessment. Organisation (EPAO) in conjunction with the grading criteria.

Please note

Club specific technical and tactical positional specifics can be added to these CORE definitions to reflect the individual needs of clubs but these will not be assessed by an EPAO.

For the purpose of this document “Technical” refers to a player to ball relationship and jockey/rider to horse relationship and “Tactical” refers to decision making skills.

FOOTBALL POSITIONAL SPECIFIC ROLES AND RESONSIBILITIES

Introduction

There are 6 Key football positional specific playing positions:

1. Goalkeeper
2. Full Back
3. Central Defender
4. Midfielder/ Central Midfielder
5. Winger/Wide Midfielder
6. Central Striker

GOALKEEPER

Technical

- Be able to receive the ball with a good first touch with both feet
- Be able to distribute the ball over a range of short and long distances, around, into, onto and beyond, with hands and feet
- Deal effectively with 1v1 situations
- Use the most effective methods to save shots from short and long range distances
- Deal effectively with high balls into the 18 yard area

Tactical

- Use relevant starting positions in relation to the ball and player in possession of the ball
- Use effective communication with defensive players
- Demonstrates good game understanding and decision making

Goalkeeper Checklist

Technical Skill	Tactical Skill
Receive ball with both feet	General Teamwork
Mobility/Footwork	Decision Making
Shot Stopping	Positional Play
Recovery	Understanding
Movement	Understanding
Speed off the line	Organisation – Free Kicks
Ball control with feet	Organisation - Corners
Ball control with feet under pressure	Communication
Handling in the air	Starting position
Handling on the ground	Ability to be Sweeper/keeper
Handling under pressure	Vision
Punching	
Distribution through kicking:	
Deadball	
Out of Hands	
Accuracy	
From back passes	
Off the floor	
Half volleys	
Throwing:	
Javelin	
Over Arm	
Accuracy	
Underarm roll	

FULL BACK

Technical

- Delivers passes over short and long range with accuracy
- Shows good technique when receiving the ball
- Shows good technique when running with and crossing the ball
- Intercepts the ball effectively
- Is able to deal with 1 vs 1 defending situations.
- Demonstrates good defensive heading technique

Tactical

- Creates width for the team
- Decides when to make runs to support and progress and attack
- Knows when to get tight to a player, when to mark space or cover and when to drop off
- Tracks runners when appropriate
- Makes effective recovery runs
- Communicates effectively with those players around him

Full Back Checklist

Technical Skill	Tactical Skill
Range of passing techniques:	Tracking / Recovery
One Touch	Cover / Balance / Compactness
Short	Transition
Long	Free Kicks
Under Pressure	Corners
Range of techniques:	Communication
On the Ground	Decision Making
In the Air	Understanding
Under Pressure	Game Effectiveness
Range of turning techniques	
With the Ball	
Without the Ball	
Under Pressure	
Other Techniques	
Running with the ball	
Crossing the ball	
Defensive heading techniques	

CENTRAL DEFENDER

Technical

- Demonstrates a good first touch with receiving the ball
- Passes the ball with precision over short and long distances: with accuracy
- Intercepts the ball effectively
- Is able to deal with 1 vs 1 defending situations.
- Demonstrates good defensive heading technique

Tactical

- Takes up appropriate position to receive the ball
- Knows when to get tight to a player, when to mark space or cover and when to drop off
- Tracks runners when appropriate
- Communicates effectively with those players around him

Central Defender Checklist

Technical Skill	Tactical Skill
Range of passing techniques:	Tracking / Recovery
One Touch	Cover / Balance / Compactness
Short	Transition
Long	Free Kicks
Under Pressure	Corners
Range of techniques	Communication
On the Ground	Decision Making
In the Air	Understanding
Under Pressure	Game Effectiveness
Range of turning techniques	
With The Ball	
Without the Ball	
Under Pressure	
Other Techniques	
Running with the ball	
Defensive heading techniques	

MIDFIELDER/CENTRAL MIDFIELDER

Technical

- Is able to use the body effectively to receive and protect the ball
- Shows control when receiving under pressure
- Is able to pass the ball accurately over short and long range distances
- Intercepts the ball effectively

Tactical

- Shows intelligent movement to adopt positions to receive the ball
- Reads opponents attacking play and positions appropriately
- Recovers, presses, tracks and marks when defending
- Communicates with those players around him

Central Midfielder Checklist

Technical Skill	Tactical Skill
Range of passing techniques:	Tracking / Recovery
One Touch	Cover / Balance / Compactness
Short	Transition
Long	Free Kicks
Under Pressure	Corners
Range of techniques	Communication
On the Ground	Decision Making
In the Air	Understanding
Under Pressure	Game Effectiveness
Range of turning techniques	
With The Ball	
Without the Ball	
Under Pressure	
Other Techniques	
Running with the ball	
Defensive heading techniques	

WINGER/WIDE MIDFIELDER

Technical

- Receives the ball effectively to attack defenders
- Attacks with purpose in 1 vs 1 situations
- Provides accurate passes and crosses to teammates in goal-scoring positions
- Makes accurate attempts on goal using a variety of techniques

Tactical

- Shows intelligent movement to adopt positions to receive the ball
- Recovers, presses, tracks and marks when defending
- Reads opponents attacking play and positions appropriately
- Combines with support players to beat defenders

Winger/Wide Midfielder Checklist

Technical Skill	Tactical Skill
Range of passing techniques:	Tracking / Recovery
One Touch	Cover / Balance / Compactness
Short	Transition
Long	Free Kicks
Under Pressure	Corners
Range of passing/crossing techniques	Communication
On the Ground	Decision Making
In the Air	Understanding
Under Pressure	Game Effectiveness
Range of turning techniques	Creating Space
With The Ball	Support Play
Without the Ball	Movement
Under Pressure	
Other techniques	
Running with the ball	
Heading techniques	
Shooting	
1st Touch Finishing	
Accuracy / Success	
Finishing from rebounds	

CENTRAL ATTACKER

Technical

- Receives the ball to combine and link forward play effectively
- Be able to turn with the ball
- Makes accurate attempts on goal using a variety of techniques

Tactical

- Adopts goal scoring positions whenever possible
- Makes runs to receive the ball in between lines and beyond the defence
- Reads opponents attacking play and positions appropriately
- Recovers, presses, tracks and marks when defending

Central Attacker Checklist

Technical Skill	Tactical Skill
Range of passing techniques:	Tracking / Recovery
One Touch	Cover / Balance / Compactness
Short	Transition
Long	Free Kicks
Under Pressure	Corners
Range of techniques	Communication
On the Ground	Decision Making
In the Air	Understanding
Under Pressure	Game Effectiveness
Range of turning techniques	Creating Space
With The Ball	Support Play
Without the Ball	Movement
Under Pressure	
Other Techniques	
Running with the ball	
Heading techniques	
Shooting	
1st time Finishing	
Accuracy / Success	
Finishing from Rebounds	

RUGBY LEAGUE POSITIONAL SPECIFIC ROLES AND RESONSIBILITIES

Introduction

There are 6 Key Rugby League positional specific playing positions:

1. Full Back
2. Winger
3. Centre / Back Row
4. Hooker
5. Prop / Middle
6. Half

FULL BACK

Technical

- Be able to catch a ball – High (on the full) and low retrieval with consistency
- Be able to pass the ball over a range of short and long distances
- Correctly join into the line of attack and create space with lines of running
- Effective carrying of the ball, out of dunny half / return from kicks / in the line
- Push in support
- Deal effectively with 1v1 tackle situations and make correct tackle selection

Tactical

- Understand positional play in both attack and defence
- Use effective communication with all players in attack and defence, especially in the defensive line
- Demonstrates game understanding and decision making, with good positional sense and awareness
- Aware of last plays and understands role within pendulum defence and controls it.

Full back Checklist

Technical Skill	Tactical Skill
Grip - under pressure	General Teamwork
Pass – over variety of distances - accuracy	Decision Making
Dummy half pass	Role within the Defensive line
Catch - consistency	Positional Play
High ball retrieval	Understanding
Low Ball retrieval	Support Play
Carry	Ability to read the play - offence
Play the ball - technique and speed	Creating space
Offload in the tackle	Organisation of defensive line
Evasion skills	Numbering up
Kicking	Effective Pendulum with wingers
Lines of run	Ruck control – verbalising the team's tempo
Support play	Understanding of laws of the game
Dummy half running	High level of communication
Kick returns	Reading the play in defence
Initial defensive contact	Tactical awareness of oppositions kicking game
Tackle Technique and Selection	
Groundwork	
Marker play	

WINGER

Technical

- Be able to catch a ball – High (on the full) and low retrieval with consistency in attack and defence
- Be able to pass the ball over a range of short and long distances.
- Create width and shape of the attacking and defensive line and create space
- Effective carrying of the ball, out of dummy half / return from kicks
- Push in support
- Deal effectively with 1v1 and 2:1 tackle situations and make correct tackle selection

Tactical

- Understands positional play in both attack and defence
- Use effective communication with all players in attack and defence, especially in the defensive line and shape
- Demonstrates game understanding and decision making, with positional sense and awareness
- Operates a pendulum system effectively in the defensive line with the full back

Winger Checklist

Technical Skill	Tactical Skill
Grip - under pressure	General Teamwork
Pass – over variety of distances - accuracy	Decision Making
Dummy half pass	Defensive read - Paddle or shut down
Catch - consistency	Positional Play
High ball retrieval	Understanding
Low Ball retrieval	Support Play
Carry	Anticipation – breaks and kicks
Play the ball technique and speed	Creating space on the outside
Offload in the tackle	Organisation of defensive line width
Evasion skills	Numbering up
Kicking	Communicate and operate an Effective Pendulum with full back
Support play	Marker play
Dummy half running	Ruck control
Kick returns	Understanding of laws of the game
Initial defensive Contact	Reading the play in defence
Tackle Technique and Selection	Tactical awareness of oppositions kicking game
Groundwork	
Marker play	

CENTRE / BACK ROW

Technical

- Be able to pass the ball over a range of short and long distances.
- Create width and shape of the attacking and defensive line to create and maintain space
- Effective Line running with and without the ball
- Push in support
- Deal effectively with 1v1 and 2:1 tackle situations and make correct tackle selection

Tactical

- Understands positional play in both attack and defence
- Use effective communication with all players in attack and defence, especially in the defensive line and shape
- Demonstrates game understanding and decision making, with positional sense and awareness
- Works with Winger and Centre or Back Rower effectively to create opportunities / shut down defensive threats

Centre / Back Row Checklist

Technical Skill	Tactical Skill
Grip - under pressure	General Teamwork
Pass – over variety of distances - accuracy	Decision Making
Dummy half pass	Defensive read - Paddle or shut down
Catch - consistency	Positional Play
Carry	Understanding
Play the ball - technique and speed	Support Play
Offload in the tackle	Anticipation – breaks and kicks
Evasion skills	Creating and Maintaining space inside and outside
Kicking	Organisation within the defensive line
Lines of run with and without the ball	Numbering up – short side plays
Support play	Understanding of laws of the game
Initial defensive Contact	
Tackle Technique and Selection	
Groundwork	
Marker play	
Ruck control	

HALF

Technical

- Be able to pass the ball over a range of short and long distances left and right
- Manipulates space for the attacking line to create and maintain space
- Plays at the line and commits defenders
- Push in support
- Deal effectively with 1v1 and 2:1 tackle situations and make correct tackle selection
- Kick plays in general play and specifically on last plays

Tactical

- Understands positional play in both attack and defence
- Leads the team around the park and directs plays
- Plays with eyes up and looks to expose opportunities in attack – plays what he sees
- Use effective communication with all players in attack and defence, especially in offence - implements the game plan
- Demonstrates game understanding and decision making, with positional sense and awareness
- Recognises playing options, flat, width, depth
- Game Management – reacts to situations and takes appropriate actions

Half Checklist

Technical Skill	Tactical Skill
Grip - under pressure	Lead the team tactically around the field – dictates play.
Pass – over variety of distances left and right - accuracy	Direction and decision making in offence
Dummy half pass	Positional Play
Catch - consistency	Understanding
Carry at 1 st and 2 nd receiver	Support Play
Play the ball - technique and speed	Anticipation – breaks
Evasion skills	Creating space for others
Kicking game – short and long	Organisation within the defensive line
Plays at the line	Numbering up – short side plays
Support play	Understanding of laws of the game
Initial defensive Contact	Last play and general kick options
Tackle Technique and Selection	
Groundwork	
Ruck control	
Marker play	

HOOKER

Technical

- Be able to pass the ball off the floor over a range of short and long distances left and right
- Creates space and dictates and directs plays out of dummy half
- Pushes in support
- Deal effectively with 1v1, 1v2 and 2:1 tackle situations and makes correct tackle selection
- Kick plays out of dummy half

Tactical

- Recognises playing options - reacts to markers and runs / passes from dummy half
- Plays with eyes up and looks to expose opportunities in attack – plays what he sees
- Use effective communication with all players in attack and dictates ruck plays and implements the game plan
- Demonstrates game understanding and decision making, with positional sense and awareness
- Game Management – reacts to situations and takes appropriate actions
- Controls the ruck both offence and defence

Hooker Checklist

Technical Skill	Tactical Skill
Dummy half pass -over variety of distances left and right - accuracy	Direction and decision making in offence with half
Picking up the ball and Catch - consistency	Positional Play
Play the ball - technique and speed	Understanding – reacts to markers
Evasion skills	Support Play
Kicking game – out of dummy half	Anticipation – breaks
Engages markers	Creating space for others
Support play	Numbering up – short side plays
Initial defensive Contact	Organisation within the defensive line
Tackle Technique and Selection	Understanding of laws of the game
Groundwork	Last plays out of dummy half
Ruck control	
Marker play	

PROP / MIDDLE

Technical

- Be able to pass the ball short distances.
- Catch balls at the line under pressure
- Effective Line running with and without the ball around the ruck
- Push in support
- Deal effectively with 1v1, 1v2 and 2:1 tackle situation and make correct tackle selection
- Control the ruck in defence
- Have good play the ball technique (quick PTB)

Tactical

- Understands positional play in both attack and defence
- Understands his role in offence and defence
- Influences the speed of the ruck in offence and defence
- Reacts to the hooker and halves calls and direction of play
- Works closely with others to dictate the speed of play

Prop / Middle Checklist

Technical Skill	Tactical Skill
Grip - under pressure	General Teamwork
Pass – short tip on	Line speed around the ruck
Catch – at the line under pressure	Landing positions and organising support play for quick play the ball
Carry	Roles and responsibilities in yardage and goodball
Play the ball - technique and speed	Understanding of laws of the game
Offload in the tackle	Leg drive after contact
Evasion skills	Width of play around the ruck - offence
Lines of run with and without the ball and around the ruck	Organisation within the defensive line
Support play	Spaces around the ruck - defence
Defensive Contact	Understanding of laws of the game
Tackle Technique and Selection	
Groundwork	
Marker play	
Ruck control	

RUGBY UNION POSITIONAL SPECIFIC ROLES AND RESPONSIBILITIES

Introduction

There are 9 Key Rugby Union positional specific playing positions:

1. Prop
2. Hooker
3. Second Row
4. Backrow
5. Scrum Half
6. Fly Half
7. Centres
8. Wingers
9. Fullback

For Rugby Union, “**Advanced**” Technical and Tactical Skills are those marked in **bold** with an asterisk.

PROP

Technical

- Consistently deliver scrum technique and maintain shape.
- Displays a range of binds and foot position
- Efficient foot movement in the lineout
- Dynamic lifting technique on both attacking and defensive play

Tactical

- Presents a picture to the referee in the scrum and manages the set piece
- Reacts according to the cues available in a defensive lineout
- Adapts to the calls and movement of the attacking lineout
- Adjusts to the opposition during scrum to create advantage

Prop Checklist

Technical Skill	Tactical Skill
General Play (displays sound):	Selects required option at breakdown to attack or leave the situation
Body position at the breakdown (attack and defence)	Understands role at kick off
Tackle technique and body position	Works to required role during transitions
Leg drive/evasion/pace through collision	Understands Defensive positioning
Catching the ball	Understands Attacking positioning
Range of passing techniques	Communication- information giving
Short Pass	Displays sound Decision Making
Long Pass	Demonstrates understanding
Pass under Pressure	Game Effectiveness- self organisation
Offloading	Displays effective Support Play (ball & space)
Scrum Technique	
Body position during set up of scrum	Provides desirable picture to officials
Body position during scrum (regather)*	Interacts with scrum in relation to opposite number to create advantage*
Bind and foot position for best body position*	Changes scrum position to relieve pressure
Lineout Technique	
Lifting of jumpers	Reacts to lineout calls and movements
Movement in lineout	
Reaction to in the moment cues*	

HOOKER

Technical

- Consistently strong and powerful shape in the scrum
- Precise strike for the ball in the scrum through timing with the scrum half
- Executes effective and accurate lineout throwing action
- Varies the shape of the throw in reaction to the call and lifting/jumping cues

Tactical

- Demonstrates the ability to pressurise the opposition scrum at appropriate times
- Selects and executes the most appropriate throw (e.g. lob or flat) based on the lineout picture
- Adapts the speed and trajectory of the throw based the defensive pressure or threat

Hooker Checklist

Technical Skill	Tactical Skill
General Play (displays sound):	Selects required option at breakdown to attack or leave the situation
Body position at the breakdown (attack and defence)	Understands role at kick off
Tackle technique and body position	Works to required role during transitions
Leg drive/evasion/pace through collision	Understands Defensive positioning
Catching the ball	Understands Attacking positioning
Range of passing techniques	Communication- information giving
Short Pass	Displays sound Decision Making
Long Pass	Demonstrates understanding
Pass under Pressure	Game Effectiveness- self organisation
Offloading	Displays effective Support Play (ball & space)
Scrum Technique	
Body position during set up of scrum	Pressures opposition scrum at appropriate times
Precision around strike of the ball	Selects and executes appropriate throw
Maintenance of shape under pressure*	
Lineout Technique	
Accuracy of lineout throwing	Adapts speed and trajectory of throw based on defensive cues, pressure or threat*
Timing of lineout throw*	
Ability to vary the shape of throw based on movement cues*	
Contact	
Protection of the ball under threat	
Dominant ball carries	

SECOND ROW

Technical

- Binds effectively with partner to support of the front row around scrum engagement
- Maintains forward pressure during the scrum using effective foot positioning and pushing height
- Executes effective and dynamic lifting techniques in the lineout
- Dynamic and effective jumper in the lineout

Tactical

- Understands general lineout principles with and without the ball
- Appropriate ground based movement within the lineout framework
- Selects and executes the most appropriate jump based on the lineout picture to win the ball
- Adapts and varies the jump based on opportunities and threats in defence to pressure the ball

Second Row Checklist

Technical Skill	Tactical Skill
General Play (displays sound):	Selects required option at breakdown to attack or leave the situation
Body position at the breakdown (attack and defence)	Understands role at kick off
Tackle technique and body position	Works to required role during transitions
Leg drive/evasion/pace through collision	Understands Defensive positioning
Catching the ball	Understands Attacking positioning
Range of passing techniques	Communication- information giving
Short Pass	Displays sound Decision Making
Long Pass	Demonstrates understanding
Pass under Pressure	Game Effectiveness- self organisation
Offloading	Displays effective Support Play (ball & space)
Scrum Technique	
Effective binding around engagement	
Effective foot positioning for optimal pushing height	
Maintenance of shape under pressure*	
Lineout Technique	
Effective and dynamic lifting	Understands lineout principles- attack & defence
Effective and dynamic jumping	Displays appropriate ground based movement selection
Ability to vary the type of jump based on movement cues*	Displays appropriate jump based selection based on lineout pictures in attack
Defensive timing to threaten or contest the ball*	Adapts & varies jump based on opportunities and threats*

BACK ROW

Technical

- Consistently delivers scrum technique and maintains shape well to support front five
- Dominant defender on opposition ball
- Controls the ball under threat and can relieve pressure with dominant carries
- Consistently strong in the air and dominates space

Tactical

- Understands the need to scrum first and when to break off or assess threats
- Defensively reads situations in order to pose a threat to opposition ball/delivery
- Understands lineout calls and their role within the unit- Ability to work within mini units as part of the lineout
- Instantly recognises and adapts to transition phases – Attack to Defence & vice versa

Backrow Checklist

Technical Skill	Tactical Skill
General Play (displays sound):	Selects required option at breakdown to attack or leave the situation
Body position at the breakdown (attack and defence)	Understands role at kick off
Tackle technique and body position	Works to required role during transitions
Leg drive/evasion/pace through collision	Understands Defensive positioning
Catching the ball	Understands Attacking positioning
Range of passing techniques	Communication- information giving
Short Pass	Displays sound Decision Making
Long Pass	Demonstrates understanding
Pass under Pressure	Game Effectiveness- self organisation
Offloading	Displays effective Support Play (ball & space)
Scrum Technique	
Maintenance of shape to support front five	Understands when to scrum and when to break off or assess threats
Lineout Technique	
Effective and dynamic lifting	Works within mini units as part of the lineout.
Effective and dynamic jumping	
Contact	
Dominant defence on opposition ball *	Instantly recognises and adapts to transitions *
Control of ball under threat*	Reads the game to threaten opposition ball*
Dominant ball carries	
Strength in the air and dominates space	

SCRUM HALF

Technical

- Provides an effective feed of ball into the scrum
- Consistently delivers accurate passes from the floor
- Consistently delivers accurate passes from fed positions (maul & lineout)
- Dynamic runner at the base of breakdowns
- Accurate box kicker with sufficient height for chasers to pressure the receiver

Tactical

- Applies pressure to the opposition at the scrum
- Effectively adjusts positioning at the lineout to provide an accurate pass to the receiver
- Selects appropriate kick in order to relieve pressure, get possession back or gain territory
- Organises players at contact situations (ruck / maul) in attack and defence based on games cues

Scrum Half Checklist

Technical Skill	Tactical Skill
General Play (displays sound):	Selects required option at breakdown to attack or leave the situation
Body position at the breakdown (attack and defence)	Understands role at kick off
Tackle technique and body position	Works to required role during transitions
Leg drive/evasion/pace through collision	Understands Defensive positioning
Catching the ball	Understands Attacking positioning
Range of passing techniques	Communication- information giving
Short Pass	Displays sound Decision Making
Long Pass	Demonstrates understanding
Pass under Pressure	Game Effectiveness- self organisation
Offloading	Displays effective Support Play (ball & space)
Set Piece	
Effective feed into scrum	Applies pressure to the opposition at the scrum*
Accuracy of passes from fed positions (maul & lineout)	Adjusts positioning at the lineout to provide an accurate pass
Open Play	
Accuracy of pass from the floor	
Dynamic running at the base of breakdowns*	Organises others at contact situations (ruck / maul) in attack and defence based on games cues*
Accuracy of box kick- sufficient height for chasers	Demonstrates appropriate kicks in order to relieve pressure, get possession back or gain territory*

FLY HALF

Technical

- Challenges the opposition tackle line with the ball in hand
- Consistently delivers an accurate range of passes on the run to threaten the line
- Accurate kicker out of hand- punt, drop, chip and grubber
- Proficient goal kicker

Tactical

- Selects and executes appropriate strike plays from set piece
- Organises and implements the attacking structure / game plan
- Selects appropriate kicks in order to relieve pressure, get possession back, gain territory or score
- Organises players from breakdown situations (ruck / maul) in attack and defence based on games cues
- Ability to read the game and change tactics when necessary

Fly Half Checklist

Technical Skill	Tactical Skill
General Play (displays sound):	Selects required option at breakdown to attack or leave the situation
Body position at the breakdown (attack and defence)	Understands role at kick off
Tackle technique and body position	Works to required role during transitions
Leg drive/evasion/pace through collision	Understands Defensive positioning
Catching the ball	Understands Attacking positioning
Range of passing techniques	Communication- information giving
Short Pass	Displays sound Decision Making
Long Pass	Demonstrates understanding
Pass under Pressure	Game Effectiveness- self organisation
Offloading	Displays effective Support Play (ball & space)
Set Piece	
Challenge of the opposition tackle line with the ball in hand	Selects and executes appropriate strike plays from set piece
Open Play	
Range of accurate passes on the run to threaten the line	Organises and implements the attacking structure / game plan*
Accuracy of kick out of hand- punt, drop, chip and grubber	Kicks in order to relieve pressure, get possession back, gain territory or score
Proficiency of goal kicking*	Organises players from breakdown situations (ruck / maul) in attack and defence based on games cues*
Timing of passes under pressure to create space for support players	Reads the game and change tactics when necessary*

CENTRES

Technical

- Challenges defenders with or without the ball- Effective decoy runner via threatening lines of running
- Aggressive tackler to create turnover opportunities — Back to feet and challenges the ball
- Ability to stay up in the tackle and time passes under pressure to create space for support players
- Demonstration of distribution skills with ability to execute all types of pass on the run
- Accurate kicker out of hand- punt, chip and grubber

Tactical

- Reads the game and utilises appropriate attack and defence principles
- Communicator and organiser of defence around the 10, 12, 13 channel- Unity in defence and attack with the fly half and centre partner
- Axle for much of the back line attack and defence based play
- Selects appropriate kicks in order to relieve pressure, get possession back, gain territory or score

Centres Checklist

Technical Skill	Tactical Skill
General Play (displays sound):	Selects required option at breakdown to attack or leave the situation
Body position at the breakdown (attack and defence)	Understands role at kick off
Tackle technique and body position	Works to required role during transitions
Leg drive/evasion/pace through collision	Understands Defensive positioning
Catching the ball	Understands Attacking positioning
Range of passing techniques	Communication- information giving
Short Pass	Displays sound Decision Making
Long Pass	Demonstrates understanding
Pass under Pressure	Game Effectiveness- self organisation
Offloading	Displays effective Support Play (ball & space)
Attack	
Challenge to defenders with or without the ball*	Reads the game and utilises appropriate attack principles*
Effective decoy running-threatening run lines	Kicks in order to relieve pressure, get possession back, gain territory or score
Ability to stay up in the tackle	
Timing of passes under pressure to create space for support players	Axles the back line in attack and defence based play
Pass distribution (all types) on the run	
Defence	
Aggressive tackling to create turnover opportunities	Reads game and utilises appropriate defence principles*
Ability to get back to feet and challenge the ball*	Communicates/organises the defence around 10, 12, 13 channel
Accuracy of kick out of hand- punt, drop, chip and grubber	Displays unity in defence/attack with the fly half and centre partner

WINGERS

Technical

- Challenges and beats defenders off either foot through sound evasion skills
- Consistent finishing ability in attack
- Ability to stay up in the tackle and remain in the field of play
- Ability at turning to chase back and strong aerial skills
- Accurate chip and grubber kick skills

Tactical

- Communicator and organiser of defensive line from out wide
- Positional awareness from an array of field locations- anticipation
- Supports full back and fellow winger on the counterattack
- Chases and pressures opposition whenever possible from kicks
- Understanding of options and entry from blindside as an attacking or decoy runner

Wingers Checklist

Technical Skill	Tactical Skill
General Play (displays sound):	Selects required option at breakdown to attack or leave the situation
Body position at the breakdown (attack and defence)	Understands role at kick off
Tackle technique and body position	Works to required role during transitions
Leg drive/evasion/pace through collision	Understands Defensive positioning
Catching the ball	Understands Attacking positioning
Range of passing techniques	Communication- information giving
Short Pass	Displays sound Decision Making
Long Pass	Demonstrates understanding
Pass under Pressure	Game Effectiveness- self organisation
Offloading	Displays effective Support Play (ball & space)
Attack	
Ability to Challenge and beat defenders off either foot through sound evasion skills	Supports full back and fellow winger on the counter attack
Consistent finishing ability in attack*	Demonstrates awareness of options and entry from blindside as an attacking or decoy runner*
Ability to stay in the field of play in contact situations out wide	
Accuracy of chip and grubber kick skills	Chases and pressures opposition whenever possible from kicks
Ability to stay up in the tackle	
Defence	
Proficiency at turning to chase back	Communicates and organises the defensive line from out wide
Strong aerial skills*	Positional awareness from an array of field locations- anticipation*

FULLBACK

Technical

- Enters the back line directly with timing to create space for wingers and others
- Consistent finishing ability in attack
- Highball receipt skills
- Accurate punt, chip and grubber kick skills

Tactical

- Directs and initiates counterattack plus defensive realignment
- Positional awareness from an array of field locations- anticipation
- Supports wingers on the counterattack.
- Ability to shadow and manipulate the attacking ball carrier- stay in line with the ball
- Works in tandem with wings on attack and defence - Scan for information

Fullback Checklist

Technical Skill	Tactical Skill
General Play (displays sound):	Selects required option at breakdown to attack or leave the situation
Body position at the breakdown (attack and defence)	Understands role at kick off
Tackle technique and body position	Works to required role during transitions
Leg drive/evasion/pace through collision	Understands Defensive positioning
Catching the ball	Understands Attacking positioning
Range of passing techniques	Communication- information giving
Short Pass	Displays sound Decision Making
Long Pass	Demonstrates understanding
Pass under Pressure	Game Effectiveness- self organisation
Offloading	Displays effective Support Play (ball & space)
Attack	
Direct back line entry with good timing*	Demonstrates appropriate positioning from attacking kicks to field any possible kick receipts *
Finishing ability in attack	Directs and initiates the counterattack
Space creation for wingers and others	Supports wingers on the counterattack
Accuracy of chip and grubber kick skills	
Ability to stay up in the tackle	
Defence	
Proficiency around highball receipt skills*	Communicates and organises the defensive realignment from behind
Pass timing under pressure to create space for support players	Displays positional awareness from an array of field locations- anticipation*
	Shadows and manipulates the attacking ball carrier
	Stays in line with the ball defensively

CRICKET SPECIFIC ROLES AND RESONSIBILITIES

Introduction

There are 5 roles within the game:

1. Batter
2. Pace Bowler
3. Spin Bowler
4. Wicket keeper
5. Fielder

ALL PLAYERS WILL HAVE A PRIMARY AND SECONDARY ROLE AND IN MOST CASES, ALL WILL HAVE FIELDING SKILLS IN ADDITION TO THEIR PRIMARY ROLE (exceptions are the keeper, opening batter whose secondary role is likely a fielder).

BATTER

Technical

- Be able to get into position (move feet backwards or forwards to get into the best position to play a shot)
- Be able to strike or manipulate the ball over a range of short and long distances, around the ground through the use of horizontal and vertical bat shots
- Horizontal
 - Square Drive
 - Pull
 - Cut
 - Hook
 - Sweep
 - 360 options – reverse sweep, paddle sweep, slog sweep
- Vertical
 - Defensive (forward or backward)
 - Push
 - Leg glance
 - Drive (straight, on/ off / lofted)
 - Running ball to third man
 - Flick
 - 360 options – ramp (both sides of the keeper), scoop (over the keeper)
- Back foot shots
 - Hook
 - Pull
 - Square cut
 - Back defence
 - Back foot drive
 - Lofted square cut
 - Late cut
-
- Front foot shots
 - Off drive
 - Straight drive
 - On drive
 - Sweep
 - Forward defence
 - 360 options – reverse sweep, paddle sweep, slog sweep
- Be able to deal with differing pace, line and length and ball deliveries
- Be able to play the short ball
- Deal effectively with 1v1 duals

Tactical

- Use relevant shot selection in relation to when they come into bat and how the ball is delivered to them
- Use effective communication with batting partner.
- Demonstrates shot selection, game understanding and decision-making.

Checklist Batter

Technical Skill	Tactical Skill
Mobility/Footwork	Decision Making
Set up / Establish Base at the crease	Shot selection from line, length and pace of delivery
Weight distribution	
Bat Grip	Understanding
Batting Stance	Communication
Positioning (side / front on)	Vision
Back lift	Judgement on what shots to leave, defend or score off
Bat Movement	State of the pitch
Speed out of the crease	State of the ball
Ball control with bat	Bowler being played
Ball control with bat under pressure	Form of the game being played
Judging line, length and pace	Judging the number of runs to take
Shot selection	
Running between the wickets	

PACE BOWLER

Technical

- Knows the ball grip needed to bowl effectively (use of the seam)
- Delivers the ball with the appropriate line, length and pace
 - Line (placing the ball in relation to the stumps)
 - Length (Bouncer, short pitched, good length, full, Yorker)
 - Pace (strike, bouncer, slower)
- Delivers the ball with accuracy/ consistency in their stock delivery
- Has bowling variations in their armoury, including at least two slower balls and the ability to bowl yorker's with different lines
- Shows safe and efficient technique when bowling the ball and at point of release
- Shows technique in their run up
- Is able to deal with 1 vs 1 bowler / batter duals.

Tactical

- In conjunction with the captain sets his field to his / her bowling and opponent batter
- Communicates effectively with those players around him / her
- Is aware of environmental factors
- Awareness of form and state of the game

Checklist Pace Bowler

Technical Skill	Tactical Skill
Basics of a bowling action	Choosing the line and length of delivery
Ball Grip	Consistency
Run up, Gather (pre delivery and mid bound)	Field placing to their bowling
Back foot contact	State of the game
Front foot contact	State of the pitch
Ball release and follow through	Communication
Action – front on / side on	Decision Making
Range of movement	Understanding
Ball Grip	Game Effectiveness
How to use the pitch, weather and condition of the ball.	Weather
Range of Delivery - line length and pace	Energy and skill levels of players
Hold a consistent line and length - accuracy	Using the new ball
Variation	Wicket taking v containment v prevention of scoring
Under Pressure	Form of the game being played

SPIN BOWLER

Technical

- Knows the ball grip needed to bowl effectively (use of finger or wrist spin)
- Delivers the ball with the appropriate flight, turn, bounce, dip or drift
 - Creating rotation / turn (off spin, left arm orthodox, leg spin, left arm unorthodox)
 - Creating drift
 - Creating flight
 - Creating Dip
 - Creating Bounce
- Delivers the ball with accuracy/ consistency in their stock delivery
- Has bowling variations in their armoury
- Shows safe and efficient technique when bowling the ball and at point of release
- Shows technique in their run up
- Is able to deal with 1 vs 1 bowler / batter duals.

Tactical

- In conjunction with the captain sets his field to his / her bowling
- Communicates effectively with those players around him / her
- Is aware of environmental factors

Checklist Spin Bowler

Technical Skill	Tactical Skill
Basics of a bowling action	Choosing the delivery
Ball Grip (finger / wrist)	Consistency
Run up, Gather (pre delivery and mid bound)	Field placings to their bowling
Back foot contact	State of the game
Front foot contact	State of the pitch
Ball release and follow through	Communication
Action – front on / side on	Decision Making
Range of ball movement / variation	Understanding
Ball Grip	Game Effectiveness
How to use the pitch, weather and condition of the ball.	Weather
Creating Flight, turn, dip, bounce and drift	Energy and skill levels of players
	Taking the pace off the ball
	Wicket taking v containment v prevention of scoring
	Form of the game being played

FIELDER

Technical

- Is able to use the body effectively to receive (pick up/ catch) and throw the ball
- Shows control when receiving under pressure
- Is able to throw the ball accurately over short and long range distances and towards a target / appropriate to the different fielding positions
- Catches the ball effectively over a range of distances, speeds and from different heights and angles
- Is aware of the fielding positions and roles within those

Tactical

- Shows intelligent movement to adopt positions to receive the ball
- Reads batters movement and bat play and positions appropriately
- Communicates with those players around him
- Adapting to the different fielding placings and positions
- Game awareness

Checklist Fielder

Technical Skill	Tactical Skill
Range of throwing techniques:	Form of the game being played
Run in	Restrictions
Gather	State of the game (attacking / defending)
Throw (straight and hard, accuracy)	New/ established batter
Direct hits at the stumps / accuracy to hand	Fielding positions appropriate to the bowler and the game
Distances	State of the pitch
Under Pressure	Communication
Range of pick up / catching techniques	Decision Making
On the Ground	Understanding
In the Air (flat/ low / high)	Game Effectiveness
Close (reactions / focus/ courage)	Field settings to bowling type
Diving	Bowler's field placement
Under Pressure	Tracking / scanning
Range of movement techniques	
Direct	
Around	
Under Pressure	
Other Techniques	

WICKET KEEPER

Technical

- Receives the ball effectively from a variety of areas and sources
- Dismissal of batters through catching / catching and stumping/ deflecting
- Consistent stance and set up technique behind the stumps

Tactical

- Shows intelligent movement to adopt positions to receive the ball for a possible dismissal opportunity
- Reads opponents play and positions appropriately
- Reads the bowlers fielding positions and positions appropriately
- Combines with close fielders to pressurise the batter

Checklist Wicket Keeper

Technical Skill	Tactical Skill
Range of techniques:	Recovery of balls from run outs
Stance behind the stumps	Communication with other fielders
Movement to catch	Communication with slip cordon
Standing up	State of the game
Close / far back	State of the pitch
Jumping and diving	Bowler insight
Stumping	Understanding
Under Pressure	Game Effectiveness
Range of catches	
Edge / Nick off	
Off bowler deliveries	
From fielders	
From throws for run outs	
Under Pressure	

EQUESTRIAN SPECIFIC ROLES AND RESPONSIBILITIES

Introduction

There are 4 Key Equestrian roles

1. Jockey
2. Event Rider
3. Show Jumping Rider
4. Dressage Rider

These roles will demonstrate the competence of the rider within a specific equestrian discipline.

JOCKEY

Technical

- Ability to present and position horse at start of race
- Controls pace, speed and direction throughout race
- Ability to balance horse and establish rhythm
- Position horse throughout race for optimum performance
- Ride a finish to obtain best placing within horse's capabilities

Technical

- Positional awareness of own horse and rest of field throughout the race
- Anticipates pace and position of others throughout the race
- Judges pace and distance
- Positions horse for optimum performance during race taking account of other jockeys
- Understands when to start riding for a finish
- Maintain position and forward momentum during the closing stages of a race
- Takes account of going, surface, terrain and weather conditions

Jockey's Checklist

Technical Skill	Tactical Skill
Body position at all paces	Judging distance
Control of horse	Assessing going
Starting procedures	Assessing opposition
Positioning of horse in relation to others in race	Decision making during a race
Setting pace	Placing horse during a race
Riding a finish	Understanding of race conditions
Correct use of whip	Understanding of responsibility for horse's welfare
When to pull a horse up	

EVENT RIDER

Technical

- Ability to present and position horse during dressage phase
- Controls pace, speed and direction during jumping phase
- Ability to balance horse and establish rhythm in all phases
- Position horse throughout each phase for optimum performance
- Ride to obtain best placing within horse's capabilities

Technical

- Awareness of horse's stage of training in relation to specific dressage movements
- Awareness of movements in dressage test
- Presents horse to jumps at correct pace with rhythm and balance
- Judges pace and distance
- Positions horse for optimum performance throughout competition
- Understands when to adapt riding plans in line with horse's way of going
- Takes account of going, surface, terrain and weather conditions

Event rider Checklist

Technical Skill	Tactical Skill
Body position at all paces	Judging distance
Control of horse	Assessing going
Dressage movements	Presenting accurate movements during dressage
Presenting horse to a fence	Decision making during competition
Setting pace during show jumping phase	Riding lines and courses
Setting pace and judging distance during cross country phase	Understanding conditions of competition
Correct use of riding aids	Understanding of responsibility for horse's welfare
When to retire horse from competition	

SHOW JUMPING RIDER

Technical

- Ability to present and position horse to a fence
- Assesses distances between fences and place horse accordingly
- Controls pace, speed and direction during jumping phase
- Ability to balance horse and establish rhythm throughout the course
- Ride to obtain best placing within horse's capabilities

Technical

- Awareness of horse's stage of training in relation to demands of the course
- Takes account of surface, going, terrain and weather conditions
- Judges pace and distance
- Positions horse for optimum performance throughout competition
- Understands when to adapt riding plans in line with horse's way of going
- Takes account of going, surface, terrain and weather conditions

Showjumper's Checklist

Technical Skill	Tactical Skill
Body position at all paces	Judging distance
Control of horse	Assessing going
Presenting horse to a fence	Riding lines and distances
Setting pace during show jumping phase	Decision making during competition
Correct use of riding aids	Jump off lines and speed
When to retire horse from competition	Understanding conditions of competition
	Understanding of responsibility for horse's welfare

DRESSAGE RIDER

Technical

- Ability to present and position horse for dressage movements
- Use of arena
- Controls pace, speed and direction for each movement
- Ability to balance horse and establish rhythm at all paces
- Ride to obtain best placing within horse's capabilities

Technical

- Awareness of horse's stage of training in relation to demands of the test
- Takes account of surface, going, terrain and weather conditions
- Judges pace and distance
- Positions horse for optimum performance throughout competition
- Understands when to adapt riding plans in line with horse's way of going

Dressage rider's Checklist

Technical Skill	Tactical Skill
Body position at all paces	Use of the arena
Control of horse	Assessing going
Riding dressage movements at all paces	Decision making during competition
Correct use of riding aids	Complexity of movements
When to retire horse from competition	Scales of training in horse development
	Understanding conditions of competition
	Understanding of responsibility for horse's welfare

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