

# 1st4sport Level 3 Diploma in Sporting Excellence

## Qualification Specification



## About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

**Our Mission:** To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

**Our Direction:** We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

## Qualification Specification

Title:	1st4sport Level 3 Diploma in Sporting Excellence
Qualification Overview:	Provides proof of a person's ability to perform or start a career in the elite sports training and competition environment in a chosen sport.
Qualification Code:	L3DISER
Qualification Regulation Number:	603/3337/6
Guided Learning Hours (GLH):	780
Total Qualification Time (TQT):	864
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/09/2018
Qualification Review Date:	31/12/2025
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to work as a professional or semi-professional athlete, or start a career in the elite sports environment
Qualification Purpose:	Prepare for employment in a specific occupational area.

### Who is this qualification for?

The Diploma in Sporting Excellence is a qualification specifically designed for learners with an opportunity to be assessed on their ability to work towards and fulfil the role and requirements of an elite sports performer. The qualification is aimed at talented sports performers identified by the National Governing Body (NGB) upon the Talent Pathway who have entered in to a training and competition programme within their sport in order to compete at the highest level.

### Qualification Progression

Learners could progress on to a university pathway UCAS have allocated 64 tariff points to this qualification. The skills and knowledge developed through this qualification may also be used to progress to other industry-relevant qualifications in sport.

Upon achievement it is intended that learners will be prepared to continue to compete in their sport at elite level or use their knowledge, skills and competency to gain employment within an alternative career in the elite sports environment, such as sports coach, sports nutritionist, sports psychologist, lifestyle coach, sport performance analyst or employment within a sporting National Governing Body.

## Entry Requirements

Learners must be a minimum of 16 years old at registration and 16 years old at certification.

## Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 16 years of age
- be able to undertake this assessment in English or Welsh (if available)

## Assessment Methods

The assessment methods used in this qualification are:

- Portfolio of Evidence (in 19 of 19 mandatory units),
- Practical Demonstration/Assignment (in 17 of 19 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

## Grading Methods

This qualification will be graded Pass / Fail.

## Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

### Mandatory Units

Unit ID	Unit Title	GLH
M/617/1209	Develop own technical skills to achieve excellence in a sport	160
H/617/1210	Understanding technical skills to achieve excellence in sport	30
K/617/1211	Develop own tactical skills to achieve excellence in a sport	160
M/617/1212	Understanding tactical skills to achieve excellence in sport	30
A/617/1214	Develop own physical capability to achieve excellence in a sport	130
J/617/1216	Understanding physical capability to achieve excellence in sport	30
L/617/1217	Develop own nutritional programme to achieve excellence in a sport	15
Y/617/1219	Understanding nutrition to achieve excellence in sport	20
L/617/1220	Develop own psychological skills to achieve excellence in a sport	30
Y/617/1222	Understanding psychological skills in relation to excellence in sport	30
M/617/1226	Manage own lifestyle to achieve excellence in a sport	10
F/617/1229	Develop own career in a sport	15
T/617/1230	Understanding how to develop own career in sport	15
A/617/1231	Communicate effectively with other people to achieve excellence in a sport	20
F/617/1232	Understanding communication and teamwork to achieve excellence in sport	30
J/617/1233	Work in a healthy and safe way at training and competition venues	10
L/617/1234	Understanding health and safety at training and competition venues	15
R/617/1235	Culture, values and behaviours in a sport pathway	15
T/617/1227	Understanding lifestyle to achieve excellence in sport	15

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification

<b>Unit Title</b>	Develop own technical skills to achieve excellence in a sport
<b>Unit Aim</b>	This unit covers the development of technical skills in the chosen sport and includes contributing to: (i) identifying and agreeing a programme to improve technical skills (ii) implementing a programme to improve technical skill (iii) applying and evaluating technical skills in competition.
<b>Unique Unit Number</b>	M/617/1209
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learning outcomes 1-4 must be assessed using evidence of the athlete's adherence to a real technical training and competition programme. For learning outcome 1-4 the learner must cover the following technical goals: (i) short term (ii) medium term (iii) long term. And the following technical demands for learning outcome 1: (i) technical skills. As a minimum, the above requirements must be observed to a competent standard and assessed by an appropriately qualified assessor on a minimum of one occasion in order for learners to successfully achieve this unit.

Learning Outcome: 1. be able to contribute to a programme to improve own technical skills	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 work with coaching and/or other staff to agree the technical demands for excellence in their own role(s) in the sport	
1.2 work with coaching and/or other staff to analyse their own level of technical skill and potential for achieving excellence	
1.3 draw conclusions from the analysis of their own technical skills	
1.4 work with coaching and/or other staff to identify the main priorities and goals for achieving technical excellence in the role	
1.5 work with coaching and/or other staff to plan a programme to achieve technical goals	

**Learning Outcome: 2. be able to implement a programme to improve own technical skills**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 take part in the planned technical skills programme	
2.2 follow the analyses, instructions and demonstrations provided by coaching and/or other staff	
2.3 contribute to on-going assessments of their own technical progress	
2.4 provide feedback to coaching and/or other staff on how well the technical skills programme is meeting their own needs	
2.5 work with coaching and/or other staff to continuously develop their own technical skills programme to achieve technical goals	

**Learning Outcome: 3. be able to apply technical skills before and during competition**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 work with coaching and/or other staff to identify how to make best use of technical skills before and during competition	
3.2 discuss and agree with coaching and/or other staff how to practice the necessary technical skills before and during competition	
3.3 take part in planned pre-competition technical practices	
3.4 provide feedback to coaching and/or other staff on the effectiveness of planned pre-competition technical practices	
3.5 make suggestions to improve planned pre-competition technical practices	
3.6 integrate technical and other skills and capabilities, before and during competition	

**Learning Outcome: 4. be able to contribute to evaluating own technical performance during competition**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 work with coaching and/or other staff to evaluate their own technical performance during competition with the assistance of technology	
4.2 identify with coaching and/or other staff how to improve their own technical skills	
4.3 identify with coaching and/or other staff how their own technical goals and programme can be developed further	



<b>Unit Title</b>	Understanding technical skills to achieve excellence in sport
<b>Unit Aim</b>	This unit covers an understanding of how athletes develop technical skills in their chosen sport and includes understanding how to: (i) identify and agree a programme to improve technical skills (ii) implement a programme to improve technical skills (iii) apply and evaluate technical skills in competition.
<b>Unique Unit Number</b>	H/617/1210
<b>Unit Assessment Method(s)</b>	Portfolio of Evidence
<b>Assessment Specification</b>	This unit will be assessed through a series of portfolio-based tasks.

**Learning Outcome: 1. understand the technical demands and skill requirements of an elite athlete's role in sport**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 identify sources of information on the technical demands and skills requirement of an elite athlete's role in sport	
1.2 summarise the technical demands and skill requirements appropriate to excellence in an elite athlete's role in sport	
1.3 describe the types of technical priorities that an elite athlete may have to concentrate on to achieve excellence in the role in sport	

**Learning Outcome: 2. understand how an elite athlete works with coaching and other staff to identify own technical needs**

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 describe the types of assessments that are used to analyse technical skills in sport	
2.2 explain how an elite athlete takes part in assessments to analyse technical skills in their role(s) in sport	
2.3 explain how an elite athlete can help coaching and other staff to identify their own technical needs	
2.4 explain why it is important for an elite athlete to contribute to the discussions and analysis of their own technical needs	

**Learning Outcome: 3. understand the importance of an elite athlete setting goals for own technical development**

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain the importance of technical goal setting in achieving excellence in sport	
3.2 describe the types of technical goals that an elite athlete may need to set themselves	
3.3 explain the main components of a technical skills programme and how this programme should help to achieve individual goals	
3.4 explain the importance of an elite athlete understanding and agreeing the technical goals they need to achieve	

**Learning Outcome: 4. understand how an elite athlete applies themselves to a technical skills programme**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 explain the importance of an elite athlete committing themselves to a technical skills programme	
4.2 describe the types of behaviour that show an athlete is contributing positively to a technical skills programme	
4.3 explain why it is important that an elite athlete gives coaching staff objective feedback on how well the technical programme is meeting their needs	
4.4 describe the types of feedback an elite athlete should provide during a technical skills programme	
4.5 explain ways in which a technical skills programme can be continuously developed to meet individual athlete needs	

**Learning Outcome: 5. understand how an elite athlete prepares and applies technical skills for competition**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 explain how an elite athlete can make best use of their technical skills during competition	
5.2 describe the types of technical pre-competition practices that can help an elite athlete prepare for competition	
5.3 identify ways in which an elite athlete can help coaching staff to improve technical pre-competition practices	
5.4 explain how an elite athlete can integrate technical, tactical, physical and psychological skills to achieve excellence during competition	

**Learning Outcome: 6. understand how an elite athlete can improve their technical performance through evaluation**

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 explain the importance of evaluating an elite athlete's technical performance in competition	
6.2 describe methods that can be used to evaluate an elite athlete's technical performance in competition	
6.3 explain how an elite athlete can contribute to evaluations of their competitive technical performance	
6.4 explain how an elite athlete can use evaluations to make further improvements to their technical skills	

<b>Unit Title</b>	Develop own tactical skills to achieve excellence in a sport
<b>Unit Aim</b>	This unit covers the development of tactical skills in the chosen sport and includes contributing to: (i) identifying and agreeing a programme to improve tactical skills (ii) implementing a programme to improve tactical skills (iii) applying and evaluating tactical skills in competition.
<b>Unique Unit Number</b>	K/617/1211
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	<p>Learning outcomes 1-4 must be assessed using evidence of the athlete's adherence to a real technical training and competition programme.</p> <p>Learning outcome 1-4 The learner must cover the following technical goals:</p> <ul style="list-style-type: none"> <li>• short term</li> <li>• medium term</li> <li>• long term</li> </ul> <p>and the following technical demands for learning outcome 1: technical skills</p> <p>As a minimum, the above requirements must be observed to a competent standard and assessed by an appropriately qualified assessor on a minimum of one occasion in order for learners to successfully achieve this unit.</p>

Learning Outcome: 1. understand the tactical demands and skill requirements of an elite athlete's role in sport	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 identify sources of information on the tactical demands and skills requirement of an elite athlete's role in sport	
1.2 summarise the tactical demands appropriate to excellence in an elite athlete's role in sport	
1.3 describe the types of tactical priorities that an elite athlete may have to concentrate on to achieve excellence in the role in sport	

**Learning Outcome: 2. understand how an elite athlete works with coaching and other staff to identify own tactical needs**

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 describe the types of assessments that are used to analyse tactical skills in sport	
2.2 explain how an elite athlete takes part in assessments to analyse tactical skills in their role(s) in sport	
2.3 explain how an elite athlete can help coaching and other staff to identify their own tactical needs	
2.4 explain why it is important for an elite athlete to contribute to the discussions and analysis of their own tactical needs	

**Learning Outcome: 3. understand the importance of an elite athlete setting goals for own tactical development**

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain the importance of tactical goal setting in achieving excellence in sport	
3.2 describe the types of tactical goals that an elite athlete may need to set themselves	
3.3 explain the main components of a tactical skills programme and how this programme should help to achieve individual goals	
3.4 explain the importance of an elite athlete understanding and agreeing the tactical goals they need to achieve	

**Learning Outcome: 4. understand how an elite athlete applies themselves to a tactical skills programme**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 explain the importance of an elite athlete committing themselves to a tactical skills programme	
4.2 describe the types of behaviour that show an elite athlete is contributing positively to a tactical skills programme	
4.3 explain why it is important that an elite athlete gives coaching staff objective feedback on how well the tactical skills programme is meeting their needs	
4.4 describe the types feedback an elite athlete can provide during a tactical skills programme	
4.5 explain ways in which a tactical skills programme can be continuously developed to meet individual needs	

**Learning Outcome: 5. understand how an elite athlete prepares and applies tactical skills for competition**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 explain how an elite athlete can make best use of their tactical skills during competition	
5.2 describe the types of tactical pre-competition practices that can help an elite athlete prepare for competition	
5.3 identify ways in which an elite athlete can help coaching staff to improve tactical pre-competition practices	
5.4 explain how an elite athlete can integrate technical, tactical, physical and psychological skills to achieve excellence during competition	

**Learning Outcome: 6. understand how an elite athlete can improve their tactical performance through evaluation**

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 explain the importance of evaluating an elite athlete's tactical performance in competition	
6.2 describe methods that can be used to evaluate an elite athlete's tactical performance in competition	
6.3 explain how an elite athlete can contribute to evaluations of their competitive tactical performance	
6.4 explain how an elite athlete can use evaluations to make further improvements to their tactical skills	



<b>Unit Title</b>	Understanding tactical skills to achieve excellence in sport
<b>Unit Aim</b>	This unit covers an understanding of how athletes develop tactical skills in their chosen sport and includes understanding how to: (i) identify and agree a programme to improve tactical skills (ii) implement a programme to improve tactical skills (iii) apply and evaluate tactical skills in competition.
<b>Unique Unit Number</b>	M/617/1212
<b>Unit Assessment Method(s)</b>	Portfolio of Evidence
<b>Assessment Specification</b>	This unit will be assessed through a series of portfolio-based tasks.

Learning Outcome: 1. understand the tactical demands and skill requirements of an elite athlete's role in sport	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 identify sources of information on the tactical demands and skills requirement of an elite athlete's role in sport	
1.2 summarise the tactical demands appropriate to excellence in an elite athlete's role in sport	
1.3 describe the types of tactical priorities that an elite athlete may have to concentrate on to achieve excellence in the role in sport	

**Learning Outcome: 2. understand how an elite athlete works with coaching and other staff to identify own tactical needs**

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 describe the types of assessments that are used to analyse tactical skills in sport	
2.2 explain how an elite athlete takes part in assessments to analyse tactical skills in their role(s) in sport	
2.3 explain how an elite athlete can help coaching and other staff to identify their own tactical needs	
2.4 explain why it is important for an elite athlete to contribute to the discussions and analysis of their own tactical needs	

**Learning Outcome: 3. understand the importance of an elite athlete setting goals for own tactical development**

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain the importance of tactical goal setting in achieving excellence in sport	
3.2 describe the types of tactical goals that an elite athlete may need to set themselves	
3.3 explain the main components of a tactical skills programme and how this programme should help to achieve individual goals	
3.4 explain the importance of an elite athlete understanding and agreeing the tactical goals they need to achieve	

**Learning Outcome: 4. understand how an elite athlete applies themselves to a tactical skills programme**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 explain the importance of an elite athlete committing themselves to a tactical skills programme	
4.2 describe the types of behaviour that show an elite athlete is contributing positively to a tactical skills programme	
4.3 explain why it is important that an elite athlete gives coaching staff objective feedback on how well the tactical skills programme is meeting their needs	
4.4 describe the types feedback an elite athlete can provide during a tactical skills programme	
4.5 explain ways in which a tactical skills programme can be continuously developed to meet individual needs	

**Learning Outcome: 5. understand how an elite athlete prepares and applies tactical skills for competition**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 explain how an elite athlete can make best use of their tactical skills during competition	
5.2 describe the types of tactical pre-competition practices that can help an elite athlete prepare for competition	
5.3 identify ways in which an elite athlete can help coaching staff to improve tactical pre-competition practices	
5.4 explain how an elite athlete can integrate technical, tactical, physical and psychological skills to achieve excellence during competition	

**Learning Outcome: 6. understand how an elite athlete can improve their tactical performance through evaluation**

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 explain the importance of evaluating an elite athlete's tactical performance in competition	
6.2 describe methods that can be used to evaluate an elite athlete's tactical performance in competition	
6.3 explain how an elite athlete can contribute to evaluations of their competitive tactical performance	
6.4 explain how an elite athlete can use evaluations to make further improvements to their tactical skills	

<b>Unit Title</b>	Develop own physical capability to achieve excellence in a sport
<b>Unit Aim</b>	This unit covers the development of physical capability in the chosen sport and includes contributing to: (i) identifying and agreeing a programme to improve physical capability (ii) implementing a programme to improve physical capability (iii) applying and evaluating physical capability in competition.
<b>Unique Unit Number</b>	A/617/1214
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learning outcomes 1 - 4 must be assessed using evidence of the athlete's adherence to a real physical training and competition programme. The learner must cover the following types of goals: (i) short term (ii) medium term (iii) long term, and, 4 of the following physical capabilities for learning outcome 1: (i) power (ii) strength (iii) muscular endurance (iv) cardiovascular endurance (v) speed. As a minimum, the above requirements must be observed to a competent standard and assessed by an appropriately qualified assessor on a minimum of one occasion in order for learners to successfully achieve this unit.

Learning Outcome: 1. be able to contribute to developing a programme to improve own physical capability	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 work with coaching and/or other staff to identify the physical demands for excellence in their own role(s) in the sport	
1.2 work with coaching and/or other staff to analyse their own level of physical capability and potential for achieving excellence	
1.3 draw conclusions from the analysis of their own physical capability	
1.4 work with coaching and/or other staff to identify the main priorities and goals for achieving the necessary level of physical capability	
1.5 work with coaching and/or other staff to plan a programme to achieve physical goals	

**Learning Outcome: 2. be able to implement a programme to improve own physical capability**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 take part in the planned physical conditioning programme	
2.2 follow the analyses, instructions and demonstrations provided by coaching and/or other staff	
2.3 contribute to on-going assessments of their own physical progress	
2.4 provide feedback to their own coaching and/or other staff on how well the physical conditioning programme is meeting their own needs	
2.5 work with their own coaching and/or other staff to continuously develop the physical conditioning programme to achieve physical goals	

### Learning Outcome: 3. be able to apply own physical capability before and during competition

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 work with their own coaching and/or other staff to identify how to make best use of physical capability before and during competition	
3.2 identify with their own coaching and/or other staff how to improve physical capability before and during competition	
3.3 take part in planned pre-competition physical practices	
3.4 provide feedback to coaching and/or other staff on the effectiveness of planned pre-competition physical practices	
3.5 make suggestions on how to improve planned pre-competition practices	
3.6 integrate their own physical capability with other skills before and during competition	

### Learning Outcome: 4. be able to contribute to evaluating own physical performance during competition

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 work with coaching and/or other staff to evaluate their own physical capability performance during competition, with the assistance of technology	
4.2 identify with coaching and/or other staff how to improve their own physical capability	
4.3 identify with coaching and/or other staff how their own tactical goals and programme can be developed further	

<b>Unit Title</b>	Understanding physical capability to achieve excellence in sport
<b>Unit Aim</b>	This unit covers an understanding of how athletes develop their physical capability in their chosen sport and includes understanding how to: (i) identify and agree a programme to improve physical capability (ii) implement a programme to improve physical capability (iii) apply and evaluate physical capability in competition.
<b>Unique Unit Number</b>	J/617/1216
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learning outcomes can be assessed by (i) professional discussion (ii) oral questions and answers (iii) questions requiring written answers.

Learning Outcome: 1. understand the physical demands and capability requirements of an elite athlete's role in a sport	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 identify sources of information on the physical demands and capability requirements of an elite athlete's role in sport	
1.2 summarise the physical demands placed on an elite athlete operating at the level of excellence in a role in their sport	
1.3 describe the components of physical fitness that an elite athlete may have to focus on to achieve excellence in sport	



**Learning Outcome: 2. understand how an elite athlete works with coaching and other staff to identify own physical conditioning needs**

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 describe the types of assessments that are used to analyse an elite athlete's physical capability in a sport	
2.2 explain how an elite athlete takes part in assessments to analyse physical capability in their sport	
2.3 explain how an elite athlete can help coaching and other staff to analyse their assessment results to identify their own physical need	
2.4 explain why it is important to contribute to discussions and analysis of their own physical capabilities	

**Learning Outcome: 3. understand the importance of an elite athlete setting goals for own physical development**

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain the importance of physical goal setting in achieving excellence in sport	
3.2 describe the types of physical goals that an elite athlete may set themselves	
3.3 explain the main components of a physical conditioning programme and how this programme should help to achieve individual goals	
3.4 explain the importance of an elite athlete understanding and agreeing the physical goals they need to achieve	

**Learning Outcome: 4. understand about injury, injury prevention and recovery in own sport**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 describe the common types of injuries that affect an elite athlete in the sport and the short, medium and long term effects of these injuries on their performance in a sport	
4.2 describe ways an elite athlete can minimise the risk of injury	
4.3 describe how functional movement screening can be used to prevent injury and improve longevity in an elite athlete's sport	
4.4 explain the psychological impact that injuries can have on an elite athlete's performance	
4.5 describe the main components of a programme to recover from injury both mentally and physically	

### Learning Outcome: 5. understand how an elite athlete applies themselves to a physical conditioning programme

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 explain the importance of an elite athlete committing themselves to a physical conditioning programme	
5.2 describe the types of behaviour that show an elite athlete is contributing positively to a physical conditioning programme	
5.3 explain why it is important that an elite athlete gives coaching staff objective feedback on how well the physical conditioning programme is meeting their needs	
5.4 describe the types feedback an elite athlete should provide during a physical conditioning programme	
5.5 explain way in which a physical conditioning programme can be continuously developed to meet individual athlete need	

### Learning Outcome: 6. understand how an elite athlete prepares and applies their physical capability for competition

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 explain how an elite athlete can make best use of their physical capability during competition	
6.2 describe the types of physical pre-competition exercises that can help an elite athlete prepare for competition	
6.3 identify ways in which an elite athlete can help coaching staff to improve their physical pre-competition practices	
6.4 explain how an elite athlete can integrate technical, tactical, physical and psychological skills to achieve excellence during competition	

**Learning Outcome: 7. understand how an elite athlete can improve their physical training through evaluation**

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 explain the importance of evaluating an elite athlete's physical performance in competition	
7.2 describe methods that can be used to evaluate an elite athlete's physical performance in competition	
7.3 explain how an elite athlete can contribute to evaluations of their competitive physical performance	
7.4 explain how an elite athlete can use evaluations to make further improvements to their physical capability	

<b>Unit Title</b>	Develop own nutritional programme to achieve excellence in a sport
<b>Unit Aim</b>	This unit covers the development of physical capability in the learners chosen sport and includes contributing to agreeing and implementing a nutritional programme.
<b>Unique Unit Number</b>	L/617/1217
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learning outcomes 1 and 2 must be assessed using evidence of the athlete's adherence to a real nutritional programme. For learning outcomes 1 and 2 the learner must cover at least 4 of the following aspects of a nutritional programme in their training: (i) macronutrients (ii) micronutrients (iii) hydration (iv) preparation. As a minimum, the above requirements must be observed to a competent standard and assessed by an appropriately qualified assessor on a minimum of one occasion in order for learners to successfully achieve this unit.

**Learning Outcome: 1. be able to contribute to a nutritional programme to improve own performance**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 work with coaching and/or other staff to identify the energy demands and specific nutritional needs of their own role(s) in the sport	
1.2 provide coaching and/or other staff with information about their own dietary preferences or special dietary requirements	
1.3 identify with coaching and/or other staff a nutritional strategy appropriate to their own role(s), dietary preferences or special dietary requirements	
1.4 present appropriate nutritional menus which meet the performance and recovery needs of their sport	
1.5 calculate appropriate volumes of liquid to consume in order to rehydrate after competition and training	

**Learning Outcome: 2. be able to implement and review a nutritional programme to improve own performance**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
2.1 follow the nutritional strategy as agreed before, during, and after, training and competition	
2.2 provide coaching and/or other staff with the information they need to monitor and evaluate the nutritional strategy	
2.3 work with coaching staff and other experts to develop and improve the nutritional strategy	

<b>Unit Title</b>	Understanding nutrition to achieve excellence in sport
<b>Unit Aim</b>	This unit covers the essential knowledge of nutrition that an athlete requires for their chosen sport.
<b>Unique Unit Number</b>	Y/617/1219
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learning outcomes can be assessed by (i) professional discussion (ii) oral questions and answers (iii) questions requiring written answers.

**Learning Outcome: 1. understand how an elite athlete can contribute to a nutritional strategy**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 explain the importance and impact of a balanced diet to an elite athlete's performance	
1.2 evaluate the energy demands and particular nutritional needs of their own role(s) in the sport	
1.3 calculate appropriate quantities of macronutrients based upon performance demands and body weight	
1.4 summarise the types of information an elite athlete can provide to coaching and/or other staff to devise a nutritional strategy	
1.5 explain the impact of their own dietary preferences and special dietary requirements when developing a nutritional strategy for an elite athlete	
1.6 explain how an elite athlete develops a nutritional strategy to maintain and improve their performance	

**Learning Outcome: 2. understand how to implement and review a nutritional strategy for an elite athlete**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 explain why an elite athlete should ensure that people who provide meals understand and support the nutritional strategy	
2.2 explain why it is important for an elite athlete to comply with a nutritional strategy before, during and after competition and training	
2.3 describe the types of information that coaching and/or other staff may need to evaluate an athlete's nutritional strategy	
2.4 explain the types of improvements that can be made to nutritional strategies to meet individual needs	
2.5 explain the importance of rehydration and the symptoms and effects on their own performance due to dehydration	



**Learning Outcome: 3. know about the risks of drugs in own sport**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 identify the types of banned substances for athletes in their own sport	
3.2 explain why there is a specific list of banned substances for competing athletes in their own sport	
3.3 explain the principle of strict liability in the context of drug testing	
3.4 explain the requirements for drugs testing in their own sport and why they must be followed	
3.5 describe what an elite athlete must do to ensure they comply with drug testing procedures, including in and out of competition and when training venues change	
3.6 describe what an elite athlete must check for when taking supplementation or medicines and who could best advise them in such situations	

<b>Unit Title</b>	Develop own psychological skills to achieve excellence in a sport
<b>Unit Aim</b>	This unit covers the development of psychological skills in the chosen sport and includes contributing to: (i) identifying and agreeing a programme to improve psychological skills (ii) implementing a programme to improve psychological skills (iii) applying and evaluating psychological skills in competition.
<b>Unique Unit Number</b>	L/617/1220
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learning outcomes 1 - 4 must be assessed using evidence of the athlete's adherence to a real psychological skills training and competition programme. The learner must cover the following goals: (i) short term (ii) medium term (iii) long term, and, three of the following psychological demands for learning outcome 1: (i) motivation (ii) confidence (iii) concentration. As a minimum, the above requirements must be observed to a competent standard and assessed by an appropriately qualified assessor on a minimum of one occasion in order for learners to successfully achieve this unit.

**Learning Outcome: 1. be able to contribute to developing a programme to improve own psychological skills**

<b>Assessment Criteria</b>	<b>Indicative Delivery Content</b>
The learner can:	
1.1 work with coaching and/or other staff to identify the psychological demands for excellence in their own role(s)	
1.2 work with coaching and/or other staff to develop a personal profile of psychological skills relating to performance in their own sport	
1.3 draw conclusions from the analysis of their own psychological skills	
1.4 discuss and agree with coaching and/or other staff the main priorities for achieving psychological excellence in their own role	
1.5 work with coaching and/or other staff to plan a programme to achieve goals for psychological skills	

**Learning Outcome: 2. be able to implement a programme to improve own psychological skills**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 take part in the planned psychological skills programme	
2.2 contribute to on-going assessments of their own psychological progress	
2.3 provide feedback to coaching and/or other staff on how well the psychological skills programme is meeting their own needs	
2.4 work with coaching and/or other staff to continuously develop the psychological skills programme to achieve psychological goals	

### Learning Outcome: 3. be able to apply own psychological skills before and during competition

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 work with their own coaching and/or other staff to identify how to make best use of psychological skills before and during competition	
3.2 identify with their own coaching and/or other staff how to practice the necessary psychological skills before and during competition	
3.3 take part in planned pre-competition psychological skills practices	
3.4 provide feedback to coaching and/or other staff on the effectiveness of planned pre-competition psychological skills practices before and during competition.	
3.5 make suggestions to improve planned pre-competition practices for their own psychological skills	
3.6 integrate their own psychological skills with other skills and capabilities before and during competition	

### Learning Outcome: 4. be able to contribute to evaluating own psychological performance during competition

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 work with coaching and/or other staff to evaluate their own psychological performance during competition	
4.2 identify with coaching and/or other staff how to improve their own psychological skills	
4.3 Identify with coaching and/or other staff how their own psychological goals and programme can be developed further	



<b>Unit Title</b>	Understanding psychological skills in relation to excellence in sport
<b>Unit Aim</b>	This unit covers the understanding of psychological skills in the chosen sport and includes contributing to: (i) identifying and agreeing a programme to improve psychological skills (ii) implementing a programme to improve psychological skills (iii) applying and evaluating psychological skills in competition.
<b>Unique Unit Number</b>	Y/617/1222
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learning outcomes can be assessed by (i) professional discussion (ii) oral questions and answers (iii) questions requiring written answers.

**Learning Outcome: 1. understand the psychological demands of own role in sport**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 identify sources of information on the psychological demands and skill requirements of an elite athlete's role(s) in sport	
1.2 summarise the psychological demands appropriate to excellence in an elite athlete's role(s) in sport	
1.3 describe the types of psychological priorities that an elite athlete may have to concentrate on to achieve excellence in their role in sport	

**Learning Outcome: 2. understand how an elite athlete works with coaching and other staff to identify own psychological needs**

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 describe the types of assessments that may be used to develop a psychological skills profile for an elite athlete	
2.2 explain how an elite athlete can work best with their coaching and/or other staff on improving their own psychological skills	
2.3 explain the importance of an elite athlete providing their own views and opinions during the analysis of their psychological skills	
2.4 explain why it is important to contribute to discussions and analysis of their own psychological skills	

**Learning Outcome: 3. understand the importance of an elite athlete setting goals for own psychological development**

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain the importance of psychological goal setting in achieving excellence in sport	
3.2 describe the types of psychological skills goals that an elite athlete may need to set themselves	
3.3 explain the main components of a psychological skills programme and how this should help to achieve individual goals	
3.4 explain the importance of an elite athlete understanding and agreeing the psychological skills goals they need, to achieve individual goals	

### Learning Outcome: 4. understand how an elite athlete applies themselves to a programme to improve psychological skills

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 explain the importance of an elite athlete committing themselves to a psychological skills programme	
4.2 describe the types of behaviour that show an elite athlete is contributing positively to a psychological skills programme	
4.3 explain why it is important that an elite athlete gives coaching and/or other staff feedback on how well a programme to develop psychological skills is meeting individual needs	
4.4 describe the types feedback an elite athlete can provide during a psychological skills programme	
4.5 explain how a programme to improve psychological skills can be continuously developed to meet individual needs	

### Learning Outcome: 5. understand how an elite athlete prepares and applies own psychological skills in competition

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 explain how an elite athlete can make best use of their psychological skills in a competitive situation	
5.2 describe the types of psychological and pre-competition practices that can help an elite athlete prepare for competition	
5.3 identify ways in which an elite athlete can help coaching and/or other staff to improve psychological pre competition practices	
5.4 integrate psychological and other skills and capabilities before and during competition	



**Learning Outcome: 6. understand how an elite athlete can improve own psychological skills further through evaluation**

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 describe methods that can be used to evaluate the psychological aspects of competitive performance	
6.2 explain how an elite athlete can use evaluations to make further improvements to their psychological skills and the way they use them	
6.3 explain how success and failure in a competitive environment may effect an elite athlete both positively and negatively	

<b>Unit Title</b>	Manage own lifestyle to achieve excellence in a sport
<b>Unit Aim</b>	This unit covers the planning and management of an athlete's lifestyle so that they can maintain a professional career including: (i) planning and managing sporting commitments (ii) planning and managing time outside of sport.
<b>Unique Unit Number</b>	M/617/1226
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learning outcomes 1 and 2 must be assessed using evidence of the athlete's ability to manage their lifestyle in the context of developing as an elite performer. Learning outcome 1 the learner must cover the following sporting commitments: (i) short term (ii) medium term (iii) long term, and three of the following resources: (i) clothing and equipment (ii) information (iii) people. They must also cover three of the following types of other people: (i) coaching and/or other relevant staff (ii) mentors (iii) other athletes. As a minimum, the above requirements must be observed to a competent standard and assessed by an appropriately qualified assessor on a minimum of one occasion in order for learners to successfully achieve this unit. The following is also required: the development of a personal lifestyle planner that takes account of own sports training sessions, competitive events, rest days, personal and educational commitments and any other factors that influence day to day activities.

Learning Outcome: 1. be able to plan and manage own sporting commitments	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 work with others to plan, agree and record sporting commitments	
1.2 plan and manage their own time to achieve sporting commitments when competing locally or away from home	
1.3 make appropriate use of the resources needed to achieve sporting commitments	
1.4 inform other people about their plans	
1.5 be flexible in adapting sporting commitments when circumstances change	

**Learning Outcome: 2. be able to plan and manage time outside of sport**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 plan everyday life so that best use is made of available time and opportunities	
2.2 take rest and relaxation time as agreed with coaching staff and/or other staff	
2.3 manage the positive and negative influences of other people and activities in their own life and the effect these can have on progress in sport	
2.4 make use of other people with relevant skills, knowledge and experience when needed	

<b>Unit Title</b>	Develop own career in a sport
<b>Unit Aim</b>	This unit covers the development and implementation of a career plan including: (i) career planning (ii) implementing and developing a career plan (iii) planning and managing finances.
<b>Unique Unit Number</b>	F/617/1229
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learning outcomes 1, 2 and 3 must be assessed using evidence of the athlete's adherence to a real career plan. Learning outcome 1 the learner must cover the following types of goals: (i) short term (ii) medium term (iii) long term. Learning outcome 2 the learner must cover at least two of the following types of career (i) as a performer in their sport (ii) in another role in sport (iii) alternatives. Learning outcome 3 the learner must cover all the following financial goals: (i) short term (ii) medium term (iii) long term, and at least three of the following aspects of a financial plan. As a minimum, the above requirements must be observed to a competent standard and assessed by an appropriately qualified assessor on a minimum of one occasion in order for learners to successfully achieve this unit.

**Learning Outcome: 1. be able to plan own sporting career**

<b>Assessment Criteria</b>	<b>Indicative Delivery Content</b>
The learner can:	
1.1 identify the goals to achieve in their own career	
1.2 work with advisers to plan activities and timescales necessary to achieve their own career goals	
1.3 ensure their own career routes and timescales are realistic and achievable	
1.4 develop a plan to help achieve their own career goals, taking account of possible changes in circumstances	

### Learning Outcome: 2. be able to implement own career plan

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 identify organisations and people who can help them to follow their own career plan	
2.2 use the help and support of other organisations and people to assist in implementing their own career plan	
2.3 update their own career plan when expectations or circumstances change	
2.4 identify a range of transferable skills that may facilitate the elite athlete's performance in their primary sport as well as participation in another sport	
2.5 develop their own career plan for the time when it will no longer be possible to perform as an elite athlete	

### Learning Outcome: 3. be able to manage own finances

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 identify their own financial goals	
3.2 produce a realistic financial plan to achieve their own financial goals	
3.3 follow their own financial plan and seek help and advice when necessary	
3.4 keep accurate financial records	
3.5 update their own financial plan when circumstances change	



<b>Unit Title</b>	Understanding how to develop own career in sport
<b>Unit Aim</b>	This unit covers understanding the development and implementation of a career plan including: (i) career planning (ii) implementing and developing a career plan (iii) planning and managing finances.
<b>Unique Unit Number</b>	T/617/1230
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learning outcomes can be assessed by (i) professional discussion (ii) oral questions and answers (iii) questions requiring written answers.

Learning Outcome: 1. understand how an elite athlete plans own sporting career	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 describe the career realities of an athlete performing at the highest level in their sport	
1.2 explain why it is important to have a plan that covers both a career as an elite athlete, and alternative careers	
1.3 explain how an elite athlete assesses their own career potential and the range of people who can help them do this	

### Learning Outcome: 2. understand how an elite athlete implements and develops a career plan

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 identify the types of organisations and people who can help an elite athlete with their career options	
2.2 identify the structure of their own NGB performance pathway	
2.3 identify the types of training, skills and knowledge and qualifications that an elite athlete will need to follow their career plan	
2.4 explain why it is important for an elite athlete to review and update their career plan at regular intervals and how to do so	

### Learning Outcome: 3. understand how an elite athlete plans own finances

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain why it is important for an elite athlete to manage their finances responsibly	
3.2 describe how to find and use sources of financial advice	
3.3 explain how to develop their own short, medium and long term financial goals	
3.4 describe the role of an agent in elite sport and their responsibilities	
3.5 identify earning capabilities for each stage of their sports competition pathway and their position on it	



**Learning Outcome: 4. understand how an elite athlete manages own finances**

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 explain why it is important to seek advice from financial advisers when there are problems with a financial plan	
4.2 describe the financial records that an elite athlete should keep and how to keep them up to date	
4.3 explain why it is important to review a financial plan and how to do so	

<b>Unit Title</b>	Communicate effectively with other people to achieve excellence in a sport
<b>Unit Aim</b>	This unit covers communication and teamwork and includes: (i) communicating effectively with other people (ii) working effectively with other people (iii) presenting a positive public image of themselves, their organisation and sport.
<b>Unique Unit Number</b>	A/617/1231
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learning outcomes 1, 2 and 3 must be assessed using evidence of the athlete's communication, teamwork and presentation skills in a real work context. The learner must cover three of the following groups of people: (i) coaching staff (ii) other staff (iii) other athletes. As a minimum, the above requirements must be observed to a competent standard and assessed by an appropriately qualified assessor on a minimum of one occasion in order for learners to successfully achieve this unit.

**Learning Outcome: 1. be able to communicate effectively with other people**

<b>Assessment Criteria</b>	<b>Indicative Delivery Content</b>
The learner can:	
1.1 actively listen to what other people are trying to communicate, asking questions when necessary	
1.2 demonstrate how to provide and receive effective feedback to and from peers and coaching staff	
1.3 design and present a simulated athlete profile intended for social media, demonstrating appropriate language, visuals and personal branding to convey a positive image	
1.4 make constructive contributions to discussions with other people	

**Learning Outcome: 2. be able to work effectively with other people**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 identify how to use the contributions of other people in their own training, competition and broader career	
2.2 demonstrate the location and effective use of their National Governing Bodies electronic and social media platforms to identify commercial partners, community events, training opportunities and organisational structure	
2.3 show respect for the roles and responsibilities of the people worked with	
2.4 interpret the rules and regulations of their sport and apply them whilst training and in competition	
2.5 deal constructively with any problems that might occur when working with other people	
2.6 deal effectively with other people's feedback and emotions	

**Learning Outcome: 3. be able to present a positive image of self, own organisation and own sport during public appearances**

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 ensure their own appearance, behaviour and what is said reflect the standards of their own organisation and sport	
3.2 identify how their own behaviour impacts on personal reputation, sporting image and career	
3.3 comply with event guidelines where appropriate	
3.4 give people a positive impression of self, their own organisation and sport during media interviews	
3.5 reflect and evaluate on their own and/or their team's performance post competition	
3.6 reflect on their own professional image using feedback from other people	

<b>Unit Title</b>	Understanding communication and teamwork to achieve excellence in sport
<b>Unit Aim</b>	This unit covers knowledge of communication and teamwork and includes: (i) communicating effectively with other people (ii) working effectively with other people (iii) presenting a positive public image of themselves, their organisation and sport.
<b>Unique Unit Number</b>	F/617/1232
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learning outcomes can be assessed by: (i) professional discussion (ii) oral questions and answers (iii) questions requiring written answers. Learning outcome 3 - The learner must include the roles of the following people: (i) fellow athletes (ii) family (iii) supporters (iv) coaches (v) other support staff (vi) managers (vii) agents (viii) mentors and advisors.

**Learning Outcome: 1. explain why an elite athlete should ask questions when there are things they are unsure about**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 explain why an elite athlete should ask questions when there are things they are unsure about	
1.2 explain why it is important for an elite athlete to understand other people's information needs	
1.3 give examples of how to adapt communication to meet the needs of other people	

### Learning Outcome: 2. understand how to take part in discussions with other people

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 explain the importance of an elite athlete taking part in discussions with coaching and other support staff	
2.2 explain why it is important give other people the opportunity to contribute their ideas during discussions and to take account of these ideas	

### Learning Outcome: 3. understand the importance of good working relationships in sport

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 describe the roles of the different people with whom an elite athlete works with and what they can contribute to the athlete's career	
3.2 explain the importance of an elite athlete having good relationships with their colleagues	

### Learning Outcome: 4. understand how to maintain effective working relationships with others

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 give examples of how an elite athlete builds good working relationships with other people	
4.2 explain why it is important for an elite athlete to honour commitments to colleagues	

### Learning Outcome: 5. understand how to deal with problems with working relationships

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 describe the types of problems, including conflict, that may occur with colleagues	
5.2 explain how to deal with problems, including conflict, that may occur with colleagues	

### Learning Outcome: 6. understand how to improve working relationships with other people

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 explain why it is important to give and receive feedback when working with others	
6.2 explain how to deal with other people's feedback and emotions	
6.3 explain how to improve relationships with colleagues	

### Learning Outcome: 7. understand how an elite athlete presents a positive image of themselves, their organisation and their sport

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 explain why it is important for an elite athlete to present a positive image of themselves, their organisation and their sport	
7.2 describe the role of public relations and media in sport and how this affects an elite athlete	
7.3 give examples of the types of sensitive issues an elite athlete may be questioned on	
7.4 explain how an elite athlete should deal with sensitive issues	

**Learning Outcome: 8. understand how to handle public appearances**

Assessment Criteria	Indicative Delivery Content
The learner can:	
8.1 give examples of the types of public appearances an elite athlete may be required to make and the roles they may play at these appearances	
8.2 identify who an elite athlete should liaise with and seek advice from, in advance of public appearances	
8.3 identify the types of information required when preparing for public appearances	



Unit Title	Work in a healthy and safe way at training and competition venues
Unit Aim	This unit covers health and safety and includes: (i) working in a healthy and safe way (ii) following emergency procedures (iii) effective treatment of injuries.
Unique Unit Number	J/617/1233
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Portfolio of Evidence</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	<p>Learning outcome (LO) 1 must be assessed using evidence of the athlete's real working practices.  LO 2 may be assessed through realistic simulation.</p> <p>LO1  The learner must identify two of the following types of hazards</p> <ul style="list-style-type: none"> <li>- unsafe equipment and facilities</li> <li>- unsafe working practices</li> <li>- unsafe behaviour</li> <li>- security breaches</li> </ul> <p>and must cover 4 of the following health and safety requirements</p> <ul style="list-style-type: none"> <li>- use of facilities and equipment</li> <li>- manual handling</li> <li>- behaviour</li> <li>- emotional well-being</li> <li>- clothing and personal equipment</li> <li>- hygiene</li> </ul> <p>LO 2:  The learner must include the following as part of correct procedures:</p> <ul style="list-style-type: none"> <li>- take action to protect others from harm, without endangering self</li> <li>- if necessary, call for assistance from other people</li> <li>- provide reassurance and comfort to those involved in an emergency</li> <li>- give other people the information they need to deal with the situation</li> </ul> <p>As a minimum, the above requirements must be observed by a qualified assessor on a minimum of 1 occasion in order for learners to successfully achieve this unit</p>

**Learning Outcome: 1. be able to work in a healthy and safe way at training and competition venues**

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 have up-to-date information on the health and safety requirements for the places where training and competitions take place, and on the people responsible for health and safety	
1.2 follow the relevant health and safety requirements for the training and competition venues	
1.3 identify health and safety hazards when they occur	
1.4 identify a range of hazards and considerations when travelling and competing abroad	
1.5 take the appropriate action to deal with health and safety hazards according to the level of risk and their own level of responsibility	
1.6 pass on suggestions for improving health and safety to the colleagues responsible	

**Learning Outcome: 2. be able to respond to accidents and emergencies**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 remain calm and follow the correct procedures for the emergency as a first responder	
2.2 provide the effective treatment for at least one sport specific injury	

<b>Unit Title</b>	Understanding health and safety at training and competition venues
<b>Unit Aim</b>	This unit covers knowledge of health and safety and includes: (i) working in a healthy and safe way (ii) following emergency procedures.
<b>Unique Unit Number</b>	L/617/1234
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learning outcomes can be assessed by (i) professional discussion (ii) oral questions and answers (iii) questions requiring written answers.

**Learning Outcome: 1. understand health and safety requirements for training and competition venues**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 summarise guidelines and instructions for the use of equipment used in training and competition	
1.2 describe the health, safety and security checks relevant to their own role	
1.3 explain why it is important to follow safeguarding procedures for children and other groups	

### Learning Outcome: 2. understand how to maintain health and safety at training and competition venues

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 identify the types of hazards that are likely to occur at training and competition venues	
2.2 explain why it is important to report hazards and risks to the relevant person at training and competition venues	
2.3 identify the documents relating to health and safety that may have to be completed	

### Learning Outcome: 3. know how to respond to emergencies

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 describe a protocol to treat a sport specific emergency	
3.2 explain how to deal with different emergencies before qualified assistance arrives	
3.3 describe how to contact the emergency services	

### Learning Outcome: 4. understand how to support people who have been involved in an emergency

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 give examples of how to protect other people from further harm in an emergency situation	
4.2 explain why it is important to provide comfort and reassurance to people involved in an emergency	

**Learning Outcome: 5. understand how to report incidents and emergencies**

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 identify their own responsibilities for reporting incidents	
5.2 describe the incident reporting procedures	
5.3 give examples of the types of problems that may occur during emergency procedures	
5.4 explain why any problems during emergency procedures should be reported	

<b>Unit Title</b>	Culture, values and behaviours in a sport pathway
<b>Unit Aim</b>	This unit covers values, culture and behaviours to manage healthy and safe progression and transition through the stages of the pathway: (i) the values, cultures and behaviours required in an elite sport pathway (ii) understanding the pathway and transitions inside and outside the pathway (iii) understanding of how to train and prepare for competition in a safe, healthy and ethical way and the types of support and care that are available to help support performers.
<b>Unique Unit Number</b>	R/617/1235
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learning outcomes can be assessed by (i) professional discussion (ii) oral questions and answers (iii) questions requiring written answers.

**Learning Outcome: 1. understand the values and culture of the talent and elite sports system and pathway**

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 explain the culture and values for the pathway and how these may affect both behaviour and performance	
1.2 describe key British Values and how they relate to sports performance	

**Learning Outcome: 2. be able to apply the behaviours, personal and organisational standards required to be successful as an elite sports person**

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 describe the code of conduct or behaviour framework for athletes on the pathway	
2.2 develop positive behaviours to support in managing the pressure and risks in sport to maintain good mental health	
2.3 explain the pressures and associated risks with being an elite athlete on a pathway	
2.4 describe the positive and negative behaviours of an elite athlete that can impact on improved performance	

**Learning Outcome: 3. understand and plan how to manage transitions through the pathway**

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 describe their own placement within a pathway including the available support structures and personnel	
3.2 describe the key transitions in their pathway and the process of transition	
3.3 produce a plan to address the challenges an athlete will face as they transition through the pathway	
3.4 describe the mental, social, welfare pressures and associated risks upon exiting their pathway	

**Learning Outcome: 4. understand how to train and prepare for competition in a healthy, safe and ethical way**

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 explain what is appropriate, inclusive and respectful behaviour for coaches, managers and support staff when working with athletes	
4.2 describe the reporting procedures for discrimination, bullying and harassment within their sport	
4.3 outline their role and responsibility for challenging and reporting inappropriate behaviour	
4.4 outline safeguarding issues within elite sport and describe the process for addressing safeguarding issues in the pathway	
4.5 describe the range of NGB policies and procedures available through their sport and where they can be accessed	

**Learning Outcome: 5. understand the types of support and help available to elite performers to prepare for competition in a healthy, safe and ethical way**

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 describe the services available and identify the personnel within the pathway that can support the athlete's lifestyle and wellbeing	
5.2 identify the personnel responsible for safeguarding within their own sport.	
5.3 explain how athletes can provide feedback on the management of the pathway	
5.4 outline how their NGB supports and promotes diversity within their sport	



<b>Unit Title</b>	Understanding lifestyle to achieve excellence in sport
<b>Unit Aim</b>	This unit covers understanding the planning and management of an athlete's lifestyle so that they can maintain a professional career including: (i) planning and managing sporting commitments (ii) planning and managing time outside of sport.
<b>Unique Unit Number</b>	T/617/1227
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learning outcomes can be assessed by (i) professional discussion (ii) oral questions and answers (iii) questions requiring written answers.

**Learning Outcome: 1. understand how an elite athlete plans own sporting commitments**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 explain why it is important for an elite athlete to plan and manage their own sporting commitments	
1.2 explain why it is important for an elite athlete to be clear about their own sporting commitments and agree these with coaching staff and other people	
1.3 describe the methods an elite athlete can use to plan and manage their own time	
1.4 describe the key considerations, risks and lifestyle demands when preparing to travel and compete abroad	

**Learning Outcome: 2. understand how an elite athlete manages own sporting commitments**

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 identify resources an elite athlete needs to meet their sporting commitments and how to access these	
2.2 explain why it is important for an elite athlete to keep others up to date on their own commitments	
2.3 explain why it is important for an elite athlete to be flexible in planning and re-planning their own commitments	
2.4 identify who can help an elite athlete to plan their own commitments	

**Learning Outcome: 3. understand how an elite athlete plans and manages own time outside of sport**

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 explain why it is important for an elite athlete to make good use of their time when not training and competing	
3.2 explain why rest and relaxation is important to an elite athlete and when it is particularly important to take rest and relaxation	
3.3 explain how to identify how much rest and relaxation an elite athlete needs	
3.4 give examples of the types of leisure activities that can help an elite athlete's performance and personal development in their sport	
3.5 give examples of the types of activities that can harm an elite athlete's performance and public reputation	
3.6 identify people who can help an elite athlete to make good use of their time and provide support with personal issues	
3.7 identify causes of depression in elite athletes and how support can be accessed	
3.8 identify the types of support networks elite athletes may be able to access for addictions including: gambling; alcohol abuse and drugs	
3.9 describe the risks associated with gambling addiction, drug addiction and alcohol addiction on performance	

## Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

## Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

### Tutor(s):

The minimum requirements stated in the centre handbook do not apply. Centres must ensure workforce meet the requirements stated below.

Tutors are required to hold a recognised teaching qualification as per the Handbook. They must also:

- have up to date knowledge and experience of best practice in tutoring
- have experience of delivering to learners
- be occupationally competent in the area of elite sport
- have up to date knowledge and experience of best practice and developments in the elite sport industry
- have experience of performing at an elite level (national and international) or coaching the required sport at elite level (talent ID, national and international)
- it is desirable for all tutors delivering practical based content to have a coaching qualification at a level specified by the NGB
- show current evidence of continuing professional development in tutoring/training

### Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

Assessors are required to hold a recognised assessing qualification as per the Handbook. They must also:

- have up to date working knowledge of best practice in assessment and quality assurance;
- have experience of assessing learners;
- have up to date working knowledge of best practice and developments in the elite sport industry
- have experience of performing at an elite level (national and international) or coaching the required sport at elite level (talent ID, national and international)
- show current evidence of continuing professional development in assessment and quality assurance

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

### Internal Verifier(s) and Quality Assurer(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The centre is required to recruit and deploy approved IQA's who are responsible for the internal quality assurance activities. Internal quality assurers should:

- Hold a recognised assessor qualification as per the Qualification Handbook
- Hold a recognised IQA qualification as per the Qualification Handbook

They must also;

- have up to date working knowledge and experience of best practice in assessment and quality assurance;
- show evidence of continuing professional development in assessment and quality assurance

Anyone wishing to IQA the qualification who does not hold the required qualifications, can do so as long as they achieve the qualification concerned within a 12 month period. Unqualified internal quality assurers must have their decisions countersigned by a suitably qualified individual.

### Additional Qualification Requirements

The minimum venue, facility and requirements stated in the centre handbook apply.

The recognised centre must have a partnership in place with an NGB engaged in the Diploma in Sporting Excellence to deliver this qualification.

Centres are required to have one or more delivery sites with facilities to support the programme of training and assessment. All delivery sites must include training facilities to meet the needs of the sporting context in which the qualification is being delivered. This includes sport-specific facilities and generic training facilities such as fitness suites.

This qualification is regulated by Ofqual (603/3337/6).

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