

# 1st4sport Level 3 Award in Understanding Athlete Transitions

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 Award in Understanding Athlete Transitions
Qualification Overview:	Helps to build a key understanding of the transitions that talented and elite athletes may experience across their careers.
Qualification Code:	L3UATR
Qualification Regulation Number:	603/7658/2
Guided Learning Hours (GLH):	27
Total Qualification Time (TQT):	89
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/07/2021
Qualification Review Date:	31/01/2026
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to support talented and elite athletes through transitions.
Qualification Purpose:	Prepare for employment in a specific occupational area.

### Who is this qualification for?

The 1st4sport Level 3 in Understanding Athlete Transitions is designed for individuals who are working with talented and elite athletes across the pathway who want to build their awareness and understanding of the transitions that athletes may experience across their careers. It has been designed to enable learners to study the theoretical aspect of transitions, including upskilling learners to understand the demands of specific transitions, key stakeholders in the process, and how athletes could effectively prepare and adapt.

### Qualification Progression

If not completed already, holders of this qualification can also undertake the 1st4sport Level 3 Certificate in Talented Athlete Lifestyle Support where they can learn how to deliver 1 to 1 and group sessions with athletes. Learners may wish to further develop their knowledge by undertaking relevant CPD within the performance and talent environment.

Successful learners could use the qualification to enhance their work within their current role.

## Entry Requirements

Learners must be a minimum of 18 years old at registration and 18 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 18 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:

- Coursework (in 6 of 6 mandatory units),
- Multiple Choice Examination (in 1 of 6 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
J/618/7769	Educational Transitions & Athlete Migration	4
A/618/7767	Transition Theory	4
J/618/7772	Unique Athlete & Performance Pathway Transitions	5
F/618/7771	Athletic Retirement	8
F/618/7768	Athlete Support and Coping During Transition	3
A/618/7770	Junior to Senior Transition	2

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Educational Transitions & Athlete Migration
Unit Aim	This unit assesses a learner's understanding of decision-making, preparation, and demands of educational transitions and migrating across borders.
Unique Unit Number	J/618/7769
Unit Assessment Method(s)	Coursework
Assessment Specification	To complete this unit learners are required to: (i) Using 3 case studies - complete short answer questions evaluating the athlete's decision to enter university (ii) Complete short answer question on coinciding transitions (iii) Complete short answer question on preparing for university (iv) Complete a written assessment examining the pathways that athletes may take when they transition out of university (v) Complete short answer identifying common migration pathways (vi) Complete short answer question on potential migration challenges (vii) Complete a table using the Push and Pull framework to analyse why athletes migrate in a sport of choice (viii) Complete a long answer question analysing an athlete's decision to migrate, addressing any support that could be put in place.

**Learning Outcome: 1. understand transition process into and through university**

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 evaluate an athlete's decision to transition into university	<ul style="list-style-type: none"> <li>The choices that athletes have after regarding their pathway when they leave school sporting pathway dual career pathway education/vocation pathway</li> <li>Factors that may impact an athlete's decision to transition into university (perceived advantages and disadvantages)</li> </ul>
1.1 evaluate an athlete's decision to transition into university	<ul style="list-style-type: none"> <li>The choices that athletes have after regarding their pathway when they leave school sporting pathway dual career pathway education/vocation pathway</li> <li>Factors that may impact an athlete's decision to transition into university (perceived advantages and disadvantages)</li> </ul>
1.2 explain coinciding transitions that athletes may experience during the transition into university	<ul style="list-style-type: none"> <li>Coinciding transitions that athletes experience transitioning into and out of university</li> <li>Demands athletes face during the transition into university</li> <li>Key stakeholders during transition and how they can support athletes</li> <li>Other transitions through university</li> </ul>
1.2 explain coinciding transitions that athletes may experience during the transition into university	<ul style="list-style-type: none"> <li>Coinciding transitions that athletes experience transitioning into and out of university</li> <li>Demands athletes face during the transition into university</li> <li>Key stakeholders during transition and how they can support athletes</li> <li>Other transitions through university</li> </ul>
1.3 explain how an athlete may need to prepare for university	<ul style="list-style-type: none"> <li>Pre-transition considerations and preparation (logistics and education)</li> </ul>
1.3 explain how an athlete may need to prepare for university	<ul style="list-style-type: none"> <li>Pre-transition considerations and preparation (logistics and education)</li> </ul>

### Learning Outcome: 2. understand paths out of university and factors that may influence the decision

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 examine pathway opportunities when athlete's transition out of university	<ul style="list-style-type: none"> <li>• Pathways athletes may take when they transition out of university</li> </ul> <p>factors that may underpin the decision</p> <ul style="list-style-type: none"> <li>• Pre-transition demands and expectations that athletes may have about leaving university</li> </ul>
2.1 examine pathway opportunities when athlete's transition out of university	<ul style="list-style-type: none"> <li>• Pathways athletes may take when they transition out of university</li> </ul> <p>factors that may underpin the decision</p> <ul style="list-style-type: none"> <li>• Pre-transition demands and expectations that athletes may have about leaving university</li> </ul>

### Learning Outcome: 3. understand types of athlete migration

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 explain athlete migration and reasons why athletes make this transition	<ul style="list-style-type: none"> <li>• What athlete migration is (including specific examples)</li> </ul>
3.1 explain athlete migration and reasons why athletes make this transition	<ul style="list-style-type: none"> <li>• What athlete migration is (including specific examples)</li> </ul>



**Learning Outcome: 4. understand athlete demands and experiences during migration**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
4.1 analyse athlete migration decision-making and experience	<ul style="list-style-type: none"> <li>• Mobility pathways to the USA</li> <li>• mobility figures                             <ul style="list-style-type: none"> <li>◦ Differences between the UK and US university systems</li> <li>◦ Motives for UK athletes to migrate to the US collegiate system (pull factors)</li> <li>◦ Factors that influence migration experience</li> <li>◦ Pre-transition decision making</li> <li>◦ Potential migration challenges</li> <li>◦ The Push-Pull framework (in relation to athlete migration)</li> </ul> </li> </ul>
4.1 analyse athlete migration decision-making and experience	<ul style="list-style-type: none"> <li>• Mobility pathways to the USA</li> <li>• mobility figures                             <ul style="list-style-type: none"> <li>◦ Differences between the UK and US university systems</li> <li>◦ Motives for UK athletes to migrate to the US collegiate system (pull factors)</li> <li>◦ Factors that influence migration experience</li> <li>◦ Pre-transition decision making</li> <li>◦ Potential migration challenges</li> <li>◦ The Push-Pull framework (in relation to athlete migration)</li> </ul> </li> </ul>

Unit Title	Transition Theory
Unit Aim	This unit assesses the learner's understanding of different types of athlete transitions, general transition and sport-specific transition theory, and application of theory.
Unique Unit Number	A/618/7767
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Multiple Choice Examination</li> </ul>
Assessment Specification	<p>To complete this unit learners are required to: (i) Complete short answer questions about definitions and types of transitions (ii) Complete an online multiple-choice assessment on transition types and theory (iii) Complete a short answer question about the holistic athletic career model (iv) Complete a written assessment, interpreting an athlete scenario through a transition theory.</p>

**Learning Outcome: 1. understand transition**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 define transition	<ul style="list-style-type: none"> <li>• Different transitions that athletes face in their careers</li> <li>• Definition of transition</li> <li>• grey areas in transitions</li> <li>• critical moments</li> </ul>
1.1 define transition	<ul style="list-style-type: none"> <li>• Different transitions that athletes face in their careers</li> <li>• Definition of transition</li> <li>• grey areas in transitions</li> <li>• critical moments</li> </ul>
1.2 describe types of athlete transitions	Types of athlete transitions and examples of each: <ul style="list-style-type: none"> <li>• normative</li> <li>• non-normative</li> <li>• quasi-normative                             <ul style="list-style-type: none"> <li>◦ Impact of transitions on athletes</li> <li>◦ Within career, dual career, and end of career transition terms</li> </ul> </li> </ul>
1.2 describe types of athlete transitions	Types of athlete transitions and examples of each: <ul style="list-style-type: none"> <li>• normative</li> <li>• non-normative</li> <li>• quasi-normative                             <ul style="list-style-type: none"> <li>◦ Impact of transitions on athletes</li> <li>◦ Within career, dual career, and end of career transition terms</li> </ul> </li> </ul>

**Learning Outcome: 2. be able to explain general and sport specific transition theory**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
2.1 analyse transition models	<ul style="list-style-type: none"> <li>• General transition theory (overview, strengths, and weaknesses)</li> <li>• theory of human adaptation to transition</li> <li>• the transtheoretical model of behaviour change                             <ul style="list-style-type: none"> <li>◦ Sport-specific transition models (overview, strengths, and weaknesses)</li> <li>◦ the holistic athletic career model</li> <li>◦ the athletic career transition model</li> </ul> </li> </ul>
2.1 analyse transition models	<ul style="list-style-type: none"> <li>• General transition theory (overview, strengths, and weaknesses)</li> <li>• theory of human adaptation to transition</li> <li>• the transtheoretical model of behaviour change                             <ul style="list-style-type: none"> <li>◦ Sport-specific transition models (overview, strengths, and weaknesses)</li> <li>◦ the holistic athletic career model</li> <li>◦ the athletic career transition model</li> </ul> </li> </ul>
2.2 explain the strengths and weaknesses of the holistic athletic career model	
2.2 explain the strengths and weaknesses of the holistic athletic career model	
2.3 apply transition theory to an athlete transition	<ul style="list-style-type: none"> <li>• Using transition theory in practice</li> </ul>
2.3 apply transition theory to an athlete transition	<ul style="list-style-type: none"> <li>• Using transition theory in practice</li> </ul>

<b>Unit Title</b>	Unique Athlete & Performance Pathway Transitions
<b>Unit Aim</b>	This unit assesses a learner's understanding of the demands of unique athlete transitions, and programme, event, and centres transitions that athletes may face across talent and performance pathways.
<b>Unique Unit Number</b>	J/618/7772
<b>Unit Assessment Method(s)</b>	Coursework
<b>Assessment Specification</b>	To complete this unit learners are required to: (i) Complete short answer questions on para-athletes talent transfer, athlete to coach transition, and parenthood athlete transition (ii) Analyse the transitions that an athlete may experience across a performance pathway, using a sport of your choice.

**Learning Outcome: 1. understand unique transitions that athletes may face in their careers**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 explain para-athlete transitions	<ul style="list-style-type: none"> <li>• Para athlete transitions</li> <li>• fast track into para sport</li> <li>• classification system</li> <li>• para-athlete decision around retirement</li> </ul>
1.1 explain para-athlete transitions	<ul style="list-style-type: none"> <li>• Para athlete transitions</li> <li>• fast track into para sport</li> <li>• classification system</li> <li>• para-athlete decision around retirement</li> </ul>

<p>1.2 justify circumstances that athletes may transfer between sports</p>	<ul style="list-style-type: none"> <li>• Talent transfer</li> </ul> <p>types of talent transfer reasons athletes may transfer sports challenges related to transferring between sports</p>
<p>1.2 justify circumstances that athletes may transfer between sports</p>	<ul style="list-style-type: none"> <li>• Talent transfer</li> </ul> <p>types of talent transfer reasons athletes may transfer sports challenges related to transferring between sports</p>
<p>1.3 explain potential challenges during athlete to coach transition</p>	<ul style="list-style-type: none"> <li>• The athlete to coach transition</li> </ul> <p>Why an athlete might make this transition Comparison between athlete and coach skills Challenges of this transition Considerations for support</p>
<p>1.3 explain potential challenges during athlete to coach transition</p>	<ul style="list-style-type: none"> <li>• The athlete to coach transition</li> </ul> <p>Why an athlete might make this transition Comparison between athlete and coach skills Challenges of this transition Considerations for support</p>
<p>1.4 identify opportunities of the athlete to parent transition</p>	<ul style="list-style-type: none"> <li>• Athlete parenthood transition</li> </ul> <p>Review of this transition is represented in the media Perceptions around becoming a mother-athlete Opportunities, challenges, and support during the transition Comparison of male and female experience</p>
<p>1.4 identify opportunities of the athlete to parent transition</p>	<ul style="list-style-type: none"> <li>• Athlete parenthood transition</li> </ul> <p>Review of this transition is represented in the media Perceptions around becoming a mother-athlete Opportunities, challenges, and support during the transition Comparison of male and female experience</p>

**Learning Outcome: 2. understand transitions to training centres and within events and programmes**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
2.1 analyse transitions within a performance pathway	<ul style="list-style-type: none"> <li>• Transitions within the performance pathway</li> <li>• Transitions into elite training centres and programmes</li> </ul> examples of these transitions reasons athlete may transition into a centre or new programme demands and challenges this transition can lead to considerations for support  <ul style="list-style-type: none"> <li>• Club to international transition</li> </ul> Demands of this fluctuating transition  <ul style="list-style-type: none"> <li>• Olympic Games transition cycles</li> </ul> phases within the cycle holistic overview of Olympic transitions the post-Olympic Games 'blues'
2.1 analyse transitions within a performance pathway	<ul style="list-style-type: none"> <li>• Transitions within the performance pathway</li> <li>• Transitions into elite training centres and programmes</li> </ul> examples of these transitions reasons athlete may transition into a centre or new programme demands and challenges this transition can lead to considerations for support  <ul style="list-style-type: none"> <li>• Club to international transition</li> </ul> Demands of this fluctuating transition  <ul style="list-style-type: none"> <li>• Olympic Games transition cycles</li> </ul> phases within the cycle holistic overview of Olympic transitions the post-Olympic Games 'blues'

Unit Title	Athletic Retirement
Unit Aim	This unit assesses a learner's understanding of the factors that can influence the athletic retirement experience, and the support athletes may require both prior to and during transition.
Unique Unit Number	F/618/7771
Unit Assessment Method(s)	Coursework
Assessment Specification	To complete this unit learners are required to evidence: (i) Complete short answer questions on factors that initiate retirement and factors relating to adjustment (ii) Complete short answer question explaining the potential impact of retirement on athlete's wider support network (iii) Complete a table analysing the impact of media portrayal on athletic retirement (iv) Complete a written assessment - analysing the support that an organisation provides during athletic retirement transition (v) Complete short answer question identifying how an athlete's support network could hinder the retirement process (vi) Complete assessment explaining the implications of focusing exclusively on sport on athlete transition into the workplace.



## Learning Outcome: 1. understand the impact of athletic retirement

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 examine factors that initiate and lead to adjustment to athletic retirement	<ul style="list-style-type: none"> <li>• What is athletic retirement (average age)</li> <li>• Factors that initiate athletic retirement</li> <li>• Athletic retirement theory</li> <li>• Factors relating to the quality of adjustment to retirement from sport</li> <li>• Perceptions around athletic retirement</li> <li>• The change curve (the hidden gift)</li> <li>• The impact that transition out of sport may have on wider support networks</li> </ul>
1.1 examine factors that initiate and lead to adjustment to athletic retirement	<ul style="list-style-type: none"> <li>• What is athletic retirement (average age)</li> <li>• Factors that initiate athletic retirement</li> <li>• Athletic retirement theory</li> <li>• Factors relating to the quality of adjustment to retirement from sport</li> <li>• Perceptions around athletic retirement</li> <li>• The change curve (the hidden gift)</li> <li>• The impact that transition out of sport may have on wider support networks</li> </ul>
1.2 explain the potential impact of athletic retirement on athletes' wider support network	
1.2 explain the potential impact of athletic retirement on athletes' wider support network	
1.3 assess the impact of the media on athletic retirement	<ul style="list-style-type: none"> <li>• Challenges athletes may experience after they have retired exploring athletic identity</li> <li>• Different transition challenges between sports</li> <li>• Potential mental health and wellbeing issues during retirement (stats)</li> <li>• Media portrayal of athletic retirement</li> </ul>
1.3 assess the impact of the media on athletic retirement	<ul style="list-style-type: none"> <li>• Challenges athletes may experience after they have retired exploring athletic identity</li> <li>• Different transition challenges between sports</li> <li>• Potential mental health and wellbeing issues during retirement (stats)</li> <li>• Media portrayal of athletic retirement</li> </ul>

### Learning Outcome: 2. understand support networks and support required during athletic retirement

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 critically analyse the support that an organisation provides during athletic retirement transition	<ul style="list-style-type: none"> <li>• Key stakeholders/organisations during athlete transition</li> <li>• Athlete transition support organisations/programmes</li> <li>• Questions to consider when athletes are searching for retirement support</li> </ul>
2.1 critically analyse the support that an organisation provides during athletic retirement transition	<ul style="list-style-type: none"> <li>• Key stakeholders/organisations during athlete transition</li> <li>• Athlete transition support organisations/programmes</li> <li>• Questions to consider when athletes are searching for retirement support</li> </ul>
2.2 identify how an athlete's support network could hinder the athletic retirement transition	<ul style="list-style-type: none"> <li>• Support athletes may require prior to athletic retirement</li> <li>• Support athletes may require during athletic retirement</li> <li>• How stakeholders may hinder athletic retirement</li> <li>• Duty of care during retirement – the role of stakeholders (decision line task)</li> </ul>
2.2 identify how an athlete's support network could hinder the athletic retirement transition	<ul style="list-style-type: none"> <li>• Support athletes may require prior to athletic retirement</li> <li>• Support athletes may require during athletic retirement</li> <li>• How stakeholders may hinder athletic retirement</li> <li>• Duty of care during retirement – the role of stakeholders (decision line task)</li> </ul>

### Learning Outcome: 3. understand athlete transition into the workplace

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 explain the implications of focusing exclusively on sport on athlete transition into the workplace	<ul style="list-style-type: none"> <li>• Impact of early preparation</li> <li>• Educational and vocational skills gaps (mind the gap model)</li> <li>• Long term impact of dual career</li> <li>• Athlete value transfer</li> <li>• Stakeholder role in career planning process</li> <li>• Athlete transferable skills to the workplace</li> </ul>
3.1 explain the implications of focusing exclusively on sport on athlete transition into the workplace	<ul style="list-style-type: none"> <li>• Impact of early preparation</li> <li>• Educational and vocational skills gaps (mind the gap model)</li> <li>• Long term impact of dual career</li> <li>• Athlete value transfer</li> <li>• Stakeholder role in career planning process</li> <li>• Athlete transferable skills to the workplace</li> </ul>

<b>Unit Title</b>	Athlete Support and Coping During Transition
<b>Unit Aim</b>	This unit assesses the learner's understanding of athlete coping during transitions, interventions, and a reflection of their own role and limitations in supporting athletes during transition.
<b>Unique Unit Number</b>	F/618/7768
<b>Unit Assessment Method(s)</b>	Coursework
<b>Assessment Specification</b>	To complete this unit learners are required to: (i) Complete short answer questions on what a crisis transition is and flourishing during transition (ii) Complete assessment identifying types of intervention and match them with athlete case studies (iii) Complete a reflection piece, identifying their own role within athlete transition including areas of strength, weakness, limitations in their support, and actions to improve future practice.

Learning Outcome: 1. understand types of coping during athlete transitions	
Assessment Criteria The learner can:	Indicative Delivery Content
1.1 explain a crisis transition and flourishing during transition	<ul style="list-style-type: none"> <li>• Why athletes require support during transition</li> <li>• The mental health spectrum</li> <li>• Coping during transition - flourishing and languishing</li> <li>• Support limitations - when to refer on to experts</li> <li>• Coping vs. ineffective coping</li> </ul>
1.1 explain a crisis transition and flourishing during transition	<ul style="list-style-type: none"> <li>• Why athletes require support during transition</li> <li>• The mental health spectrum</li> <li>• Coping during transition - flourishing and languishing</li> <li>• Support limitations - when to refer on to experts</li> <li>• Coping vs. ineffective coping</li> </ul>

### Learning Outcome: 2. understand transition interventions and support tools

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 outline when specific intervention is required	<ul style="list-style-type: none"> <li>• Transition interventions</li> <li>• crisis-prevention interventions</li> <li>• crisis-coping interventions</li> <li>• negative consequences-coping interventions</li> </ul> <ul style="list-style-type: none"> <li>• Transition support tools</li> </ul> reflective journaling, sharing experiences, transition mapping, identity mapping, athlete wheel, SMART goal setting, network and support mapping
2.1 outline when specific intervention is required	<ul style="list-style-type: none"> <li>• Transition interventions</li> <li>• crisis-prevention interventions</li> <li>• crisis-coping interventions</li> <li>• negative consequences-coping interventions</li> </ul> <ul style="list-style-type: none"> <li>• Transition support tools</li> </ul> reflective journaling, sharing experiences, transition mapping, identity mapping, athlete wheel, SMART goal setting, network and support mapping

### Learning Outcome: 3. be able to reflect on own role during athlete transition

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 evaluate own and organisations role in supporting athletes during transition	<ul style="list-style-type: none"> <li>• Their own role in supporting athlete transitions including the strengths, weaknesses/limitations of their role/organisation</li> </ul> Learners to spend time reflecting on this and use to support task 11
3.1 evaluate own and organisations role in supporting athletes during transition	<ul style="list-style-type: none"> <li>• Their own role in supporting athlete transitions including the strengths, weaknesses/limitations of their role/organisation</li> </ul> Learners to spend time reflecting on this and use to support task 11



<b>Unit Title</b>	Junior to Senior Transition
<b>Unit Aim</b>	This unit assesses a learner's understanding of the demands and necessary support during an athlete's transition from the junior to the senior level.
<b>Unique Unit Number</b>	A/618/7770
<b>Unit Assessment Method(s)</b>	Coursework
<b>Assessment Specification</b>	To complete this unit learners are required to: (i) Complete a long answer question analysing the reasons behind why many athletes struggle to successfully make this transition (ii) Complete a comparison of how different sports experience the transition (iii) Complete a table describing how stakeholders could facilitate or hinder the junior to senior transition (iv) Use case studies to identify what support could be put in place for the athlete to help facilitate a successful transition.

Learning Outcome: 1. understand factors that influence junior to senior transition	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 analyse reasons behind why athletes struggle to successfully make this transition	<ul style="list-style-type: none"> <li>• When this transition occurs</li> <li>• Statistics of successful transition from the junior to senior level</li> <li>• Individual and external factors that influence transition success</li> <li>• Sources of stress for athletes during transition from the junior to senior level</li> <li>• Coinciding transitions during the junior to senior transition</li> </ul>
1.1 analyse reasons behind why athletes struggle to successfully make this transition	<ul style="list-style-type: none"> <li>• When this transition occurs</li> <li>• Statistics of successful transition from the junior to senior level</li> <li>• Individual and external factors that influence transition success</li> <li>• Sources of stress for athletes during transition from the junior to senior level</li> <li>• Coinciding transitions during the junior to senior transition</li> </ul>

### Learning Outcome: 2. understand how different sports experience junior to senior transition

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 compare how different sports experience the transition	<ul style="list-style-type: none"> <li>• How the transition may vary between sports</li> <li>• Youth to first team transition in academy environments (pathway to first team)</li> <li>• An academy to first team transition experience (example timeline)</li> </ul>
2.1 compare how different sports experience the transition	<ul style="list-style-type: none"> <li>• How the transition may vary between sports</li> <li>• Youth to first team transition in academy environments (pathway to first team)</li> <li>• An academy to first team transition experience (example timeline)</li> </ul>

### Learning Outcome: 3. understand key stakeholders and methods of supporting athletes during junior to senior transition

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 describe key stakeholders during transition and their role in supporting athletes	<ul style="list-style-type: none"> <li>• Key stakeholders during the junior to senior transition</li> <li>• How stakeholders can support and hinder transition</li> </ul>
3.1 describe key stakeholders during transition and their role in supporting athletes	<ul style="list-style-type: none"> <li>• Key stakeholders during the junior to senior transition</li> <li>• How stakeholders can support and hinder transition</li> </ul>

## 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):

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.

If the recognised centre are delivering taught sessions they are required to recruit and deploy a TASS accredited Tutor who must:

- hold the 1st4sport Certificate in Talented Athlete Lifestyle Support (TALS) or UK Sport Performance Lifestyle Accreditation or recognised equivalent
- have experience working with national or international level athletes in a lifestyle support role.

In the absence of a suitable teaching/tutoring qualification, the development partner may consider substantial work experience in this area as an appropriate solution. If this route is pursued, the applicant must provide a detailed academic and professional history supported where possible by endorsements, certificates and appropriate evidence.

### 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.

The recognised centre is required to recruit and deploy a TASS accredited Assessor who must:

- have experience working with national or international level athletes in a support role that has required them to understand athlete transitions
- hold or be working towards a recognised assessor qualification or equivalent

In the absence of a suitable assessor qualification, the development partner may consider substantial work experience in this area as an appropriate solution. If this route is pursued, the applicant must provide a detailed academic and professional history supported where possible by endorsements, certificates, and appropriate evidence.

### 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 recognised centre is required to recruit and deploy a TASS accredited internal quality assurer who must:

- have experience internally quality assuring sports qualifications, such as sport-specific coaching qualifications at either Level 2 or Level 3.



## Additional Qualification Requirements

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

This qualification is regulated by Ofqual (603/7658/2).

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