



SVQ in Achieving Excellence in Sports Performance at level 3

Candidate Guidance and Portfolio

Candidate name:

Publication code: Z0240

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Section 1 — General information about SVQs

Introducing SVQs

The qualification you are undertaking is a Scottish Vocational Qualification (SVQ).

SVQs are work-based qualifications which assess the skills and knowledge people have and need to perform their job role effectively. The qualifications are designed using national occupational standards.

For each industry sector there is a Sector Skills Council (SSC) which is made up of representatives from the industry or profession and it is the SSC's responsibility to develop the national occupational standards.

These standards define what employees, or potential employees, must be able to do, how well and in what circumstances to show they are competent in their work.

The Sector Skills Council (SSC) for Achieving Excellence in Sports Performance level 3 is SkillsActive.

Access to SVQs is open to all and you can be assessed either against a particular Unit(s) or against the full SVQ. There are no entry requirements, no prescribed method of delivery, no time constraints for completion or age limits.

SVQs are available at five levels of achievement which reflect the various technical and supervisory skills, knowledge, and experience which employees should have as they progress in their industry.

Who offers SVQs?

An organisation which offers SVQs is called a centre. This may be a school, college, university, employer, training provider or a combination of these. The centre has responsibility for the quality of the qualification and is required to work within an awarding body's policies and guidelines.

The Scottish Qualifications Authority (SQA) is your awarding body for this SVQ. This means that we are an organisation approved by government to design qualifications and awards. An awarding body endorses candidates' certificates so that an employer can be sure the qualification has gone through a rigorous and effective assessment process. SQA provides qualifications throughout the world and was formed by the merger of the Scottish Examinations Board (SEB) and the Scottish Vocational Education Council (SCOTVEC).

What is the structure of an SVQ?

All SVQs have a common structure and consist of standards which can be broken down into various parts:

| | |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Units and Elements | Units define the broad functions carried out in your particular job and are made up of a number of Elements . Each Element describes a specific work activity which you have to perform and may relate to skills or to the demonstration of Knowledge and Understanding. |
| Performance Criteria | The level and quality of how you should carry out these activities is determined by a number of statements called Performance Criteria . Performance Criteria are used to judge your competence. |
| Range/Scope Statements | A Range Statement tells you in what circumstances you must be able to prove your competence and allows you to demonstrate that you can carry out tasks in different circumstances. Items included in the Range Statements must not be treated as optional. Range Statements are also called scope in some National Occupational Standards. |
| Evidence Requirements | The Evidence Requirements specify the amount and type of evidence which you will need to provide to your assessor to show that you have met the standards specified in the Performance Criteria and in all the circumstances defined in the Range Statements. |
| Knowledge and Understanding | The section on Knowledge and Understanding states what you must know and understand and how this knowledge applies to your job. |

If you are not yet clear about how we define standards — just remember that the standards have been developed by experts within your industry or profession and that all candidates aiming for this particular SVQ are being assessed against the same standards.

You will find an example of an SVQ Element overleaf.

An example of an SVQ Element

UNIT: (1) Working safely in an engineering environment

This is the **UNIT** title — it describes a role and task.

Element 1 Comply with statutory regulations and organisational requirements

This is the **ELEMENT** title. It describes part of the main role and task.

Performance Criteria

PERFORMANCE CRITERIA set out the standard of performance you need to demonstrate consistently to claim competence in a particular **Element**.

You must ensure that you:

- 1 Describe your duties and obligations (as an individual) under the Health and Safety at Work Act 1974.
- 2 Comply with Statutory Regulations at all times.
- 3 Comply with organisational safety policies and procedures at all times.

Range

This means you need to cover:

- 1 Relevant sections of the Health and Safety at Work Act 1974 (eg with regard to your duties to work in a safe manner, not to interfere with remove or misuse equipment provided for the safety of yourself and others, not to endanger others by your acts or omissions).

The **RANGE** defines the various circumstances in which you must be able to prove you are competent.

You must cover all of the items in the **Range** Statement.

Evidence Requirements

The things you must prove that you can do:

You need to demonstrate that you understand your duties and obligations under both statutory regulations and organisational requirements and you can do this by:

- 1 Giving an adequate explanation of the duties and responsibilities of every individual as described in the Health and Safety at Work Act 1974.
- 2 Ensuring that whilst carrying out your work and/or visiting other areas of the working environment you are aware of the specific safety requirements and regulations governing your activities.

Knowledge and Understanding

You must prove that you know and understand:

- 1 The roles and responsibilities of your self and others under the Health and Safety at Work Act 1974.
- 2 The general regulations that apply to you being at work.
- 3 The specific regulations which govern your work activities.

The **KNOWLEDGE AND UNDERSTANDING** Requirements state what you must know and understand and how this knowledge applies to your job.

How are SVQs achieved?

When you consistently meet the standards described in the Elements and show that you have the required skills and knowledge across the Range, you can then claim that you are *competent* in each Unit. You can claim certification for single Units or whole awards. Your centre will register your claim to competence through the Awarding Body. The Awarding Body you are registered with for this SVQ is the Scottish Qualifications Authority (SQA).

Scottish Qualifications Authority
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G2 8DQ

The process of gaining an SVQ is flexible and depends on your needs. At the beginning of the process your assessor will review your existing competence in relation to the standards and identify the most suitable SVQ. The level you start at will depend on the type and breadth of your current job role together with your past experience, skills and any relevant prior learning.

To achieve an SVQ, or a Unit of an SVQ, you must:

- ◆ Demonstrate you meet the requirements of the Performance Criteria by collecting appropriate evidence as specified by the Evidence Requirements. This evidence is assessed against the national standards by a qualified assessor, who will be allocated to you by your centre. This will usually be someone who knows you, such as a manager or supervisor.

Evidence may come from:

- ◆ the **accreditation of prior learning** — where evidence relates to past experience or achievements
- ◆ **current practice** — where evidence is generated from a current job role
- ◆ a **programme of development** — where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- ◆ a combination of these

How are SVQs assessed?

Assessment is based on what you can do and involves you, your assessor, an internal verifier and an external verifier — see ‘Who does what in SVQs’ on the following page.

You will be asked to prove you are competent by providing evidence which shows:

- ◆ you can perform all the specified tasks consistently to the required standard (**Performance Criteria**)
- ◆ you understand why you are doing things (**Knowledge and Understanding**)
- ◆ you can apply the required skills in different ways (**Range**)

Assessment is flexible and you can be certificated for each Unit you successfully achieve, even if you do not complete the full SVQ. There is no set period of time in which you need to complete a Unit. However, you and your assessor should still set target dates for completing each Unit, otherwise your qualification could go on forever. Be realistic though, as there are many factors such as your previous experience, demands within your workplace and an availability of resources which will affect how quickly you are able to achieve the qualification.

Who does what in SVQs?

A number of individuals and organisations have parts to play in SVQ assessment. Their roles have been designed to guarantee fair, accurate and consistent assessment.

| | <i>Who are they?</i> | <i>What is their role?</i> |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Candidates | The person who wants to achieve the SVQ — in this case, you. | Need to show they can perform to national occupational standards in order to be awarded an SVQ or Unit(s). |
| Assessors* | An experienced person in the same area of work as the candidate eg supervisor. | Judge the evidence of a candidate's performance, Knowledge and Understanding against the national occupational standards. Decide whether the candidate has demonstrated competence. Provide guidance and support to the candidate. Assist with planning assessments, giving feedback and recording candidate progress. |
| Internal Verifiers* | Individuals appointed by an approved centre to ensure the quality of assessment within the Centre. | Advise assessors and maintain the quality of assessment in a centre. Systematically sample assessments to confirm the quality and consistency of assessment decisions. |
| Approved Centres | Organisations approved by awarding bodies to coordinate assessment arrangements for SVQs. | Manage assessment on a day to day basis. Must have effective assessment practices and internal verification procedures. Must meet criteria laid down by awarding bodies and be able to provide sufficiently-competent assessors and internal verifiers. |
| External Verifiers* | Individuals appointed by the Awarding Body to ensure that standards are being applied uniformly and consistently across all Centres offering the SVQ. | Check the quality and consistency of assessments, both within and between centres, by systematic sampling. Make regular visits to centres to ensure they still meet the criteria to deliver SVQs. |

* Assessors and internal and external verifiers are required to have occupational expertise in the SVQs which they are assessing/verifying. They must also have, or be working towards, an appropriate qualification in assessment and verification.

What is evidence?

To claim competence for an SVQ Unit you need to gather evidence which shows you have met the standards. It is important that your evidence is easily understood so that it can be checked against the standards, by both your assessor, your Centre and the Awarding Body.

Evidence can take many forms including:

- ◆ direct observation of your performance by your assessor
- ◆ products of your work
- ◆ authenticated statement — witness testimony
- ◆ personal statement
- ◆ outcomes from questioning
- ◆ outcomes from simulation
- ◆ case studies
- ◆ assignments or projects
- ◆ Accreditation of Prior Learning (APL) — evidence from the past

It is important that your evidence is:

- ◆ **valid** — it relates to the SVQ standard you are trying to prove
- ◆ **authentic** — the evidence, or an identified part of it (eg a report) was produced by *you*
- ◆ **consistent** — achieved on more than one occasion
- ◆ **current** — usually not more than two years old
- ◆ **sufficient** — covers all the performance and knowledge requirements laid down in the standards

Your evidence may be collected through a range of sources, such as employment, voluntary work, training programmes and interests/activities which you perform outside your work. It can also be produced in various formats, eg your own reports; testimonies from colleagues, supervisors or members of the public; projects; models; audio tapes, photographs; videos.

When you first begin your SVQ, you and your assessor should identify all the Units and Elements where you can use **integration of assessment**. Further details about integration of assessment can be found on page 10.

Demonstrating knowledge, understanding and skills

In order to meet the standards, you may also be required to prove Knowledge and Understanding. Each Unit contains a list summarising the knowledge, understanding and skills a candidate must possess. Evidence of how these have been achieved and applied could be included in the performance evidence as one or all of the following:

- ◆ descriptions of why a particular approach was used
- ◆ personal reports about the learning process
- ◆ reflective reports which include how a theory or principle was applied
- ◆ assessment interviews
- ◆ assessment tests
- ◆ responses to questioning

These should be included in your portfolio.

How will my assessor check I have the Knowledge and Understanding listed in the standards?

For some Units, it will be clear to your assessor that you have the required Knowledge and Understanding from how you carry out your work. This is often referred to as *Knowledge and Understanding apparent from performance*. There will be other occasions though, when your assessor will be unsure if you know why, for example, it is important to give information to clients in certain situations. This could be because your assessor has not had the opportunity to observe all the Performance Criteria and Range during assessment. In these situations, your assessor may wish to assess your Knowledge and Understanding by asking you some questions. These questions can be given orally or in writing, but will be recorded in your portfolio as evidence.

Your assessor could also check you have the required level of Knowledge and Understanding by asking you to produce personal statements or to complete a project or assignment.

What if I have previous experience and Knowledge and Understanding from work and other qualifications?

If you have previous work experience, skills, and Knowledge and Understanding which you feel is relevant to your SVQ, you should tell your assessor about it. Your assessor may ask you for more proof in the form of letters from previous employers/training providers or details about any courses you have completed.

For example, you may have achieved an HNC in a relevant subject in which case your assessor may feel that you already have some of the Knowledge and Understanding required for the SVQ.

The process of matching your previous experience and learning is often referred to as the Accreditation of Prior Learning (APL). The purpose of this process is to try and give you some credit towards your SVQ for things you can already do to the national standard. Your assessor judges the evidence available and matches it against the requirements of the SVQ. This means that your assessor should not have to assess you for these things all over again.

However, the success of this process depends on *you* telling *your assessor* what previous work experience or Knowledge and Understanding you have and how you think it is relevant to your SVQ. The more information you can supply to support your claims, the easier it should be to convince your assessor that you are competent.

When can simulation be used?

Throughout your SVQ, the emphasis is on you being able to carry out real work activities so assessment will normally be carried out in the workplace itself.

There may be times, however, when it might not be appropriate for you to be assessed while you are working. For example your SVQ might require you to carry out emergency or contingency procedures (for safety or confidentiality reasons) or your job role may not cover all aspects of the qualification. In such instances, when you have no other means of generating evidence, **simulation** might be appropriate.

Simulation is any structured exercise involving a specific task which reproduces real-life situations. Care must be taken though to ensure that the conditions in which you are assessed *exactly* mirror the work environment ie it is a **realistic working environment**.

You and your assessor should check the assessment strategy for your SVQ carefully to find out the Sector Skills Council (SSC's) view of what constitutes a realistic working environment. Some SSCs stipulate the specific Elements which are suitable for this approach.

Integration of assessment

It is not necessary for you to have each Element assessed separately — doing so could result in assessment which takes too long and places too great a burden on you and your assessor.

There will be instances when you will be able to use one piece of evidence to prove your competence across different Elements or Performance Criteria. You may even find that evidence is relevant for different Units — this is called **integration of assessment**.

When you first begin your SVQ, you and your assessor will spend time looking at the standards, planning how much time you are both able to devote to the qualification and drawing up an action plan.

At this stage, you should identify any activities which relate to more than one Unit or Outcome and arrange for the best way to collect a single piece of evidence which satisfactorily covers all the Performance Criteria.

If you are going to integrate assessments, make sure that the evidence is cross-referenced to the relevant Units. Details of how to cross reference your evidence can be found in Section 2 'How to compile your portfolio'.

Section 2 — How to compile your portfolio (including worked examples)

General information

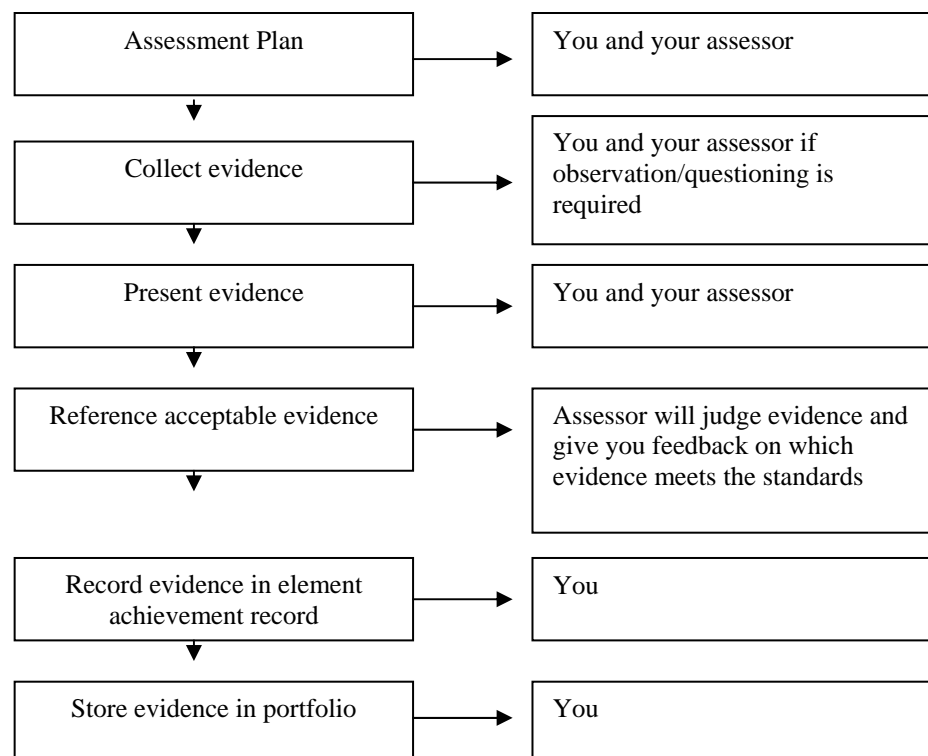
A portfolio, like a log book, is a way of recording evidence of your achievements. It is a collection of different items of evidence which indicates that you have the required skills, Knowledge and Understanding to support your claim to a qualification.

The production of a well-organised, clearly labelled portfolio which relates each piece of evidence to the relevant Outcomes and Performance Criteria requires a careful methodical approach. When your assessor looks through your portfolio, they will find the task of making judgements about your competence much easier if the information in it is presented in a logical sequence.

You will need to present your evidence in a format that is easy to read and in which materials can be added or taken away. This section gives suggestions on how to lay out and present your evidence and includes worked examples. There are also forms and matrices which will assist you to chart your progress through the award.

You do not have to lay out your evidence in the way suggested but you may find it helpful to do so. Each portfolio will be different in content but all should include information about you (the candidate), the organisation where you are undertaking your qualification, the assessor and so on.

Evidence Collection Process



Planning your portfolio

Start by carefully reading through the standards and, together with your assessor, decide which Units you might like to work on first. You do not have to do the Units in order. There may be some Units that relate to tasks which you carry out on a regular basis, therefore making it easier to collect evidence right away. Alternatively, there may be activities in other Units which you only undertake now and again, these can be left until the opportunity arises for you to collect evidence.

Before you start looking for different kinds of evidence and deciding if they should be included in your portfolio, you will find it helpful to plan how you will carry out the tasks and how long they are going to take.

The plan is usually referred to as an '**assessment plan**'. It should be produced in discussion with your assessor and will set out the different stages in developing your portfolio. You will probably want to produce a plan for each Unit.

It is unlikely that you will be able to complete all of the Units straight away and you should therefore think about starting with those Units where you have a lot of experience and in which you work well. You should also remember to identify any opportunities for **integration of assessment**.

We have provided you with a '**Unit progress record**' — see Example 2. Each time you complete a Unit, your assessor should sign and date the relevant section on the form. At this stage, it might be a good idea to check that all your evidence and recording documents have been completed correctly and can easily be located. You can then circle the reference number of that Unit in the checkboxes at the top of the form so that you can see at a glance what stage you are at in your SVQ.

Starting your portfolio

Make sure that you clearly label your portfolio (or disk if you are recording your evidence electronically) with your name together with the title and level of the award.

Your portfolio will need a *title page* and a *contents page*. You should also complete a *Personal Profile* which records details about yourself and your job as well as providing information about your employer, training provider or college. Blank samples of these forms are provided in Section 4.

We recommend that you compile your portfolio in the following order:

| |
|--------------------------------------------------|
| Title Page |
| Contents Checklist |
| Personal Profile |
| Unit Progress Record |
| Completed Element Achievement Records |
| Index of Evidence |
| Pieces of evidence |
| Glossary of terms |
| Standards |

Contents checklist

You might also find it useful to complete the following checklist as you work your way through your portfolio. This will help you to see if you have included all the relevant items. Once you have completed your portfolio, you will be able to use this checklist again as a contents page, by inserting the relevant page or section numbers in the right hand column.

| | Completed? | Page/Section number |
|--------------------------------------------------------------------------------|--------------------------|---------------------|
| Title page for the portfolio | <input type="checkbox"/> | |
| Personal profile | | |
| ◆ your own personal details | <input type="checkbox"/> | |
| ◆ a brief CV or career profile | <input type="checkbox"/> | |
| ◆ description of your job | <input type="checkbox"/> | |
| ◆ information about your employer/training provider/college | <input type="checkbox"/> | |
| Unit Assessment Plans | <input type="checkbox"/> | |
| Unit progress record | <input type="checkbox"/> | |
| Completed Element Achievement Records for each Unit | | |
| ◆ signed by yourself, your assessor and the internal verifier (where relevant) | <input type="checkbox"/> | |
| ◆ Evidence reference numbers included | <input type="checkbox"/> | |
| Index of evidence (with cross-referencing information completed) | <input type="checkbox"/> | |
| Evidence (with reference numbers) | | |
| ◆ observation records | <input type="checkbox"/> | |
| ◆ details of witnesses (witness testimony sheets) | <input type="checkbox"/> | |
| ◆ personal statements | <input type="checkbox"/> | |
| ◆ products of performance | <input type="checkbox"/> | |

Collecting your evidence

All of the evidence which you collect and present for assessment must be relevant to your SVQ. Your assessor will help you choose which pieces of evidence you should include.

We have provided blank forms in Section 4 of this document, which you can photocopy to help you record and present your evidence. Although we have provided you with sample forms, your centre may have their own recording documents which they would prefer you to use.

Some of these forms eg **observation records** and the **record of questions and answers**, will be completed by your assessor. Other forms (**witness testimonies**) will be used by people other than your assessor to testify that they have observed you doing your job, and there is one for you to complete called a **personal statement**.

Explanations are given below about how and when these forms should be used.

Observation record (Example 5)

The observation record is used by your assessor to record what tasks you have performed and to what standard. There is also a section for your assessor to note which other Units or Outcomes are covered by this evidence ('integration of assessment').

The assessor will discuss with you which Performance Criteria and Range you have successfully achieved and give you feedback. This form should then be given a reference number and included in your portfolio as part of your evidence.

Witness testimony (Example 6)

There may be occasions when your assessor is not available to observe you carrying out certain aspects of your job. In such instances, it may be appropriate for another person to comment about your performance by completing a statement called a 'witness testimony'.

Witness testimony should only be used as supporting evidence and should:

- ◆ be provided by a person, not related to you, who is in a position to make a valid comment about your performance eg supervisor, line manager or possibly a client/customer
- ◆ contain comments which specifically relate your performance to the standards
- ◆ be authenticated by the inclusion of the witness's signature, role, address, telephone number and the date

It is unlikely that your assessor would make an assessment decision based on witness testimony alone. They would normally supplement this type of evidence with questioning.

Record of questions and candidate's answers (Example 7)

This form is used to record any questions which your assessor may ask, to establish whether you have the required level of Knowledge and Understanding associated with each Unit. There is also space on the form for your answers to be noted.

Personal statement (Example 4)

There will be times when you need to put a piece of your evidence in context for your assessor so that they can decide if it is relevant to your SVQ. You can complete personal statements to help you do this — these can relate either to the pieces of evidence or to each Outcome or Unit.

For example, you may refer to paperwork which is often used in your organisation to help you pass on information to a colleague. It may not be clear to an assessor why you are communicating to your colleague in this way and a **brief** explanation of the paperwork and why it is relevant to a particular part of your SVQ may be required.

A personal statement might also be used to record your experience of something, such as, how you handled a specific situation. This can be documented in your personal statement and should be a description of what you did, how you did it and why you did it. It will also allow you to include the people who were present and either assisted you or witnessed your actions. This, in turn, might identify who you should approach for ‘witness testimony’. In your personal statement you could also refer to product evidence that you have produced (eg reports, notes, completed forms), these can also be included as evidence in your portfolio.

The personal statement can be a piece of evidence in itself and should therefore be included in your portfolio.

Presenting your evidence

It is important to present all of your evidence in a clear, consistent and legible manner. Your assessor will then find it much easier to make appropriate judgements about the quality, sufficiency and currency of the materials you are putting forward for consideration.

It is not necessary to produce all of your evidence in typewritten format — some hand-written pieces of evidence, such as notes, will be perfectly acceptable.

There may also be items of evidence which you cannot physically include in your portfolio. This might be for confidentiality reasons or it could be that something which you have produced as part of your day-to-day work is normally kept in a filing cabinet or stored electronically in a PC.

In compiling your portfolio, we suggest that anything you produce as part of your day-to-day work is kept in its normal location, but those pieces of evidence which have been produced specifically for your SVQ, eg witness testimony statements or personal statements, are filed in your portfolio. However, assessors and verifiers should be able to locate and access your evidence at all times. It is, therefore, very important that you clearly reference every item of evidence.

Referencing your evidence

Your assessor, as well as the internal and external verifiers, will need to find their way around your portfolio, so you should give each piece of evidence a number.

Remember, that where you have used ‘integration of assessment’, you need to give details of all the Units and Elements which are linked to a specific piece of evidence. The links should be noted on the pieces of evidence themselves as well as on the index of evidence (cross-referencing).

How to complete the Index of evidence (Example 1)

You should complete an *index of evidence* sheet and file it immediately before the actual pieces of evidence in your portfolio.

The index of evidence should be completed by:

- ◆ entering the evidence number in the first column
- ◆ giving a brief description of each piece of evidence in the second column
- ◆ explaining where the evidence can be found in the third column

You must make sure that the information contained in the evidence index is accurate when you give your portfolio to your assessor, particularly in relation to where the evidence can be located.

Completing the Element Achievement Records (Example 3)

There is an Element achievement record for every Element within this portfolio. These records have been designed to allow you to record the evidence you have gathered for each Element. Each record has boxes across it which represent the Performance Criteria, Range Statement, Evidence Requirements and Knowledge and Understanding statement, these will differ from Element to Element so it is important to make sure you are using the right one. Whilst collecting your evidence you should use these grids to display the Performance Criteria, Range, Knowledge and Understanding and Evidence Requirement that piece of evidence relates to. In the first box write the evidence index number you have given to that piece of evidence. In the second box give a brief description of the evidence, then tick against the relevant Performance Criteria, Range, Evidence Requirements and Knowledge and Understanding.

Worked examples

To give you a clearer picture of how to compile your portfolio, you will find worked examples of the various forms over the next few pages. You should ask your assessor for further advice and support if you are still unsure about how to use the forms and who should complete them.

Index of evidence

(Example 1)

SVQ title and level: Achieving Excellence in Sport Performance – level 3

| Evidence number | Description of evidence | Included in portfolio (Yes/No) If no, state location | Sampled by the IV (initials and date) |
|------------------------|---------------------------------------------|-----------------------------------------------------------------|----------------------------------------------|
| 1 | Observation Record | Yes | CW |
| 2 | Record of questions and candidate's answers | Yes | CW |
| 3 | Personal statement | Yes | CW |
| 4 | Witness statement | Yes | CW |
| 5 | Risk assessment | Yes | CW |
| 6 | Minutes of meetings | Yes | CW |
| 7 | Candidate log book records | Yes | CW |
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Unit progress record

(Example 2)

Qualification and level: Achieving Excellence in Sport Performance

Candidate: Sam Armstrong

To achieve the whole qualification, you must prove competence in eight **mandatory** Units.

Unit Checklist — circle the reference number of each Unit as you complete

Circle the reference numbers as you complete each unit. You can then easily see what stage you have reached in your SVQ.

| | | | | | | |
|------------------|-----|-----|-----|-----|-----|-----|
| Mandatory | ES1 | ES2 | ES3 | ES4 | ES5 | ES6 |
|------------------|-----|-----|-----|-----|-----|-----|

Mandatory Units achieved

| Unit Number | Title | Assessor | Date |
|-------------|-------------------------------------------------------------------------------------------------------|----------|----------|
| ES1 | Plan, Apply and Evaluate your Technical Skills to Achieve Excellence in your Sport | | |
| ES2 | Plan, Apply and Evaluate your Tactical Skills to Achieve Excellence in your Sport | A Shah | 01/07/08 |
| ES3 | Plan, Apply and Evaluate your Physical Capability to Achieve Excellence in your Sport | | |
| ES4 | Plan, Apply and Evaluate the Attitudes and Mental Skills needed to Achieve Excellence in your Sport | | |
| ES5 | Plan and Manage your Lifestyle to Achieve Excellence in your Sport. | | |
| ES6 | Manage your Sporting Career | | |
| ES7 | Communicate and Work Effectively with Other People whilst Seeking to achieve Excellence in your Sport | | |
| ES8 | Maintain the Health and Safety of Self and Others whilst seeking to Achieve Excellence in Sport | | |

This section of the form is for your assessor to sign each time you successfully achieve a Unit.

Element achievement record

(Example 3)

Unit: ES8 — Maintain the health and safety of self and others whilst seeking to achieve excellence in your sport

Element: ES8.1 — Work in a healthy and safe way

| Evidence Index No | Description of Evidence | PCs | | | | | | Areas of knowledge and understanding | | | | | | | | | | | | | |
|-------------------|-------------------------|-----|---|---|---|---|---|--------------------------------------|----|-----|-----|--|--|--|--|--|--|--|--|--|--|
| | | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | | | | | | | |
| 3 | Personal statement | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | K5 | K9 | K10 | K12 | | | | | | | | | | |
| 4 | Witness testimony | | | ✓ | ✓ | ✓ | ✓ | K13 | | | | | | | | | | | | | |
| 5 | Risk assessment | | | | | | | K6 | K7 | K8 | | | | | | | | | | | |
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Unit: ES8 — Maintain the health and safety of self and others whilst seeking to achieve excellence in your sport

Element: ES8.1 — Work in a healthy and safe way

Notes/Comments

Sam has demonstrated to a satisfactory level that he can collect the necessary up-to-date information relating to health and safety requirements. From this he was able to comply with these requirements on a daily basis as well as actively look out for possible hazards. Sam also carried out a risk assessment of his area of work where he was able to identify a range of hazards and take out corrective action, for example use of facilities and equipment issues amongst some staff members.

Sam was also able to bring this topic up at our monthly meeting, where it was discussed amongst his colleagues and senior coaches, where the matter was dealt with and Sam will monitor and up-date the team at next month's meeting.

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: *Sam Armstrong*

Date: 01/07/08

Assessor: **Amir Shah**

Date: 01/07/08

Internal Verifier: *Christopher Waue*

Date: 15/07/08

Personal statement

(Example 4)

| Date | Evidence index number | Details of statement | Links to other evidence (enter numbers) | Unit, Elements, PCs covered |
|--------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------------|
| 5/6/08 | 3 | <p>Once a month meetings take place amongst the coaching staff. All coaches are encouraged to contribute to the agenda and raise specific issues in relation to their area of work.</p> <p>During this meeting I raised the issue in relation to health and safety; Use of facilities and equipment.</p> <p>While I have been conducting risk assessments of my area of work, I have noticed that certain equipment storage areas are not being kept clean and tidy as required. I pointed out in the meeting that this poses a risk to other coaching staff and to client groups as equipment may become damaged.</p> <p>The senior coaches agreed that they would monitor users of the equipment, and review the progress in next months meeting.</p> | E8.1 | Unit: ES7.1 PC's: 1, 2, 3, 4, 5, 6 |

Signed (candidate):

Sam Armstrong

Date:

02/06/08

Observation record

(Example 5)

Unit/Element(s): ES1.2

Candidate: Sam Armstrong

Evidence index number: 1

Date of observation: 01/06/08

| Skills/activities observed: | PCs covered: |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Over Sam's assessment period, I observed Sam take part in the programme he had planned, which took into account his technical goals, where he showed commitment and determination throughout. He was able to study and follow analyses, instructions and demonstrations by other coaching staff and contribute to ongoing assessments. At the end, he provided feedback to other coaching staff on how well the programme met Sam's needs and worked well with the coaching staff to improve his programme in the future | 1, 3, 4, 5, 6, 7 |

Knowledge and understanding apparent from this observation:

K9, K11, K12, K13, K17

Other Units/Elements to which this evidence may contribute:

ES7, ES6

Assessor's comments and feedback to candidate:

Feedback was given to Sam, (see above observation record). Sam has demonstrated that he is able to implement his technical skills from the agreed drawn up programme, which he was able to take part in as per planned. Sam has good communication skills and was able to converse competently with other coaching staff to fulfill the requirements of this Element.

I can confirm the candidate's performance was satisfactory.

Assessor's signature:

Amir Shah

Date: 01/06/08

Candidate's signature:

Sam Armstrong

Date: 01/06/08

Witness testimony

(Example 6)

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| SVQ title and level: | Achieving Excellence in Sport Performance |
| Candidate's name: | Sam Armstrong |
| Evidence index no: | 4 |
| Index no of other evidence which this testimony relates to (if any): | 3 |
| Element(s): | ES7.2 |
| Date of evidence: | 02/06/08 |
| Name of witness: | Wanda Rinn |
| Designation/relationship to candidate: | Colleague |
| Details of testimony: I was present at the monthly coaching staff meeting on 05/06/08, where Sam was present. Sam was able to deliver his agenda item confidently, bringing attention of the state of the equipment storage areas. He asked initially whose responsibility it was to ensure that these store rooms were kept tidy, and after some discussion, it was decided that each senior coach would take responsibility for their storage areas in their area of work. Sam agreed to monitor the storage areas over the next month and present his findings at next month's meeting. | |
| I can confirm the candidate's evidence is authentic and accurate. Signed by witness: <i>Wanda Rinn</i> Date: 02/06/08 | |

Witness (please tick the appropriate box):

- Holds D32/D33 Award
- Is familiar with the SVQ standards to which the candidate is working

Record of questions and candidate's answers

(Example 7)

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Unit: ES8 | Element(s): 1 |
| Evidence index number: 2 | |
| Circumstances of assessment: | |
| <p>Sam carried out risk assessment of his area of work, however the following he was not able to cover on the day of assessment. Oral questions below cover aspects of 'what you must cover':</p> <p>a) health and safety requirements — 2. Manual Handling b) hazards — 4. Security breaches</p> | |
| List of questions and candidate's responses: | |
| <p>Q: While conducting a risk assessment of your area of work, what actions would you take if you found other coaching staff were using incorrect methods of manual handling?</p> <p>A: It would need to be dealt with ASAP. My supervisor would be informed and appropriate training would need to be organised for the appropriate members of staff.</p> <p>Q: During your assessment of hazards in your area of work, how would you deal with any breaches in security?</p> <p>A: I would need to inform my supervisor; this could be in a team meeting, where my assessment of the hazard would be put forward, and appropriate action would be taken.</p> | |
| Assessor's signature: | Amir Shah Date: 01/06/08 |
| Candidate's signature: | <i>Sam Armstrong</i> Date: 01/06/08 |

Section 3 — The Units and recording documents for your SVQ

Unit Progress Record

Qualification and level: Achieving Excellence in Sports Performance level 3

Candidate: _____

To achieve the whole qualification, you must prove competence in all **eight mandatory** Units.

Please note the table below shows the SSC identification codes listed alongside the corresponding SQA Unit numbers. It is important that the SQA Unit numbers are used in all your recording documentation and when your results are communicated to SQA. SSC identification codes are **not valid** in these instances.

Unit Checklist — circle the reference number of each Unit as you complete it.

| | | | | | | | | |
|------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| Mandatory | ES1 | ES2 | ES3 | ES4 | ES5 | ES6 | ES7 | ES8 |
|------------------|-----|-----|-----|-----|-----|-----|-----|-----|

Mandatory units (*all units should be completed*)

| SQA Unit Number | SSB Unit Number | Title | Assessor | Internal Verifier | Date |
|------------------------|------------------------|--------------------------------------------------------------------------------------------------------|-----------------|--------------------------|-------------|
| F4B8 04 | ES1 | Plan, Apply and Evaluate Your Technical Skills to Achieve Excellence in Your Sport. | | | |
| F4B9 04 | ES2 | Plan, Apply and Evaluate Your Tactical Skills to Achieve Excellence in Your Sport. | | | |
| F4BA 04 | ES3 | Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport. | | | |
| F4BB 04 | ES4 | Plan, Apply and Evaluate the Attitudes and Mental Skills Needed to Achieve Excellence in Your Sport. | | | |
| F4BC 04 | ES5 | Plan and Manage Your Lifestyle to Achieve Excellence in Your Sport. | | | |
| F4BD 04 | ES6 | Manage Your Sporting Career. | | | |
| F4BE 04 | ES7 | Communicate and Work Effectively with Other People Whilst Seeking to Achieve Excellence in Your Sport. | | | |
| F4BF 04 | ES8 | Maintain the Health and Safety of Self and Others Whilst Seeking to Achieve Excellence in Your Sport. | | | |

UNIT F4B8 04 (ES1) Plan, Apply and Evaluate Your Technical Skills to Achieve Excellence in Your Sport

This Unit has the following Elements:

| | |
|--------------------------|------------------------------------------------------------------------|
| Element 1 (ES1.1) | Identify and agree a programme to improve your technical skills |
| Element 2 (ES1.2) | Implement a programme to improve your technical skills |
| Element 3 (ES1.3) | Apply and evaluate your technical skills in competition |

Unit Summary

Technical skills are vital to achieving excellence in your sport. You will be working with experienced and proficient coaching staff. However, you also have an important role to play in improving your technical performance. It is important that you can:

- ◆ understand the technical demands of excellence in your sport
- ◆ compare your own level of performance and potential with these technical demands
- ◆ understand and agree the main goals you need to set to achieve technical excellence
- ◆ work with your coaching staff to plan a programme that will help you to achieve excellence
- ◆ take part in the programme positively and to the best of your ability
- ◆ contribute to ongoing assessments of your performance and help to improve your programme
- ◆ apply your technical skills in a competitive situation
- ◆ evaluate how well you applied your technical skills in a competitive situation
- ◆ identify the key lessons for your future improvement.

Target Group

This Unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal.

Linked Units

This Unit links closely with ES2, ES3 and ES4.

UNIT F4B8 04 (ES1) Plan, Apply and Evaluate Your Technical Skills to Achieve Excellence in Your Sport

Element 1 (ES1.1) Identify and agree a programme to improve your technical skills

Performance Criteria

Range

To meet the national standard, you must:

- | | | | |
|---|-------------------------------------------------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------|
| 1 | Work with your coaching staff to agree the technical demands for excellence in your role(s). | 1 | Technical demand (a) skills (b) technical skills |
| 2 | Work with your coaching staff to analyse your own level of technical skill and your potential for achieving excellence. | 2 | Technical goal (a) short term (b) medium term (c) long term |
| 3 | Provide your own views and opinions as part of the analysis. | | |
| 4 | Agree with your coaching staff your main priorities for achieving technical excellence in your role(s). | | |
| 5 | Work with your coaching staff to identify technical goals that meet your priorities. | | |
| 6 | Work with your coaching staff to plan and agree a programme to achieve your technical goals . | | |

UNIT F4B8 04 (ES1) Plan, Apply and Evaluate Your Technical Skills to Achieve Excellence in Your Sport

Element 1 (ES1.1) Identify and agree a programme to improve your technical skills

Knowledge and Understanding

What you must know and understand:

- K1 Sources of information on the technical demands and skills of your role in the sport and how to make use of these.
- K2 The technical skills appropriate to excellence in your role in the sport.
- K3 How to work best with your coaching staff.
- K4 The types of assessments that are used to analyse technical skills in your sport and how to take part in these.
- K5 The importance of providing your own views and opinions during the assessment of your technical skills.
- K6 The types of technical priorities that athletes in your role may have to concentrate on to achieve excellence.

UNIT F4B8 04 (ES1) Plan, Apply and Evaluate Your Technical Skills to Achieve Excellence in Your Sport

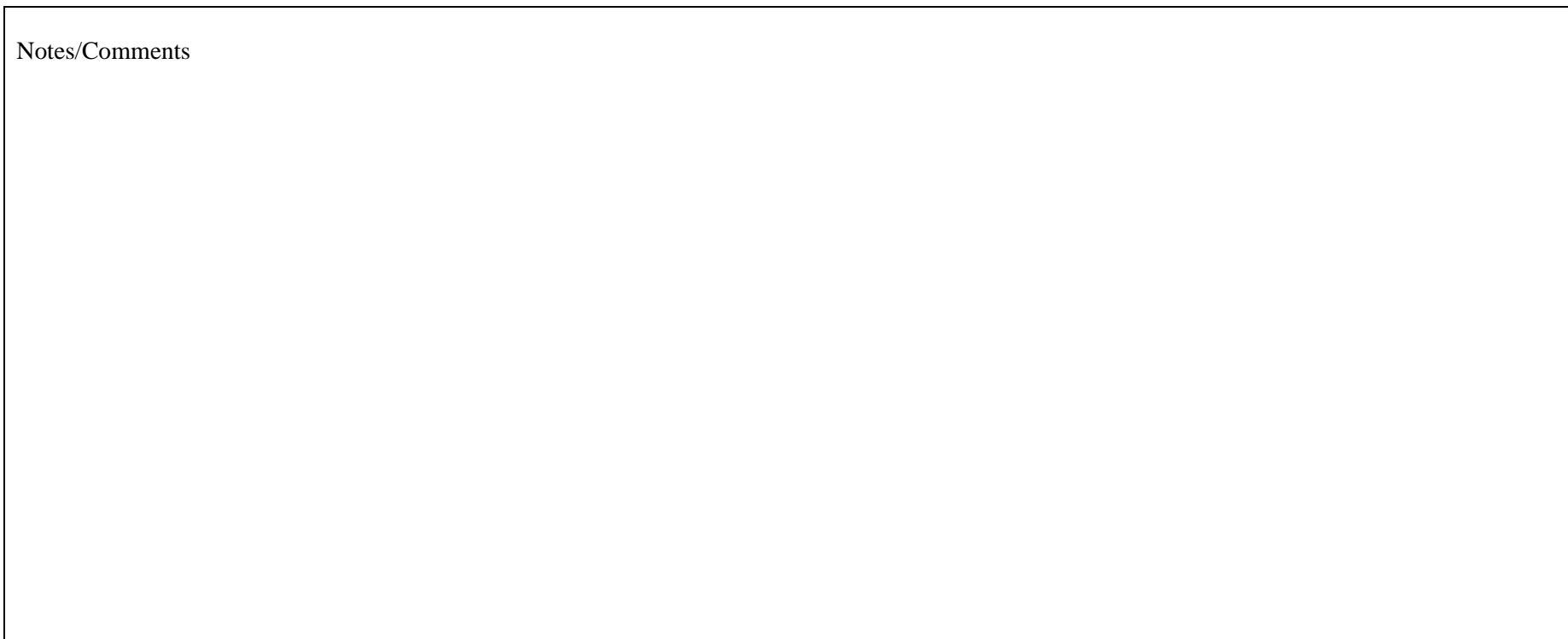
Element 1 (ES1.1) Identify and agree a programme to improve your technical skills

| | | Performance Criteria | | | | | | Range | | | | | Knowledge and Understanding | | | | | |
|----|-------------------------|----------------------|---|---|---|---|---|-------|----|----|----|----|-----------------------------|----|----|----|----|----|
| No | Description of Evidence | 1 | 2 | 3 | 4 | 5 | 6 | 1a | 1b | 2a | 2b | 2c | K1 | K2 | K3 | K4 | K5 | K6 |
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UNIT F4B8 04 (ES1) Plan, Apply and Evaluate Your Technical Skills to Achieve Excellence in Your Sport

Element 1 (ES1.1) Identify and agree a programme to improve your technical skills

Notes/Comments



The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4B8 04 (ES1) Plan, Apply and Evaluate Your Technical Skills to Achieve Excellence in Your Sport

Element 2 (ES1.2) Implement a programme to improve your technical skills

Performance Criteria

Range

To meet the national standard, you must:

- 1 Take part in the planned programme as agreed and to the best of your ability.
- 2 Where you are unable to take part in planned activities, make sure you have the agreement of your coaching staff and others involved in the programme.
- 3 Show commitment and determination when trying to achieve your **technical goals**.
- 4 Study and follow the analyses, instructions and demonstrations provided by your coaching staff.
- 5 Contribute to ongoing assessments of your progress.
- 6 Provide feedback to your coaching staff on how well the programme is meeting your needs.
- 7 Work with your coaching staff to improve the programme so that you can achieve your **technical goals**.

- 1 **Technical goal**
 - (a) short term
 - (b) medium term
 - (c) long term

UNIT F4B8 04 (ES1) Plan, Apply and Evaluate Your Technical Skills to Achieve Excellence in Your Sport

Element 2 (ES1.2) Implement a programme to improve your technical skills

Knowledge and Understanding

What you must know and understand:

- K1 The importance of technical goal setting: short, medium and long term.
- K2 The importance of understanding and agreeing the technical goals you need to achieve.
- K3 The types of technical goals that athletes at your level may need to set themselves.
- K4 The main components of a technical coaching programme at your level in the sport and how they should help you to achieve your goals.
- K5 The types of information that you can provide to coaching staff to help them develop a technical programme appropriate to your needs.
- K6 The importance of committing yourself to a technical programme and how to do so.
- K7 Why you must keep your coaching staff informed when you are unable to take part in coaching.
- K8 How you can show that you are contributing positively to all aspects of the technical programme.
- K9 Why it is important that you give your coaching staff honest feedback on how well the technical programme is meeting your needs.
- K10 The types of things you should be feeding back on during the technical programme.
- K11 Ways in which a technical programme can be improved to meet your needs.

UNIT F4B8 04 (ES1) Plan, Apply and Evaluate Your Technical Skills to Achieve Excellence in Your Sport

Element 2 (ES1.2) Implement a programme to improve your technical skills

| No | Description of Evidence | Performance Criteria | | | | | | | Range | | | Knowledge and Understanding | | | | | | | | | | | |
|-----------|--------------------------------|-----------------------------|---|---|---|---|---|---|--------------|----|----|------------------------------------|----|----|----|----|----|----|----|----|-----|-----|--|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1a | 1b | 1c | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 | |
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UNIT F4B8 04 (ES1) Plan, Apply and Evaluate Your Technical Skills to Achieve Excellence in Your Sport

Element 2 (ES1.2) Implement a programme to improve your technical skills

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4B8 04 (ES1) Plan, Apply and Evaluate Your Technical Skills to Achieve Excellence in Your Sport

Element 3 (ES1.3) Apply and evaluate your technical skills in competition

Performance Criteria

Range

To meet the national standard, you must:

- 1 Work with your coaching staff to identify how to make best use of your technical skills during competition.
- 2 Discuss and agree with your coaching staff how you can practise the necessary technical skills before competition.
- 3 Take part in pre-competition practices to the best of your ability.
- 4 Provide feedback to your coaching staff on the effectiveness of pre-competition practices and make suggestions for improvement.
- 5 Integrate your technical, tactical, physical and mental skills effectively during competition.
- 6 Work co-operatively and objectively with your coaching staff to evaluate your performance.
- 7 Identify and agree with your coaching staff how you can improve your technical skills and how to apply them.
- 8 Discuss and agree with your coaching staff how your **technical goals** and programme can be improved.

- 1 **Technical goal**
 - (a) short term
 - (b) medium term
 - (c) long term

UNIT F4B8 04 (ES1) Plan, Apply and Evaluate Your Technical Skills to Achieve Excellence in Your Sport

Element 3 (ES1.3) Apply and evaluate your technical skills in competition

Knowledge and Understanding

What you must know and understand:

- K1 How to make best use of your technical skills in a competitive situation.
- K2 The types of technical pre-competition practices that can help you to prepare for competition.
- K3 Ways in which you can help your coaching staff to improve technical pre-competition practices.
- K4 The importance of making thorough and objective evaluations of your technical performance in competition.
- K5 Methods that can be used to evaluate technical performance in competition.
- K6 How to contribute to evaluations of technical performance.
- K7 How to use evaluations to make further improvements to your technical skills and the way you use them.

UNIT F4B8 04 (ES1) Plan, Apply and Evaluate Your Technical Skills to Achieve Excellence in Your Sport

Element 3 (ES1.3) Apply and evaluate your technical skills in competition

| No | Description of Evidence | Performance Criteria | | | | | | | | Range | | | Knowledge and Understanding | | | | | | | | |
|----|-------------------------|----------------------|---|---|---|---|---|---|---|-------|----|----|-----------------------------|----|----|----|----|----|----|--|--|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1a | 1b | 1c | K1 | K2 | K3 | K4 | K5 | K6 | K7 | | |
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UNIT F4B8 04 (ES1) Plan, Apply and Evaluate Your Technical Skills to Achieve Excellence in Your Sport

Element 1 (ES1.1) Identify and agree a programme to improve your technical skills

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4B9 04 (ES2) Plan, Apply and Evaluate Your Tactical Skills to Achieve Excellence in Your Sport

This Unit has the following Elements:

| | |
|--------------------------|-----------------------------------------------------------------------|
| Element 1 (ES2.1) | Identify and agree a programme to improve your tactical skills |
| Element 2 (ES2.2) | Implement a programme to improve your tactical skills |
| Element 3 (ES2.3) | Apply and evaluate your tactical skills in competition |

Unit Summary

Tactical skills are important to achieving excellence in your sport. You will be working with experienced and proficient coaching staff. However, you also have an important contribution to make in improving your tactical performance. It is important that you can:

- ◆ understand the tactical demands of excellence in your sport
- ◆ compare your own level of performance and potential with these tactical demands
- ◆ understand and agree the main goals you need to set to achieve tactical excellence
- ◆ work with your coaching staff to plan a programme that will help you to achieve excellence
- ◆ take part in the programme positively and to the best of your ability
- ◆ contribute to ongoing assessments of your performance and help to improve your programme
- ◆ apply your tactical skills in a competitive situation
- ◆ evaluate how well you applied your tactical skills in a competitive situation
- ◆ identify the key lessons for your future improvement.

Target Group

This Unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal.

Linked Units

This Unit links closely with ES1, ES3 and ES4.

UNIT F4B9 04 (ES2) Plan, Apply and Evaluate Your Tactical Skills to Achieve Excellence in Your Sport

Element 1 (ES2.1) Identify and agree a programme to improve your tactical skills

Performance Criteria

Range

To meet the national standard, you must:

- 1 Work with your coaching staff to agree the tactical demands for excellence in your role(s).
- 2 Work with your coaching staff to analyse your own level of tactical skill and your potential for achieving excellence.
- 3 Provide your own views and opinions as part of the analysis.
- 4 Agree with your coaching staff your main priorities for achieving tactical excellence in your role(s).
- 5 Work with your coaching staff to identify **tactical goals** that meet your priorities.
- 6 Work with your coaching staff to identify and agree a programme to achieve your **tactical goals**.

- 1 **Tactical goal**
 - (a) short term
 - (b) medium term
 - (c) long term

UNIT F4B9 04 (ES2) Plan, Apply and Evaluate Your Tactical Skills to Achieve Excellence in Your Sport

Element 1 (ES2.1) Identify and agree a programme to improve your tactical skills

Knowledge and Understanding

What you must know and understand:

- K1 Sources of information on the tactical demands and skills of your role in the sport and how to make best use of these.
- K2 How to work best with your coaching staff.
- K3 The types of assessments that are used to analyse tactics at your level in the sport and how to take part in them.
- K4 The importance of providing your own views and opinions during the assessment of your level of tactics.
- K5 The types of tactical priorities that athletes in your role may have to concentrate on to achieve excellence.

UNIT F4B9 04 (ES2) Plan, Apply and Evaluate Your Tactical Skills to Achieve Excellence in Your Sport

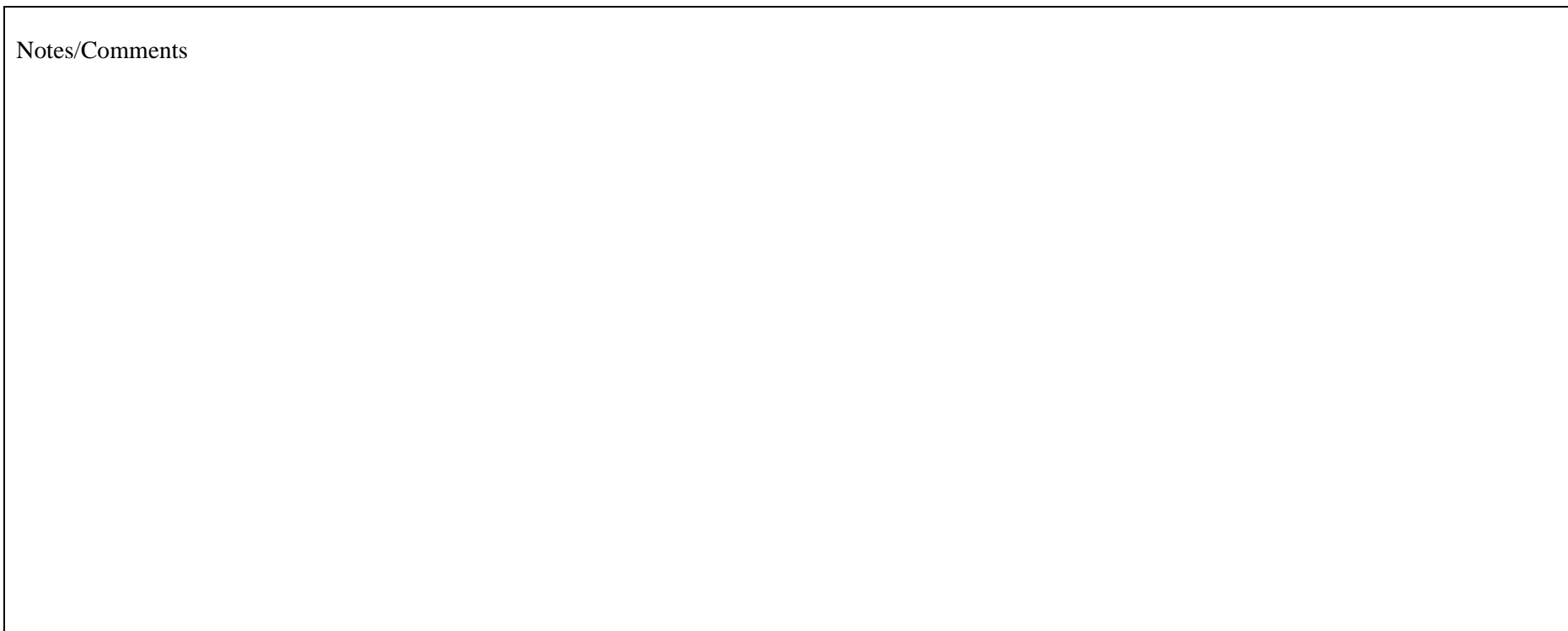
Element 1 (ES2.1) Identify and agree a programme to improve your tactical skills

| No | Description of Evidence | Performance Criteria | | | | | | Range | | | Knowledge and Understanding | | | | |
|----|-------------------------|----------------------|---|---|---|---|---|-------|----|----|-----------------------------|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 1a | 1b | 1c | K1 | K2 | K3 | K4 | K5 |
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UNIT F4B9 04 (ES2) Plan, Apply and Evaluate Your Tactical Skills to Achieve Excellence in Your Sport

Element 1 (ES2.1) Identify and agree a programme to improve your tactical skills

Notes/Comments



The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4B9 04 (ES2) Plan, Apply and Evaluate Your Tactical Skills to Achieve Excellence in Your Sport

Element 2 (ES2.2) Implement a programme to improve your tactical skills

Performance Criteria

Range

To meet the national standard, you must:

- 1 Take part in the planned programme as agreed and to the best of your ability.
- 2 Where you are unable to take part in planned activities, make sure you have the agreement of your coaching staff and others involved in the programme.
- 3 Show commitment and determination when trying to achieve your **tactical goals**.
- 4 Study and follow the analyses, instructions and demonstrations provided by your coaching staff.
- 5 Contribute positively to ongoing assessments of your progress.
- 6 Provide feedback to your coaching staff on how well the programme is meeting your needs.
- 7 Work with your coaching staff to modify the programme so that you can achieve your **tactical goals**.

- 1 **Tactical goal**
 - (a) short term
 - (b) medium term
 - (c) long term

UNIT F4B9 04 (ES2) Plan, Apply and Evaluate Your Tactical Skills to Achieve Excellence in Your Sport

Element 2 (ES2.2) Implement a programme to improve your tactical skills

Knowledge and Understanding

What you must know and understand:

- K1 The importance of tactical goal setting: short, medium and long term.
- K2 Events and competitions that are appropriate to short, medium and long term tactical goals.
- K3 The importance of understanding and agreeing the tactical goals you need to achieve.
- K4 The types of tactical goals that athletes at your level may need to set themselves.
- K5 The main components of a tactical programme at your level in the sport and how they should help you to achieve your goals.
- K6 The types of information that you can provide to coaching staff to help them develop a tactical programme appropriate to your needs.
- K7 The importance of committing yourself to a tactical programme and how to do so.
- K8 Why you must keep your coaching staff informed when you are unable to take part in coaching.
- K9 How you can show that you are contributing positively to all aspects of the tactical programme.
- K10 Why it is important that you give your coaching staff honest feedback on how well the tactical programme is meeting your needs.
- K11 The types of things you should be feeding back on during the tactical programme.
- K12 Ways in which a tactical programme can be improved to meet your needs.

UNIT F4B9 04 (ES2) Plan, Apply and Evaluate Your Tactical Skills to Achieve Excellence in Your Sport

Element 2 (ES2.2) Implement a programme to improve your tactical skills

| No | Description of Evidence | Knowledge and Understanding | | | | | | | | | | | |
|----|-------------------------|-----------------------------|----|----|----|----|----|----|----|----|-----|-----|-----|
| | | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 | K12 |
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Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4B9 04 (ES2) Plan, Apply and Evaluate Your Tactical Skills to Achieve Excellence in Your Sport

Element 3 (ES2.3) Apply and evaluate your tactical skills in competition

Performance Criteria

Range

To meet the national standard, you must:

- 1 Work with your coaching staff to identify how to make best use of your tactics during competition.
- 2 Discuss and agree with your coaching staff how you can practise the necessary tactics before competition.
- 3 Take part in pre-competition practices to the best of your ability.
- 4 Provide feedback to your coaching staff on the effectiveness of pre-competition practices and make suggestions for improvement.
- 5 Integrate your technical, tactical, physical and mental skills effectively during competition.
- 6 Work co-operatively and objectively with your coaching staff to evaluate your performance in competition.
- 7 Identify and agree with your coaching staff how you can improve your tactical skills and how you apply them.
- 8 Discuss and agree with your coaching staff how your **tactical goals** and programme can be improved.

- 1 **Tactical goal**
 - (a) short term
 - (b) medium term
 - (c) long term

UNIT F4B9 04 (ES2) Plan, Apply and Evaluate Your Tactical Skills to Achieve Excellence in Your Sport

Element 3 (ES2.3) Apply and evaluate your tactical skills in competition

Knowledge and Understanding

What you must know and understand:

- K1 How to make best use of your tactics in a competitive situation.
- K2 The types of tactical pre-competition practices that can help you to prepare for competition.
- K3 Ways in which you can help your coaching staff to improve tactical pre-competition practices.
- K4 The importance of making thorough and objective evaluations of your tactical performance in competition.
- K4 Methods that can be used to evaluate tactical performance in competition.
- K5 How to contribute to evaluations of tactical performance.
- K6 How to use evaluations to make further improvements to your tactics and the way you use them.

UNIT F4B9 04 (ES2) Plan, Apply and Evaluate Your Tactical Skills to Achieve Excellence in Your Sport

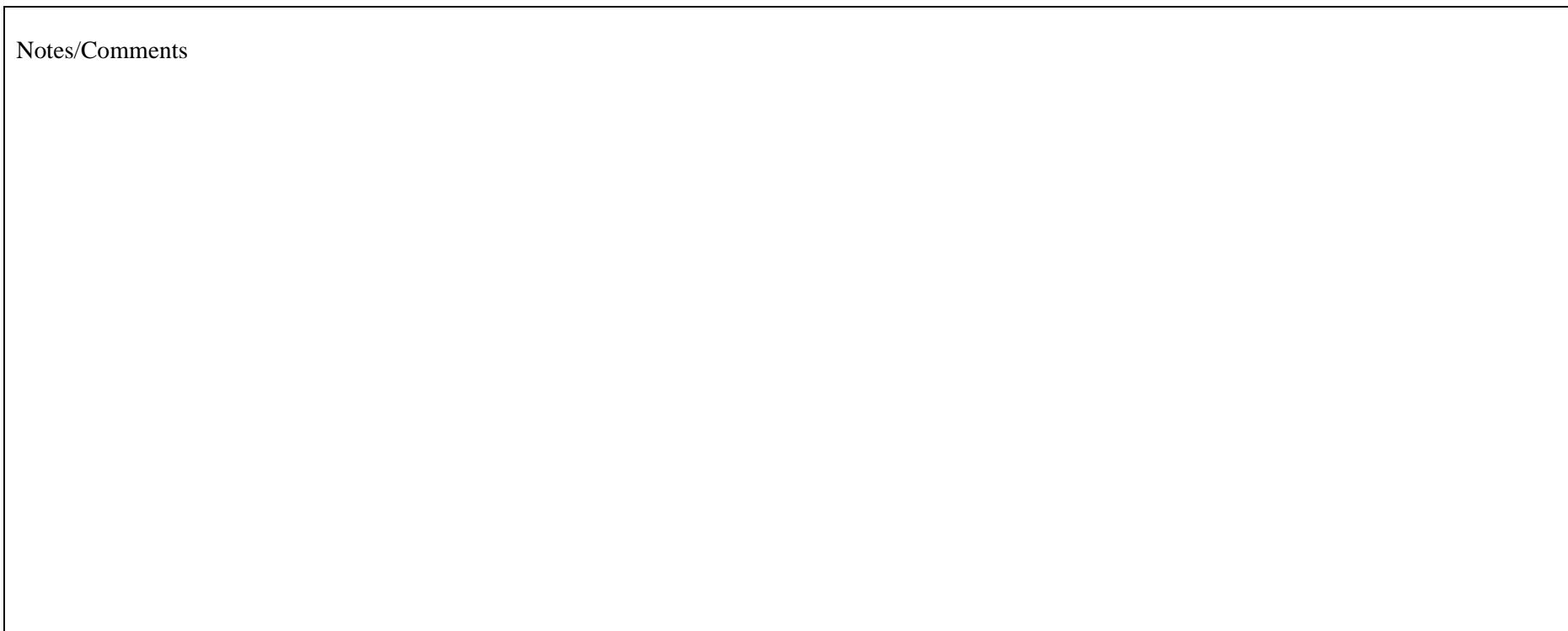
Element 3 (ES2.3) Apply and evaluate your tactical skills in competition

| No | Description of Evidence | Performance Criteria | | | | | | | | Range | | | Knowledge and Understanding | | | | | | |
|----|-------------------------|----------------------|---|---|---|---|---|---|---|-------|----|----|-----------------------------|----|----|----|----|----|--|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1a | 1b | 1c | K1 | K2 | K3 | K4 | K5 | K6 | |
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UNIT F4B9 04 (ES2) Plan, Apply and Evaluate Your Tactical Skills to Achieve Excellence in Your Sport

Element 3 (ES2.3) Apply and evaluate your tactical skills in competition

Notes/Comments



The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

This Unit has the following Elements:

| | |
|--------------------------|---------------------------------------------------------------------------|
| Element 1 (ES3.1) | Identify and agree a programme to improve your physical capability |
| Element 2 (ES3.2) | Implement a programme to improve your physical capability |
| Element 3 (ES3.3) | Apply and evaluate your physical capability in competition |
| Element 4 (ES3.4) | Agree and implement a nutritional programme |

Unit Summary

Physical fitness is vital to achieving excellence in your sport. To be successful, elite athletes need to develop and maintain high levels of physical fitness. Training and nutrition are both important. You will be working with experienced and proficient coaching staff and other experts such as personal trainers, nutritionists, physiotherapists and doctors. However, you also have an important contribution to make. It is important that you can:

- ◆ understand the physical demands of excellence in your sport
- ◆ compare your own level of physical fitness and potential with these demands
- ◆ understand and agree the main goals you need to set to achieve the necessary levels of physical fitness
- ◆ work with your coaching staff to plan a programme that will help you to achieve the necessary level of physical fitness and prevent injury
- ◆ take part in the programme positively and to the best of your ability
- ◆ contribute to ongoing assessments of your fitness and help to improve your programme
- ◆ help to develop and implement a nutritional strategy that will help you to perform at the highest level

Target Group

This Unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal.

Linked Units

This Unit links closely with ES1, ES2 and ES4.

UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 1 (ES3.1) Identify and agree a programme to improve your physical capability

Performance Criteria

To meet the national standard, you must:

- 1 Work with your coaching and/or other staff to agree the **physical demands** for excellence in your role(s).
- 2 Work with your coaching and/or other staff to analyse your own level of physical capability and your potential for achieving excellence.
- 3 Provide your own views and opinions as part of the analysis.
- 4 Agree with your coaching and/or other staff your main priorities for achieving the necessary level of physical capability.
- 5 Work with your coaching staff to identify **physical goals** that meet your priorities.
- 6 Work with your coaching and/or other staff to plan and agree a programme to achieve your **physical goals**.

Range

1 Physical demands

- (a) power
- (b) strength
- (c) endurance
- (d) speed
- (e) agility
- (f) balance
- (g) flexibility
- (h) body composition
- (i) injury prevention
- (j) recovery
- (k) other appropriate requirements

2 Physical goal

- (a) short term
- (b) medium term
- (c) long term

UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 1 (ES3.1) Identify and agree a programme to improve your physical capability

Knowledge and Understanding

What you must know and understand:

- K1 Sources of information on the physical requirements of your role(s) in the sport and how to make best use of these.
- K2 The physical requirements placed on athletes operating at the level of excellence in your sport.
- K3 How to work best with your coaching and/or other relevant staff.
- K4 The types of assessments that are used to analyse physical capability in your sport and how to take part in them.
- K5 The importance of providing your own views and opinions during assessments of your physical capability.
- K6 The types of physical priorities that athletes in your role may have to concentrate on to achieve excellence.

UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 1 (ES3.1) Identify and agree a programme to improve your physical capability

| | | Performance Criteria | | | | | | Range | | | | | | | | | | | | | | |
|----|-------------------------|----------------------|---|---|---|---|---|-------|----|----|----|----|----|----|----|----|----|----|----|----|----|--|
| No | Description of Evidence | 1 | 2 | 3 | 4 | 5 | 6 | 1a | 1b | 1c | 1d | 1e | 1f | 1g | 1h | 1i | 1j | 1k | 2a | 2b | 2c | |
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UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 1 (ES3.1) Identify and agree a programme to improve your physical capability

| | | Knowledge and Understanding | | | | | |
|-----------|--------------------------------|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| No | Description of Evidence | K1 | K2 | K3 | K4 | K5 | K6 |
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UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 1 (ES3.1) Identify and agree a programme to improve your physical capability

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 2 (ES3.2) Implement a programme to improve your physical capability

Performance Criteria

To meet the national standard, you must:

- 1 Take part in the planned **programme** as agreed and to the best of your ability.
- 2 Where you are unable to take part in planned activities, make sure you have the agreement of your coaching staff and others involved in the **programme**.
- 3 Show commitment and determination when trying to achieve your **physical goals**.
- 4 Contribute positively to ongoing assessments of your progress.
- 5 Provide feedback to your coaching and/or other staff on how well the **programme** is meeting your needs.
- 6 Work with your coaching and/or other staff to modify the **programme** so that you can achieve the planned **physical goals**.

Range

- 1 **Programme** to improve
 - (a) power
 - (b) strength
 - (c) endurance
 - (d) speed
 - (e) agility
 - (f) balance
 - (g) flexibility
 - (h) body composition
 - (i) injury prevention
 - (j) recovery
 - (k) other appropriate requirements
- 2 **Physical goal**
 - (a) short term
 - (b) medium term
 - (c) long term

UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 2 (ES3.2) Implement a programme to improve your physical capability

Knowledge and Understanding

What you must know and understand:

- K1 The importance of physical goal setting: short, medium and long term.
- K2 The importance of understanding and agreeing the physical goals you need to achieve.
- K3 The types of physical goals that athletes at your level may need to set themselves.
- K4 The main components of a physical conditioning programme at your level in the sport and how they should help you to achieve your goals.
- K5 The common types of injuries in your sport and the short, medium and long term effects these can have on your performance.
- K6 Types of injuries to which you are most prone.
- K7 Strategies you can adopt to avoid injury.
- K8 The psychological impact that injuries can have on your performance.
- K9 The physical and mental strategies you can use to recover from injuries.
- K10 The main components of a programme to recover from injury both physically and mentally.
- K11 The types of information that you can provide to coaching staff to help them develop a physical conditioning programme appropriate to your needs.
- K12 Why coaching staff need to know about things such as your physical needs, mental needs, lifestyle and learning styles.
- K13 The types of banned substances you should not use to improve your physical capability and why these are dangerous and not approved in your sport.
- K14 The importance of committing yourself to a physical conditioning programme and how to do so.
- K15 Why you must keep your coaching staff informed when you are unable to take part in training.
- K16 The importance of recovery in a training programme.
- K17 The types of assessments that may be used to measure your physical progress and how they work.
- K18 The importance of monitoring your response to a physical conditioning programme.
- K19 Why it is important that you give your coaching staff honest feedback on how well the physical conditioning programme is meeting your needs.
- K20 The types of things you should be feeding back on during the programme.
- K21 Ways in which a physical conditioning programme can be improved to meet your needs.

UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 2 (ES3.2) Implement a programme to improve your physical capability

| No | Description of Evidence | Performance Criteria | | | | | | Range | | | | | | | | | | | | | |
|----|-------------------------|----------------------|---|---|---|---|---|-------|----|----|----|----|----|----|----|----|----|----|----|----|----|
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UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 2 (ES3.2) Implement a programme to improve your physical capability

| | | Knowledge and Understanding | | | | | | | | | | | | | | | | | | | | | |
|-----------|--------------------------------|------------------------------------|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
| No | Description of Evidence | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 | K12 | K13 | K14 | K15 | K16 | K17 | K18 | K19 | K20 | K21 | |
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UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 2 (ES3.2) Implement a programme to improve your physical capability

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 3 (ES3.3) Apply and evaluate your physical capability in competition

Performance Criteria

Range

To meet the national standard, you must:

This Element covers the following types of:

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1 Work with your coaching and/or other staff to identify how to make best use of your physical capability during competition.2 Discuss and agree with your coaching and/or other staff how you can work on your physical capability before, during, and after competition.3 Take part in pre-competition practices to the best of your ability.4 Provide feedback to your coaching and/or other staff on the effectiveness of pre-competition practices and make suggestions for improvement.5 Apply and adapt your physical capability with other skills as necessary during competition.6 Work with your coaching and/or other staff to evaluate your performance and set new physical goals. | <ol style="list-style-type: none">1 Physical goal<ol style="list-style-type: none">(a) short term(b) medium term(c) long term |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 3 (ES3.3) Apply and evaluate your physical capability in competition

Knowledge and Understanding

What you must know and understand:

- K1 How to make best use of your physical capability in a competitive situation.
- K2 The types of physical pre-competition techniques that can help you to prepare for competition and how to use them.
- K3 Ways in which you can help your coaching staff to improve physical pre-competition techniques.
- K4 The importance of making thorough and objective evaluations of your competitive performance and the impact of training techniques.
- K5 Methods that can be used to evaluate physical capability during competition and the techniques you are using.
- K6 How to contribute to evaluations of competitive performance and the impact of training techniques.
- K7 How to use evaluations to make further improvements to your physical capability and the way you apply it.

UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 3 (ES3.3) Apply and evaluate your physical capability in competition

| No | Description of Evidence | Performance Criteria | | | | | | Range | | | Knowledge and Understanding | | | | | | |
|----|-------------------------|----------------------|---|---|---|---|---|-------|----|----|-----------------------------|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 1a | 1b | 1c | K1 | K2 | K3 | K4 | K5 | K6 | K7 |
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UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 3 (ES3.3) Apply and evaluate your physical capability in competition

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 4 (ES3.4) Agree and implement a nutritional programme

Performance Criteria

Range

To meet the national standard, you must:

- 1 Work with your coaching and/or other staff to identify the energy demands and particular nutritional needs of your role(s) in the sport.
- 2 Provide coaching and/or other staff with information about your lifestyle and likes and dislikes.
- 3 Discuss and agree with your coaching and/or other staff a **nutritional strategy** appropriate to your role(s), yourself and your likes and dislikes.
- 4 Follow the **nutritional strategy** as agreed before, during and after training and competition.
- 5 Provide coaching and/or other staff with the information they need to monitor and evaluate your **nutritional strategy**.
- 6 Work with coaching staff and other experts to develop and improve the **nutritional strategy**.

- 1 **Nutritional strategy** including
 - (a) food group
 - (b) hydration
 - (c) preparation
 - (d) quantity
 - (e) timing
 - (f) avoidance of substances that have negative impact
 - (g) approved supplements

UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 4 (ES3.4) Agree and implement a nutritional programme

Knowledge and Understanding

What you must know and understand:

- K1 The importance of nutrition to an athlete's performance.
- K2 The energy demands and particular nutritional needs of your role(s) in the sport.
- K3 The types of information you need to provide to your coaching staff to help them devise a nutritional strategy.
- K4 The effects of lifestyle and likes and dislikes when developing a nutritional strategy.
- K5 Your own likes and dislikes and how this can affect your nutritional strategy.
- K6 The main components of a nutritional strategy and how these can help you to achieve your goals in the sport.
- K7 Why you should ensure that other people who provide you with meals understand and support your nutritional strategy.
- K8 Why it is important to stick to your nutritional strategy before, during and after competition and training.
- K9 The types of information that your coaching staff may need to evaluate your nutritional strategy.
- K10 The types of improvements that can be made to nutritional strategies to meet your individual needs.
- K11 What the procedures are for drug testing.
- K12 What you must do to ensure you comply with drug testing procedures.
- K13 What you should do when your training venue changes.
- K14 What you must avoid doing in order to comply with the testing procedures.
- K15 What you must check for when taking supplementation or medicines and who could best advise you in such situations.

UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 4 (ES3.4) Agree and implement a nutritional programme

| No | Description of Evidence | Performance Criteria | | | | | | Range | | | | | | |
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UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 4 (ES3.4) Agree and implement a nutritional programme

| | | Knowledge and Understanding | | | | | | | | | | | | | | |
|-----------|--------------------------------|------------------------------------|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|
| No | Description of Evidence | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 | K12 | K13 | K14 | K15 |
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UNIT F4BA 04 (ES3) Plan, Apply and Evaluate Your Physical Capability to Achieve Excellence in Your Sport

Element 4 (ES3.4) Agree and implement a nutritional programme

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4BB 04 (ES4) Plan, Apply and Evaluate the Attitudes and Mental Skills Needed to Achieve Excellence in Your Sport

This Unit has the following Elements:

| | |
|--------------------------|-----------------------------------------------------------------------------------|
| Element 1 (ES4.1) | Identify and agree a programme to improve your attitudes and mental skills |
| Element 2 (ES4.2) | Implement a programme to improve your attitudes and mental skills |
| Element 3 (ES4.3) | Apply and evaluate your attitudes and mental skills in competition |

Unit Summary

Having the right attitudes and mental skills is vital to standing up the rigours of training and competition. Motivation, confidence, attention, concentration and coping with stress and pressure will all help you to perform at your very best. To be successful, elite athletes need to develop and maintain high levels of mental as well as physical fitness. You will be working with experienced and proficient coaching staff and other experts such as sports psychologists. However, you also have an important contribution to make. It is important that you can:

- ◆ understand the mental and emotional demands of excellence in your sport
- ◆ compare your own attitudes and mental skills with these demands
- ◆ understand and agree the main goals you need to set to achieve the necessary attitudes and mental skills
- ◆ work with your coaching staff to plan a programme that will help you to achieve the necessary attitudes and mental skills
- ◆ take part in the programme positively and to the best of your ability
- ◆ contribute to ongoing assessments and help to improve your programme
- ◆ apply your attitudes and mental skills in a competitive situation
- ◆ evaluate the outcomes and seek to improve your attitudes and mental skills further.

Target Group

This Unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal.

Linked Units

This Unit links closely with ES1, ES2 and ES3.

UNIT F4BB 04 (ES4) Plan, Apply and Evaluate the Attitudes and Mental Skills Needed to Achieve Excellence in Your Sport

Element 1 (ES4.1) Identify and agree a programme to improve your attitudes and mental skills

Performance Criteria

To meet the national standard, you must:

- 1 Work with your coaching and/or other staff to agree the **mental and emotional demands** of excellence in your role(s).
- 2 Work with your coaching and/or other staff to develop a personal psychological profile.
- 3 Provide your own views and opinions as part of the analysis.
- 4 Discuss and agree with your coaching and/or other staff your main priorities and **goals** for achieving the attitudes and mental skills needed for excellence in your role(s).
- 5 Work with your coaching staff to identify appropriate **goals** to meet your priorities.
- 6 Help your coaching staff to plan a programme to achieve your **goals**.

Range

1 Mental and emotional demand

- (a) motivation
- (b) confidence
- (c) attention and concentration
- (d) anxiety
- (e) dealing with success and failure
- (f) control and self-regulation
- (g) professional attitude
- (h) team work skills
- (i) other appropriate demands

2 Goal

- (a) short term
- (b) medium term
- (c) long term

UNIT F4BB 04 (ES4) Plan, Apply and Evaluate the Attitudes and Mental Skills Needed to Achieve Excellence in Your Sport

Element 1 (ES4.1) Identify and agree a programme to improve your attitudes and mental skills

Knowledge and Understanding

What you must know and understand:

- 1 Sources of information on the mental and emotional demands of your role(s) in the sport.
- 2 How to work best with your coaching staff and other staff on improving your attitudes and mental skills.
- 3 The types of assessments that may be used to develop a psychological profile.
- 4 The mental and emotional demands of excellence in your role in the sport.
- 5 The importance of providing your own views and opinions during the development of your psychological profile.
- 6 The types of mental and emotional priorities that athletes in your role may have to concentrate on to achieve excellence.

UNIT F4BB 04 (ES4) Plan, Apply and Evaluate the Attitudes and Mental Skills Needed to Achieve Excellence in Your Sport

Element 1 (ES4.1) Identify and agree a programme to improve your attitudes and mental skills

| No | Description of Evidence | Performance Criteria | | | | | | Range | | | | | | | | | | | |
|----|-------------------------|----------------------|---|---|---|---|---|-------|----|----|----|----|----|----|----|----|----|----|----|
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UNIT F4BB 04 (ES4) Plan, Apply and Evaluate the Attitudes and Mental Skills Needed to Achieve Excellence in Your Sport

Element 1 (ES4.1) Identify and agree a programme to improve your attitudes and mental skills

| | | Knowledge and Understanding | | | | | |
|----|-------------------------|-----------------------------|----|----|----|----|----|
| No | Description of Evidence | K1 | K2 | K3 | K4 | K5 | K6 |
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Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4BB 04 (ES4) Plan, Apply and Evaluate the Attitudes and Mental Skills Needed to Achieve Excellence in Your Sport

Element 2 (ES4.2) Implement a programme to improve your attitudes and mental skills

Performance Criteria

To meet the national standard, you must:

- 1 Take part in the planned **programme** as agreed and to the best of your ability.
- 2 Where you are unable to take part in planned activities, make sure you have the agreement of your coaching and/or other staff involved in the **programme**.
- 3 Show commitment and determination when trying to achieve your **goals**.
- 4 Contribute positively to ongoing assessments of your progress.
- 5 Provide feedback to your coaching and/or other staff on how well the **programme** is meeting your needs.
- 6 Work with your coaching and/or other staff to modify the **programme** so that you can achieve the planned **goals**.

Range

- 1 Programme** to improve
 - (a) motivation
 - (b) confidence
 - (c) attention and concentration
 - (d) anxiety
 - (e) dealing with success and failure
 - (f) control and self-regulation
 - (g) professional attitude
 - (h) team work skills
 - (i) other appropriate demands
- 2 Goal**
 - (a) short term
 - (b) medium term
 - (c) long term

UNIT F4BB 04 (ES4) Plan, Apply and Evaluate the Attitudes and Mental Skills Needed to Achieve Excellence in Your Sport

Element 2 (ES4.2) Implement a programme to improve your attitudes and mental skills

Knowledge and Understanding

What you must know and understand:

- K1 The importance of mental and emotional goal setting: short, medium and long term.
- K2 The importance of understanding and agreeing the mental and emotional goals you need to achieve.
- K3 The types of psychological goals that athletes at your level may need to set themselves.
- K4 The main components of a sports psychology programme at your level in the sport and how they should help you to achieve your goals.
- K5 The types of information you can provide to coaching and other staff to help them develop a sports psychology programme appropriate to your needs.
- K6 The importance of committing yourself to a sports psychology programme and how to do so.
- K7 Why you must keep your coaching staff informed when you are unable to take part in your sports psychology programme.
- K8 How you can show that you are contributing positively to all aspects of the programme.
- K9 Why it is important that you give your coaching staff honest feedback on how well the programme is meeting your needs.
- K10 The types of things you should be feeding back on during the programme.
- K11 Ways in which a sports psychology programme can be improved to meet your needs.

UNIT F4BB 04 (ES4) Plan, Apply and Evaluate the Attitudes and Mental Skills Needed to Achieve Excellence in Your Sport

Element 2 (ES4.2) Implement a programme to improve your attitudes and mental skills

| No | Description of Evidence | Performance Criteria | | | | | | Range | | | | | | | | | | | |
|----|-------------------------|----------------------|---|---|---|---|---|-------|----|----|----|----|----|----|----|----|----|----|----|
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UNIT F4BB 04 (ES4) Plan, Apply and Evaluate the Attitudes and Mental Skills Needed to Achieve Excellence in Your Sport

Element 2 (ES4.2) Implement a programme to improve your attitudes and mental skills

| No | Description of Evidence | Knowledge and Understanding | | | | | | | | | | |
|----|-------------------------|-----------------------------|----|----|----|----|----|----|----|----|-----|-----|
| | | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 |
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Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4BB 04 (ES4) Plan, Apply and Evaluate the Attitudes and Mental Skills Needed to Achieve Excellence in Your Sport

Element 3 (ES4.3) Apply and evaluate your attitudes and mental skills in competition

Performance Criteria

Range

To meet the national standard, you must:

- 1 Work with your coaching and/or other staff to identify how you will make best use of your attitudes and mental skills during competition.
- 2 Discuss and agree with your coaching and/or other staff how you can practise the necessary attitudes and mental skills before, during and after competition.
- 3 Take part in pre-competition practices to the best of your ability.
- 4 Provide feedback to your coaching and/or other staff on the effectiveness of pre-competition practices and make suggestions for improvement.
- 5 Apply and adapt your attitudes and mental skills as necessary during competition.
- 6 Work with your coaching and/or other staff to evaluate your performance and set new goals.

1 Goal

- (a) short term
- (b) medium term
- (c) long term

UNIT F4BB 04 (ES4) Plan, Apply and Evaluate the Attitudes and Mental Skills Needed to Achieve Excellence in Your Sport

Element 3 (ES4.3) Apply and evaluate your attitudes and mental skills in competition

Knowledge and Understanding

What you must know and understand:

- K1 How to make best use of your attitudes and mental skills in a competitive situation.
- K2 The types of pre-competition techniques that can help you to prepare for competition and how to use them.
- K3 Ways in which you can help your coaching staff to improve pre-competition techniques.
- K4 How to use mental and emotional techniques during competition.
- K5 The importance of making thorough and objective evaluations of your competitive performance and the impact of mental and emotional techniques.
- K6 Methods that can be used to evaluate competitive performance and the mental and emotional techniques you are using.
- K7 How to contribute to evaluations of performance and the impact of mental and emotional techniques.
- K8 How to use evaluations to make further improvements to your attitudes and mental skills and the way you use them.

UNIT F4BB 04 (ES4) Plan, Apply and Evaluate the Attitudes and Mental Skills Needed to Achieve Excellence in Your Sport

Element 3 (ES4.3) Apply and evaluate your attitudes and mental skills in competition

| No | Description of Evidence | Performance Criteria | | | | | | Range | | | Knowledge and Understanding | | | | | | | |
|----|-------------------------|----------------------|---|---|---|---|---|-------|----|----|-----------------------------|----|----|----|----|----|----|----|
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UNIT F4BB 04 (ES4) Plan, Apply and Evaluate the Attitudes and Mental Skills Needed to Achieve Excellence in Your Sport

Element 3 (ES4.3) Apply and evaluate your attitudes and mental skills in competition

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4BC 04 (ES5) Plan and Manage Your Lifestyle to Achieve Excellence in Your Sport

This Unit has the following Elements:

| | |
|--------------------------|--------------------------------------------------|
| Element 1 (ES5.1) | Plan and manage your sporting commitments |
| Element 2 (ES5.2) | Plan and manage your time outside sport |

Unit Summary

Being successful in your sport is not just about physical conditioning, technical, tactical and mental skills. Being professional in all aspects of your life is also important. Your reputation and success depends on you being reliable and spending your time in a way that does not harm your ability to perform or bring yourself or your sport into disrepute.

It is important that you can:

- ◆ plan and prioritise your own work commitments — for example, training, competition and other types of employment and education
- ◆ plan and manage your time effectively
- ◆ make good use of your leisure time, ensuring that leisure pursuits do not interfere with or harm your ability as an athlete

Target Group

This Unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal.

Linked Units

This Unit links closely with all other ES Units.

UNIT F4BC 04 (ES5) Plan and Manage Your Lifestyle to Achieve Excellence in Your Sport

Element 1 (ES5.1) Plan and manage your sporting commitments

Performance Criteria

To meet the national standard, you must:

- 1 Work with your coaching staff and **others** to plan, agree and record your **sporting commitments**.
- 2 Plan and manage your time so that you can achieve your **sporting commitments** as planned.
- 3 Make best use of the **resources** you need to achieve your **sporting commitments**.
- 4 Inform **others** who need to know about your plans.
- 5 Be flexible in adapting your **sporting commitments** when circumstances change.

Range

- 1 **Sporting commitments**
 - (a) short term
 - (b) medium term
 - (c) long term
- 2 **Resources**
 - (a) clothing and equipment
 - (b) information
 - (c) people
 - (d) finance
 - (e) travel arrangements
- 3 **Others**
 - (a) coaching and/or other relevant staff
 - (b) mentors
 - (c) other athletes
 - (d) school/college
 - (e) parents

UNIT F4BC 04 (ES5) Plan and Manage Your Lifestyle to Achieve Excellence in Your Sport

Element 1 (ES5.1) Plan and manage your sporting commitments

Knowledge and Understanding

What you must know and understand:

- K1 Why it is important to plan and manage your commitments.
- K2 The importance of being clear about your commitments and agreeing these with coaching staff and other people.
- K3 How to prioritise your commitments.
- K4 Methods you can use to help you plan and manage your time.
- K5 The types of things that can cause you to waste time in a way that could affect your work commitments and how to keep these to a minimum.
- K6 The types of resources you need to help you meet your commitments and how to access these.
- K7 Why it is important to keep others up-to-date on your commitments — who you should inform and when.
- K8 Why it is important to be flexible in planning and re-planning your commitments and how to do this.
- K9 Who can help you to plan your commitments.

UNIT F4BC 04 (ES5) Plan and Manage Your Lifestyle to Achieve Excellence in Your Sport

Element 1 (ES5.1) Plan and manage your sporting commitments

| | | Performance Criteria | | | | | Range | | | | | | | | | | | | |
|----|-------------------------|----------------------|---|---|---|---|-------|----|----|----|----|----|----|----|----|----|----|----|----|
| No | Description of Evidence | 1 | 2 | 3 | 4 | 5 | 1a | 1b | 1c | 2a | 2b | 2c | 2d | 2e | 3a | 3b | 3c | 3d | 3e |
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UNIT F4BC 04 (ES5) Plan and Manage Your Lifestyle to Achieve Excellence in Your Sport

Element 1 (ES5.1) Plan and manage your sporting commitments

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4BC 04 (ES5) Plan and Manage Your Lifestyle to Achieve Excellence in Your Sport

Element 2 (ES5.2) Plan and manage your time outside sport

Performance Criteria

To meet the national standard, you must:

- 1 Plan your everyday life so that you make best use of the time and opportunities available to you.
- 2 Take rest and relaxation as agreed with your coaching and/or other staff.
- 3 Identify and manage the positive and negative influences of other people and **activities** in your life and the effect they can have on your progress in sport.
- 4 Manage time away from home effectively.
- 5 Identify people with relevant skills, knowledge and experience who can provide help and support when you need it.

Range

- 1 **Activities**
 - (a) leisure
 - (b) social
 - (c) personal

UNIT F4BC 04 (ES5) Plan and Manage Your Lifestyle to Achieve Excellence in Your Sport

Element 2 (ES5.2) Plan and manage your time outside sport

Knowledge and Understanding

What you must know and understand:

- K1 Why it is important for athletes to make good use of their time.
- K2 Why rest and relaxation is important to the athlete.
- K3 How to identify how much rest and relaxation you need and stick to this routine.
- K4 The types of leisure activities that can help your performance and standing in your sport and the types of leisure activities that will not.
- K5 Types of leisure activities that can help you to develop personally.
- K6 The types of negative activities that could harm your performance and standing as an elite athlete, for example: alcohol and drug abuse, excessive gambling, rowdy behaviour etc.
- K7 People who can help you to make good use of your time and provide support with personal issues.

UNIT F4BC 04 (ES5) Plan and Manage Your Lifestyle to Achieve Excellence in Your Sport

Element 2 (ES5.2) Plan and manage your time outside sport

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4BD 04 (ES6) Manage Your Sporting Career

This Unit has the following Elements:

| | |
|--------------------------|-----------------------------------------------|
| Element 1 (ES6.1) | Plan your sporting career |
| Element 2 (ES6.2) | Implement and develop your career plan |
| Element 3 (ES6.3) | Plan and manage your finances |

Unit Summary

If you want to perform at the highest level in your sport, you will need to plan where you are going and how you are going to get there. This involves career planning: working out your career goals and how you are going to achieve them, through training, education and seeking to perform at the highest level.

Your career plan should also include the possibility that you may not make it as an athlete performer. As your career develops, it will be important to look at it again at regular intervals and make changes, particularly to take account of what happens when your career as an athlete draws to a close.

It is important that you can:

- ◆ identify your short, medium and long term career goals
- ◆ take account of career possibilities if you are unable to make it as a professional or if circumstances change — for example you become injured
- ◆ identify the career route you need to follow — for example, taking part in training and education and gaining qualifications
- ◆ follow through your career plan
- ◆ use the help and support of other people to further your career
- ◆ regularly review and update your career plan as you progress
- ◆ develop plans for when you can no longer perform at the highest level in the sport
- ◆ develop and follow a plan to manage your finances.

Target Group

This Unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal.

Linked Units

This Unit links closely with ES5.

UNIT F4BD 04 (ES6) Manage Your Sporting Career

Element 1 (ES6.1) Plan your sporting career

Performance Criteria

To meet the national standard, you must:

- 1 Identify the **goals** you wish to achieve in your **career**.
- 2 Work with advisers to plan activities and timescales necessary to achieve these **goals**.
- 3 Make sure that your **career** routes and timescales are realistic and achievable.
- 5 Develop and record a plan to help you achieve your **career goals**, taking account of possible contingencies.

Range

1 Goal

- (a) short term
- (b) medium term
- (c) long term

2 Career

- (a) as a performer in your sport
- (b) in another role in the sport
- (c) alternatives

UNIT F4BD 04 (ES6) Manage Your Sporting Career

Element 1 (ES6.1) Plan your sporting career

Knowledge and Understanding

What you must know and understand:

- K1 The various roles and responsibilities of the elite athlete.
- K2 The realities of performing at the highest level, for example, starting salaries, hours away from home, training/matches, dressing room culture etc.
- K3 Why it is important to have a plan that covers both your career as an elite athlete and other possibilities.
- K4 How to identify career goals — both as an athlete and in an alternative career.
- K5 How to assess your career potential and the range of people who can help you to do this.
- K6 How to identify the career routes you need to follow to achieve your career goals.
- K7 Why it is important to make sure your career goals and routes are realistic and achievable and how to do so.
- K8 The types of contingencies that you may need to plan for.

UNIT F4BD 04 (ES6) Manage Your Sporting Career

Element 1 (ES6.1) Plan Your Sporting Career

| No | Description of Evidence | Performance Criteria | | | | Range | | | | | | Knowledge and Understanding | | | | | | | |
|----|-------------------------|----------------------|---|---|---|-------|----|----|----|----|----|-----------------------------|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 1a | 1b | 1c | 2a | 2b | 2c | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 |
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UNIT F4BD 04 (ES6) Manage Your Sporting Career

Element 1 (ES6.1) Plan Your Sporting Career

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4BD 04 (ES6) Manage Your Sporting Career

Element 2 (ES6.2) Implement and develop your career plan

Performance Criteria

To meet the national standard, you must:

- 1 Identify organisations and people who can help you to follow your **career** plan.
- 2 Use their help and support to implement your **career** plan.
- 3 Take part in planned activities to follow your **career** plan.
- 4 Deal with any contingencies as planned.
- 5 Review and update your **career** plan when circumstances change.
- 6 Develop your **career** plan for the time when you will no longer be able to perform as a professional.

Range

1 Career

- (a) as a performer in your sport
- (b) in another role in the sport
- (c) alternatives

UNIT F4BD 04 (ES6) Manage Your Sporting Career

Element 2 (ES6.2) Implement and develop your career plan

Knowledge and Understanding

What you must know and understand:

- K1 The types of organisations and people who can help you to follow through and develop your career plan.
- K2 The types of help and guidance that these organisations and people can provide.
- K3 The types of training, skills and knowledge, and qualifications that you will need to access to follow your career plan.
- K4 Why it is important to review and update your career plan at regular intervals and how to do so.

UNIT F4BD 04 (ES6) Manage Your Sporting Career

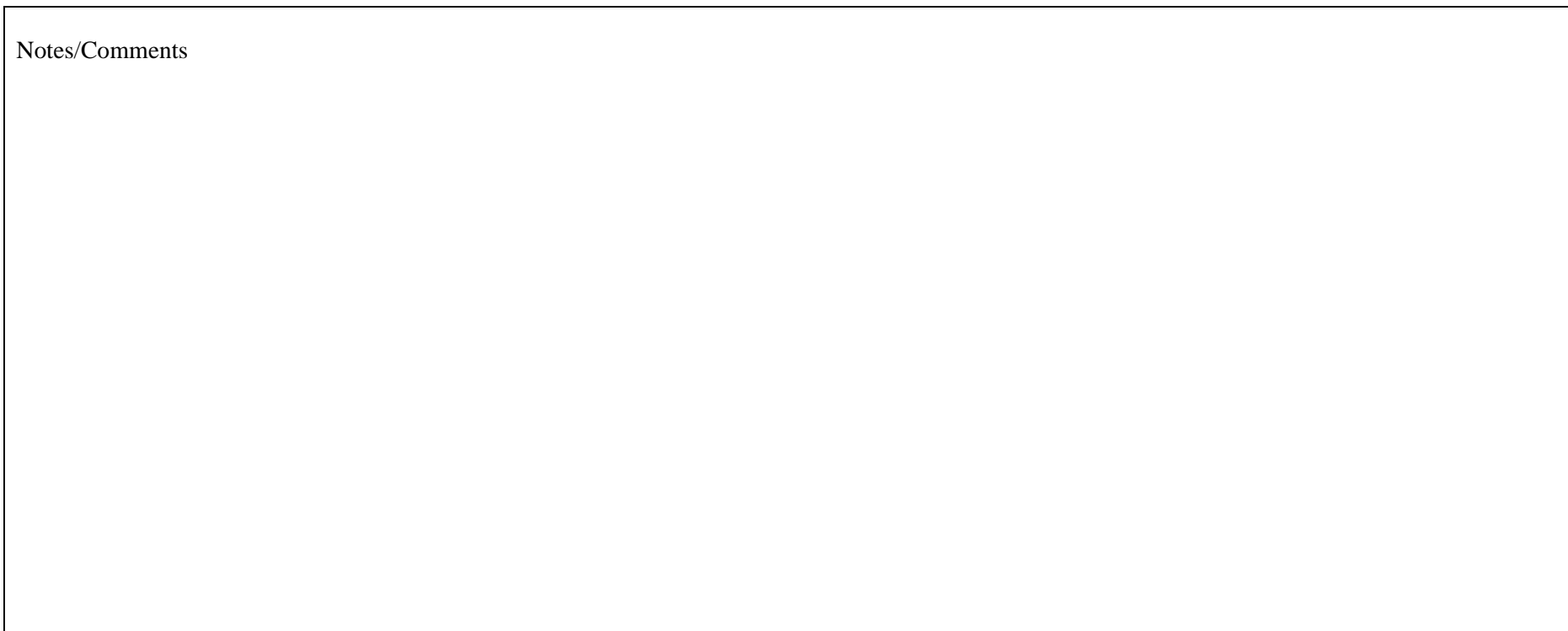
Element 2 (ES6.2) Implement and develop your career plan

| No | Description of Evidence | Performance Criteria | | | | | | Range | | | Knowledge and Understanding | | | |
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UNIT F4BD 04 (ES6) Manage Your Sporting Career

Element 2 (ES6.2) Implement and develop your career plan

Notes/Comments



The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4BD 04 (ES6) Manage Your Sporting Career

Element 3 (ES6.3) Plan and manage your finances

Performance Criteria

To meet the national standard, you must:

- 1 Identify your **financial goals**.
- 2 Develop a realistic **plan** to achieve your **financial goals**.
- 3 Follow your **plan** or seek help and advice when necessary.
- 4 Make sure accurate financial records are kept.
- 5 Review your financial **plan** when circumstances change.

Range

- 1 **Financial goal**
 - (a) short term
 - (b) medium term
 - (c) long term
- 2 **Plan covering**
 - (a) income
 - (b) expenditure
 - (c) loans
 - (d) sponsorship
 - (e) taxation
 - (f) savings
 - (g) investment
 - (h) insurance
 - (i) pension

UNIT F4BD 04 (ES6) Manage Your Sporting Career

Element 3 (ES6.3) Plan and manage your finances

Knowledge and Understanding

What you must know and understand:

- K1 Why it is important to manage your finances responsibly.
- K2 How to find and use sources of financial advice.
- K3 How to develop your own financial goals — short, medium and long term.
- K4 What a personal financial plan should cover.
- K5 The types of information that your financial advisers will need from you so that they can develop a financial plan.
- K6 The things that you will have to do to follow through the financial plan.
- K7 Why it is important to seek advice from your financial advisers when you have problems with your financial plan.
- K8 The financial records that you should keep and how to keep them up-to-date.
- K9 Legal and contractual requirements for managing your finances.
- K10 Why it is important to review your financial plan and how to do so.

UNIT F4BD 04 (ES6) Manage Your Sporting Career

Element 3 (ES6.3) Plan and manage your finances

| No | Description of Evidence | Performance Criteria | | | | | Range | | | | | | | | | | | |
|----|-------------------------|----------------------|---|---|---|---|-------|----|----|----|----|----|----|----|----|----|----|----|
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UNIT F4BD 04 (ES6) Manage Your Sporting Career

Element 3 (ES6.3) Plan and manage your finances

| No | Description of Evidence | Knowledge and Understanding | | | | | | | | | |
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UNIT F4BD 04 (ES6) Manage Your Sporting Career

Element 3 (ES6.3) Plan and manage your finances

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4BE 04 (ES7) Communicate and Work Effectively with Other People Whilst Seeking to Achieve Excellence in Your Sport

This Unit has the following Elements:

| | |
|--------------------------|-----------------------------------------------------------------------------------------|
| Element 1 (ES7.1) | Communicate effectively with other people |
| Element 2 (ES7.2) | Work effectively with other people |
| Element 3 (ES7.3) | Present a positive image of yourself, your organisation and your sport at events |

Unit Summary

Good communication skills and the ability to work well with other people will help you to develop your career in sport. You need to be able to communicate and work with a range of people, including coaching staff, managers, mentors and other athletes, if you are going to be successful. From time to time you may also have to take part in various events, such as presentations and interviews where you will be expected to present a positive image of yourself, your organisation and your sport. It is important that you can:

- ◆ listen to and absorb the information that others are giving you
- ◆ ask questions when necessary
- ◆ provide information to other people clearly and accurately
- ◆ contribute to, and allow others to contribute to, discussions
- ◆ select and read written information that contains the information you need
- ◆ communicate well in writing
- ◆ establish good working relationships with other people
- ◆ agree how you will work well together
- ◆ prepare effectively for situations where you should present a positive image of yourself and your sport
- ◆ present yourself, your organisation and your sport in a positive way
- ◆ be sensitive to what you should and should not say or do

UNIT F4BE 04 (ES7) Communicate and Work Effectively with Other People Whilst Seeking to Achieve Excellence in Your Sport

Target Group

This Unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal.

Linked Units

This Unit links closely with all the other ES Units.

UNIT F4BE 04 (ES7) Communicate and Work Effectively with Other People Whilst Seeking to Achieve Excellence in Your Sport

Element 1 (ES7.1) Communicate effectively with other people

Performance Criteria

Range

To meet the national standard, you must:

- 1 Actively listen to what **other people** are trying to communicate, asking questions when necessary.
- 2 Give **other people** the information they need when they need it.
- 3 Make useful contributions to discussions with **other people**.
- 4 Select and read written material that contains the information you need.
- 5 Identify and extract the main points you need from written material.
- 6 Provide written information to **other people** accurately and clearly.

1 Other people

- (a) coaching staff and/or other relevant staff
- (b) mentors
- (c) other athletes

UNIT F4BE 04 (ES7) Communicate and Work Effectively with Other People Whilst Seeking to Achieve Excellence in Your Sport

Element 1 (ES7.1) Communicate effectively with other people

Knowledge and Understanding

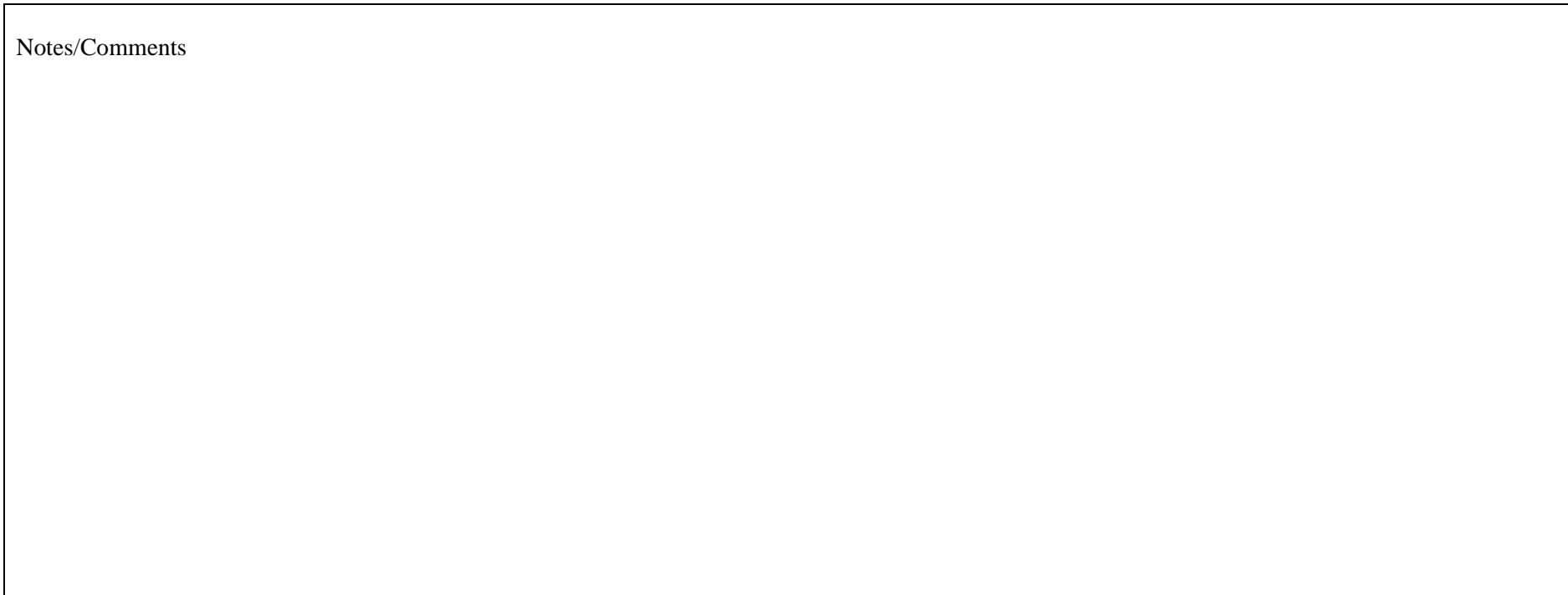
What you must know and understand:

- 1 Why it is important to communicate effectively as an elite athlete.
- 2 Why it is important to have active listening skills and what this means.
- 3 Why you should always ask questions when there are things you are unsure about.
- 4 Why it is important to know what types of information other people need from you and how to give them this information in a way that meets their needs.
- 5 How to communicate accurately and clearly and why this is important.
- 6 The importance of discussions with your coaching staff, managers, mentors, advisors and other athletes and how to contribute to these discussions.
- 7 How to make best use of coaching staff, managers, mentors and other athletes in your work.
- 8 How to organise your ideas so that you can make effective contributions to discussions.
- 9 Why you should always give other people the opportunity to contribute their ideas and why it is important to take account of their ideas.
- 10 The types of written material you need to work with as part of your role as an elite athlete.
- 11 How to identify and extract the main points you need from written materials.
- 12 How to write clearly and effectively for the people you regularly communicate with.

UNIT F4BE 04 (ES7) Communicate and Work Effectively with Other People Whilst Seeking to Achieve Excellence in Your Sport

Element 1 (ES7.1) Communicate effectively with other people

Notes/Comments



The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4BE 04 (ES7) Communicate and Work Effectively with Other People Whilst Seeking to Achieve Excellence in Your Sport

Element 2 (ES7.2) Work effectively with other people

Performance Criteria

You must:

- 1 Identify how to use the contributions of **other people** in your sporting career.
- 2 Identify and agree who is responsible for what.
- 3 Identify and agree how you will deal with any problems that might occur when working with **other people**.
- 4 Deal effectively with **other people's** feedback and emotions.
- 5 When necessary, follow procedures for safeguarding children and young people.

Range

1 Other people

- (a) coaching staff and/or other relevant staff
- (b) mentors
- (c) other athletes

UNIT F4BE 04 (ES7) Communicate and Work Effectively with Other People Whilst Seeking to Achieve Excellence in Your Sport

Element 2 (ES7.2) Work effectively with other people

Knowledge and Understanding

What you must know and understand:

- 1 The importance of good working relationships with your coaching staff, managers, mentors and fellow athletes.
- 2 The role of agents in sport: their advantages and disadvantages.
- 3 How to build good working relationships with other people.
- 4 Why it is important to agree objectives and ways of working with the people you work with.
- 5 Why it is important to identify and agree who is responsible for the tasks and responsibilities.
- 6 The types of problems that may occur when you are working with other people and how to deal with these problems.
- 7 How to deal with other people's feedback and emotions effectively.
- 8 Why it is important to give feedback to the people you work with and how to do so constructively.
- 9 The importance of identifying how you can improve the way you work with other people and how to do so.
- 10 The types of conflict that may happen with other people and how to deal with these types of conflict constructively.

UNIT F4BE 04 (ES7) Communicate and Work Effectively with Other People Whilst Seeking to Achieve Excellence in Your Sport

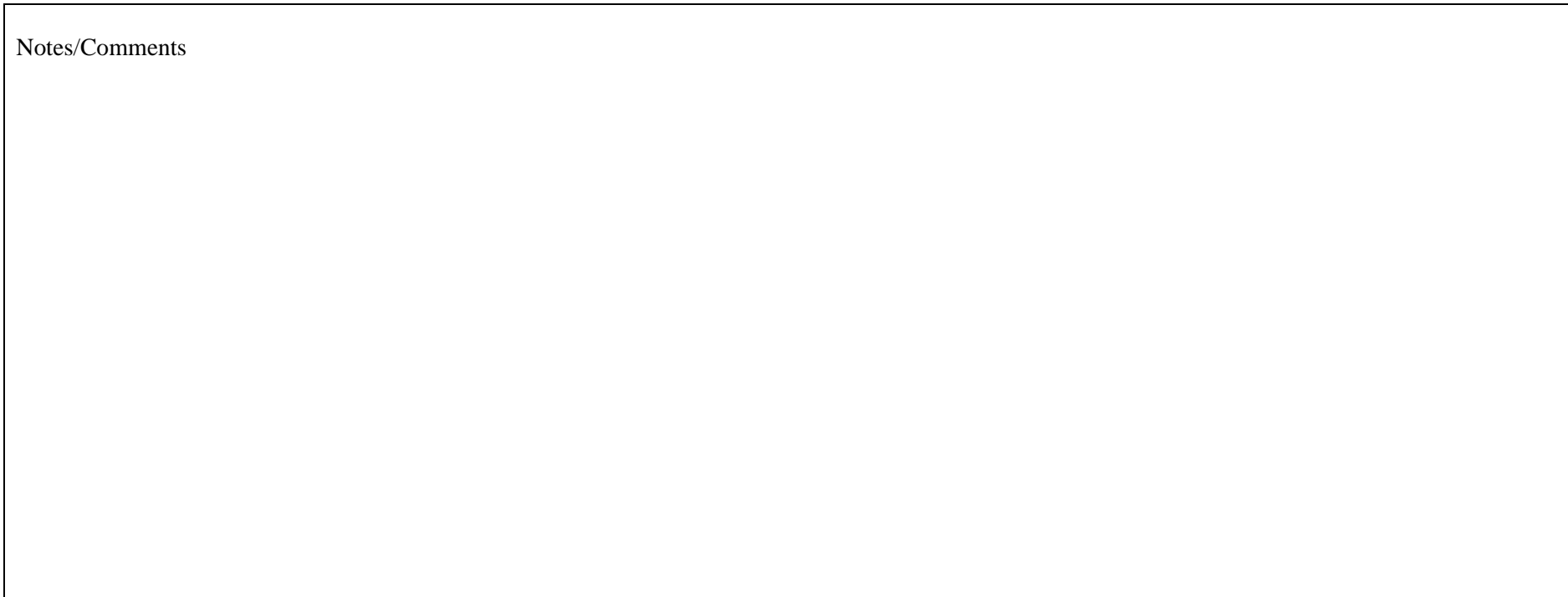
Element 2 (ES7.2) Work effectively with other people

| No | Description of Evidence | Performance Criteria | | | | | Range | | | Knowledge and Understanding | | | | | | | | | |
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| | | 1 | 2 | 3 | 4 | 5 | 1a | 1b | 1c | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 |
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UNIT F4BE 04 (ES7) Communicate and Work Effectively with Other People Whilst Seeking to Achieve Excellence in Your Sport

Element 2 (ES7.2) Work effectively with other people

Notes/Comments



The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4BE 04 (ES7) Communicate and Work Effectively with Other People Whilst Seeking to Achieve Excellence in Your Sport

Element 3 (ES7.3) Present a positive image of yourself, your organisation and your sport at events

Performance Criteria

To meet the national standard, you must:

- 1 Get **information** about the **event** you will be attending.
- 2 Prepare yourself correctly for the **event**, seeking advice from **other people** when necessary.
- 3 Attend the **event** promptly, liaising with **other people** as required.
- 4 Fulfil your responsibilities for the **event** co-operatively and correctly.
- 5 Ensure your appearance, behaviour and what you say at the **event** reflects the standards of your organisation and your sport.
- 6 Give people a positive impression of yourself.
- 7 When appropriate, handle sensitive issues correctly.

Range

1 Information

- (a) time
- (b) date
- (c) venue
- (d) purpose
- (f) your responsibilities for the event

2 Event

- (a) presentations
- (b) public relations events
- (c) media interview

3 Other People

- (a) coaching staff and/or other relevant staff
- (b) mentors
- (c) other athletes

UNIT F4BE 04 (ES7) Communicate and Work Effectively with Other People Whilst Seeking to Achieve Excellence in Your Sport

Element 3 (ES7.3) Present a positive image of yourself, your organisation and your sport at events

Knowledge and Understanding

What you must know and understand:

- K1 Why it is important to present a positive image of yourself, your organisation and your sport at events.
- K2 The role of public relations and the media in sport and how to make good use of the media.
- K3 The types of events you will be called upon to attend.
- K4 The role(s) that you may carry out at such events.
- K5 The importance of preparing yourself properly for events and how to do so.
- K6 Who you should liaise with and seek advice from.
- K7 The standards expected of you by your organisation and your sport and how to make sure your appearance, behaviour and what you have to say reflects these standards.
- K8 The types of sensitive issues that you may encounter at events and how to deal with these.

UNIT F4BE 04 (ES7) Communicate and Work Effectively with Other People Whilst Seeking to Achieve Excellence in Your Sport

Element 3 (ES7.3) Present a positive image of yourself, your organisation and your sport at events

| No | Description of Evidence | Performance Criteria | | | | | | | Range | | | | | | | | | | |
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UNIT F4BE 04 (ES7) Communicate and Work Effectively with Other People Whilst Seeking to Achieve Excellence in Your Sport

Element 3 (ES7.3) Present a positive image of yourself, your organisation and your sport at events

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4BF 04 (ES8) Maintain the Health and Safety of Self and Others Whilst Seeking to Achieve Excellence in Your Sport

This Unit has the following Elements:

Element 1 (ES8.1) Work in a healthy and safe way
Element 2 (ES8.2) Respond to emergencies

Unit Summary

Health and safety is important in sport as it is in any other type of work. You are not only responsible for your own health and safety, but also the health and safety of the people you work with. In particular you need to be aware of possible hazards in the environment in which you train and compete and you need to work and behave in a healthy and safe way. When emergencies, such as injuries, occur you also need to know how to respond to these.

It is important that you:

- ◆ have up-to-date information on the health and safety requirements for your workplace and the person responsible for health and safety
- ◆ follow the relevant health and safety procedures yourself
- ◆ be on the look out for hazards in your workplace
- ◆ identify and deal with these hazards according to the situation and your level of responsibility
- ◆ pass on suggestions for improving health and safety when necessary
- ◆ remain calm and follow the correct procedures when there is an emergency
- ◆ protect other people involved from further harm
- ◆ call for qualified assistance and give them the information they need
- ◆ report what has happened

Target Group

This Unit is for athletes who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal.

Linked Units

This Unit links closely with ES1, ES2, ES3 and ES4.

UNIT F4BF 04 (ES8) Maintain the Health and Safety of Self and Others Whilst Seeking to Achieve Excellence in Your Sport

Element 1 (ES8.1) Work in a healthy and safe way

Performance Criteria

To meet the national standard, you must:

- 1 Make sure you have up-to-date information on the **health and safety requirements** for your workplace and the colleague responsible for health and safety.
- 2 Follow the relevant **health and safety requirements** in your work.
- 3 Actively look for possible **hazards** in your workplace.
- 4 Identify **hazards** when they occur.
- 5 Take the correct action to deal with **hazards** according to the level of risk and your level of responsibility.
- 6 Pass on suggestions for improving **health and safety** to the colleague responsible.

Range

1 Health and safety requirements

- (a) use of facilities and equipment
- (b) manual handling
- (c) behaviour
- (d) clothing and personal equipment
- (e) hygiene

2 Hazards

- (a) unsafe equipment and facilities
- (b) unsafe working practices
- (c) unsafe behaviour
- (d) security breaches

UNIT F4BF 04 (ES8) Maintain the Health and Safety of Self and Others Whilst Seeking to Achieve Excellence in Your Sport

Element 1 (ES8.1) Work in a healthy and safe way

Knowledge and Understanding

What you must know and understand:

- K1 The types of hazards that are likely to occur in your area of work and the accidents and injuries they could cause.
- K2 How to identify hazards.
- K3 The health, safety and security checks you should follow.
- K4 How to carry out basic risk assessments of the types of hazards that may occur.
- K5 Why it is important to get advice from a relevant colleague if you are unsure about hazards and risks in your workplace and who you should ask.
- K6 How to deal correctly with the types of hazards that may occur in your workplace, taking account of their risks.
- K7 Documents relating to health and safety that you may have to complete and how to complete them correctly.
- K8 Why you should encourage your colleagues and others to behave in a safe manner and how to do so.
- K9 Why it is important to make suggestions about health and safety issues and how to do so.

UNIT F4BF 04 (ES8) Maintain the Health and Safety of Self and Others Whilst Seeking to Achieve Excellence in Your Sport

Element 1 (ES8.1) Work in a healthy and safe way

| No | Description of Evidence | Performance Criteria | | | | | | Range | | | | | | | | |
|----|-------------------------|----------------------|---|---|---|---|---|-------|----|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 1a | 1b | 1c | 1d | 1e | 2a | 2b | 2c | 2d |
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UNIT F4BF 04 (ES8) Maintain the Health and Safety of Self and Others Whilst Seeking to Achieve Excellence in Your Sport

Element 1 (ES8.1) Work in a healthy and safe way

| | | Knowledge and Understanding | | | | | | | | |
|----|-------------------------|-----------------------------|----|----|----|----|----|----|----|----|
| No | Description of Evidence | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 |
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Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4BF 04 (ES8) Maintain the Health and Safety of Self and Others Whilst Seeking to Achieve Excellence in Your Sport

Element 2 (ES8.2) Respond to emergencies

Performance Criteria

To meet the national standard, you must:

- 1 Remain calm and follow the correct procedures for the **emergency**.
- 2 Try to protect others from harm, without endangering yourself.
- 3 If necessary, call for assistance from **other people**.
- 4 Provide reassurance and comfort to those involved.
- 5 Give the **other people** clear and accurate information they need to deal with the situation.
- 6 Report the incident as required.

Range

- 1 Emergency**
 - (a) accidents
 - (b) situations requiring evacuation
- 2 Other people**
 - (a) qualified first aider
 - (b) person responsible for health and safety
 - (c) emergency services

UNIT F4BF 04 (ES8) Maintain the Health and Safety of Self and Others Whilst Seeking to Achieve Excellence in Your Sport

Element 2 (ES8.2) Respond to emergencies

Knowledge and Understanding

What you must know and understand:

- K1 The emergency procedures for the places where you train and compete on a regular basis.
- K2 The types of emergencies that may occur in where you train and compete and the procedures you should follow for these.
- K3 How to respond to emotional distress.
- K4 How to deal with emergencies before qualified assistance arrives, according to your training.
- K5 How to decide whether to contact the on-site first aider or immediately call the emergency services.
- K6 Who is the on-site first aider and how to contact them.
- K7 The procedures you should follow to contact the emergency services.
- K8 Why it is important to protect others involved from further harm and how to do so.
- K9 Why it is important to provide comfort and reassurance and how to do so.
- K10 Your responsibilities for reporting incidents and the procedures you should follow.
- K11 The types of problems that may occur when you are carrying out emergency procedures, why you should report them and who you should report them to.

UNIT F4BF 04 (ES8) Maintain the Health and Safety of Self and Others Whilst Seeking to Achieve Excellence in Your Sport

Element 2 (ES8.2) Respond to emergencies

| No | Description of Evidence | Performance Criteria | | | | | | Range | | | | | Knowledge and Understanding | | | | | | | | | | |
|----|-------------------------|----------------------|---|---|---|---|---|-------|----|----|----|----|-----------------------------|----|----|----|----|----|----|----|----|-----|-----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 1a | 1b | 2a | 2b | 2c | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | K10 | K11 |
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UNIT F4BF 04 (ES8) Maintain the Health and Safety of Self and Others Whilst Seeking to Achieve Excellence in Your Sport

Element 2 (ES8.2) Respond to emergencies

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

UNIT F4BF 04 (ES8) Maintain the Health and Safety of Self and Others Whilst Seeking to Achieve Excellence in Your Sport

Knowledge and Understanding for the Whole Unit

What you must know and understand:

- 1 The requirements for health and safety that are relevant to your role.
- 2 Manufacturers' guidelines and instructions for the use of facilities and equipment.
- 3 Why health and safety is important in a sport and activity environment.
- 4 The person responsible for health and safety when you train and compete.

UNIT F4BF 04 (ES8) Maintain the Health and Safety of Self and Others Whilst Seeking to Achieve Excellence in Your Sport

| | | Knowledge and Understanding | | | |
|----|-------------------------|-----------------------------|----|----|----|
| No | Description of Evidence | K1 | K2 | K3 | K4 |
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Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

Glossary of terms

| | |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advisor | a person who carries out, either singly or in combination, the functions of advising a candidate, collecting evidence of his or her competence on behalf of the assessor and authenticating the work candidates have undertaken. A mentor might also provide witness testimony. |
| Assessment | the process of generating and collecting evidence of a candidate's performance and judging that evidence against defined criteria. |
| Assessor | the person designated in a Centre to be responsible for collecting evidence of candidates' competence, judging it and recording achievement. |
| Authentication | the process by which an advisor or assessor confirms that an assessment has been undertaken by a candidate and that all regulations governing the assessment have been observed. |
| Candidate | the person enrolling for an SQA qualification. |
| Centre | the college, training organisation or workplace where SQA qualifications are delivered and assessed. |
| Element of competence | statements which define the products of learning. The statements describe the activities that the candidate needs to perform in order to achieve the unit. They contain Performance Criteria and sometimes statements on Range and evidence. (see Outcome) |
| Evidence | materials the candidate has to provide as proof of his or her competence against specified Performance Criteria. |
| Evidence requirements | specify the evidence that must be gathered to show that the candidate has met the standards laid down in the Performance Criteria. |
| External verifier | the person appointed by the SQA who is responsible for the quality assurance of a Centre's provision. An external verifier is often appointed on a subject area basis or for cognate groups of units. |
| Instrument of assessment | a means of generating evidence of the candidate's performance. |
| Internal verifier | the person appointed from within the Centre who ensures that assessors apply the standards uniformly and consistently. |
| Observation | a means of assessment in which the candidate is observed carrying out tasks that reflect the Performance Criteria given in Outcomes. |
| Outcome | statement which defines the products of learning. They describe the activities the candidate has to perform to achieve the unit, and contain Performance Criteria, and, sometimes, statements on Range and evidence (see Elements of competence). |
| Performance criteria | statements which describe the standard to which candidates must perform the activities which are stated in the Outcome. |

| | |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Portfolio | a compilation of evidence which can form the basis for assessment. The portfolio is commonly used in SVQ awards and in alternative routes to assessment such as APL and credit transfer. |
| Product evaluation | a means of assessment which enables the quality of a product produced by the candidate, rather than the process of producing it, to be evaluated. |
| Range/Scope | a statement in the unit which specifies the different contexts in which the activities described in the Outcome have to be demonstrated. Where they appear, Range/scope statements are mandatory. |

Section 4 — Blank recording forms

This section consists of the blank forms referred to in Section 2 for you to photocopy. You may find these useful when compiling your portfolio.

Portfolio title page

Your name: _____

Job title: _____

Name of Employer/
Training Provider/
College: _____

Their address: _____

Tel no: _____

SVQ: _____

Level: _____

Units submitted for assessment:

Mentor: _____

(Please provide details
of Mentor's experience) _____

Assessor: _____

Date: _____

Personal profile

Name

Address

Postcode

Tel no **Home:** **Work:**

Job title

Relevant experience

Description of your current job

Previous work experience

Qualifications and training

Continued overleaf

**Qualifications and Training
(continued)**



Voluntary work/interests



**Name of Employer/Training
Provider/College**



Address



Postcode



Tel no



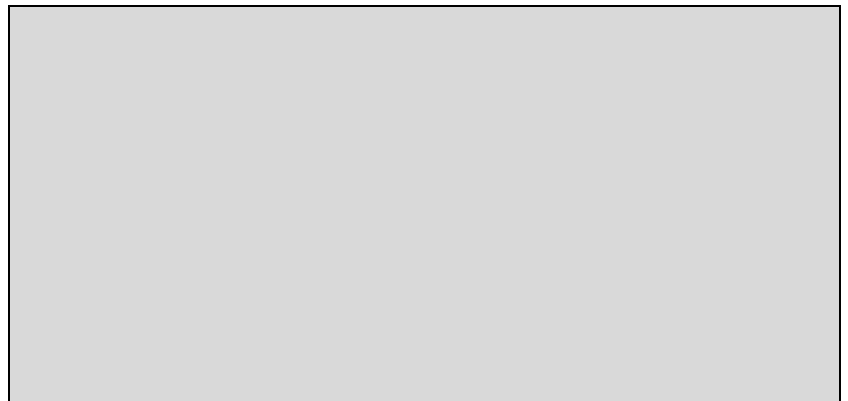
Type of Business



Number of Staff



**Structure of organisation
(include chart or diagram if
available)**



Contents checklist

You might also find it useful to complete the following checklist as you work your way through your portfolio. This will help you to see if you have included all the relevant items. Once you have completed your portfolio, you will be able to use this checklist again as a contents page, by inserting the relevant page or section numbers in the right hand column.

| | Completed? | Page/Section number |
|--------------------------------------------------------------------------------|--------------------------|---------------------|
| Title page for the portfolio | <input type="checkbox"/> | |
| Personal profile | | |
| • your own personal details | <input type="checkbox"/> | |
| • a brief CV or career profile | <input type="checkbox"/> | |
| • description of your job | <input type="checkbox"/> | |
| • information about your employer/training provider/college | <input type="checkbox"/> | |
| Unit Assessment Plans | <input type="checkbox"/> | |
| Unit progress record | <input type="checkbox"/> | |
| Completed Element Achievement Records for each unit | | |
| • signed by yourself, your assessor and the internal verifier (where relevant) | <input type="checkbox"/> | |
| • Evidence reference numbers included | <input type="checkbox"/> | |
| Index of evidence (with cross-referencing information completed) | <input type="checkbox"/> | |
| Evidence (with reference numbers) | | |
| • observation records | <input type="checkbox"/> | |
| • details of witnesses (witness testimony sheets) | <input type="checkbox"/> | |
| • personal statements | <input type="checkbox"/> | |
| • products of performance | <input type="checkbox"/> | |

Personal statement

| Date | Evidence index number | Details of statement | Links to other evidence (enter numbers) | Units, Elements, PCs, and Range covered |
|------|-----------------------|----------------------|-----------------------------------------|-----------------------------------------|
| | | | | |

Candidate signature: _____

Date: _____

Observation record

Unit/Element(s): _____

Candidate: _____ Date of observation: _____

Evidence index number: _____

| Skills/activities observed: | PCs and Range covered: |
|-----------------------------|------------------------|
| | |

Knowledge and Understanding apparent from this observation:

Other Units/Elements to which this evidence may contribute:

Assessor comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature: _____ Date: _____

Candidate's signature: _____ Date: _____

Record of questions and candidate's answers

| | |
|------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Unit: | Element(s): |
| Evidence index number: | |
| Circumstances of assessment: | |
| List of questions and candidate's responses: Q: A: Q: A: Q: A: Q: A: Q: A: | |
| Assessor's signature: | Date: |
| Candidate's signature | Date: |

UNIT:

Element

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|----------------|
| Notes/Comments |
|----------------|

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal Verifier: _____

Date: _____

Scottish Qualifications Authority

Portfolio:

We hope this portfolio was appropriate to your needs. We welcome feedback on our products and services. If you have any comments on this document, please use this form to let us know about them. Thank you.

Comments

Please return this form to:

Development Co-ordination Unit
Scottish Qualifications Authority
The Optima Building
58 Robertson Street
Glasgow G2 8DQ

Optional information:

Name:

Organisation: