

Sporting Excellence Professional Apprenticeship Standard Level 3

End-Point Assessment Plan

Introduction and Overview

This document sets out the requirements for end-point assessment (EPA) for the Sporting Excellence Professional apprenticeship standard. It is written for end-point assessment organisations (EPAOs) who need to know how EPA for this apprenticeship must operate. It will also be of interest to Sporting Excellence Professional apprentices, their employers, National Governing Bodies of sport, and training providers.

The Sporting Excellence Professional occupational standard details the knowledge, skills and behaviours (KSBs) expected of a competent sporting excellence professional. Apprentices will typically spend 18-24 months working towards the occupational standard, with a minimum of 20% off-the-job training.

The EPA should only start once the employer is satisfied that the gateway requirements for EPA have been met and can be evidenced to an EPAO. The employer must be confident that the apprentice is consistently working at or above the level set out in the occupational standard. Apprentices without level 2 English and maths will need to achieve this level prior to taking the end-point assessment. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and a British Sign Language qualification is an alternative to English qualifications for whom this is their primary language.

The EPA must be completed within a maximum period of 3 months, after the EPA gateway. In extenuating circumstances due to long-term injury or ill-health, the EPA period can be extended at the discretion of the end-point assessment organisation.

Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction.

EPA must be conducted by independent assessors from an EPAO. EPAOs must be approved to deliver EPA for this apprenticeship standard, as shown on the Education & Skills Funding Agency's (ESFA) Register of End-Point Assessment Organisations (RoEPAO).

The EPA consists of 3 distinct assessment methods which can be taken in any order, although we encourage apprentices to undertake the knowledge test first:

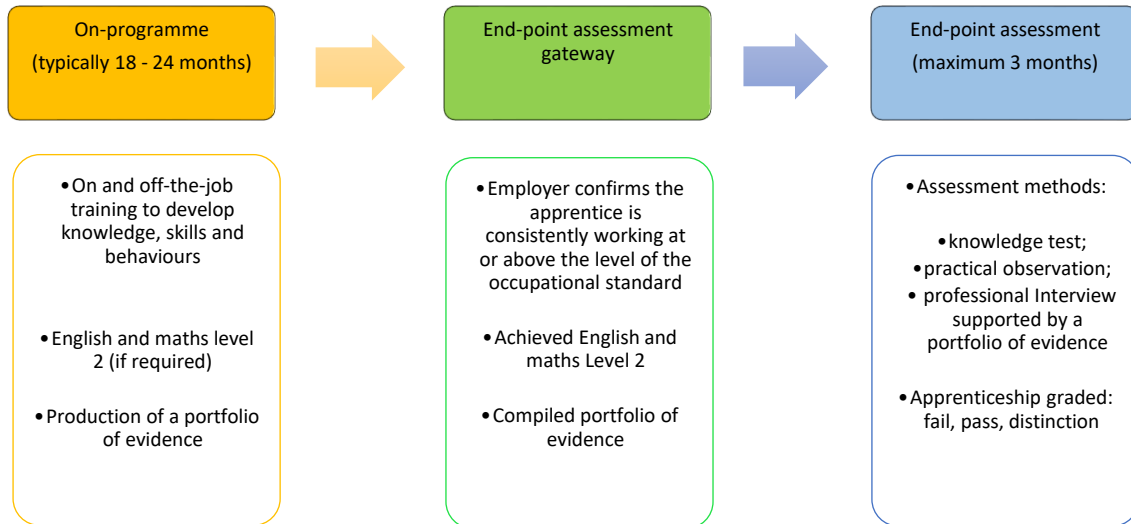
- A **knowledge test** answered through a series of multiple-choice questions and scenario-based questions.
- A **practical observation** with questions and answers.
- A **professional interview**, supported by a portfolio of evidence.

To achieve final certification, the apprentice must have achieved a minimum of a pass in each assessment method. A pass in the EPA will demonstrate that the apprentice can apply the KSBs required by the occupational standard. Apprentices

achieving a distinction will be demonstrating performance above the minimum requirements of the occupational standard.

Summary of Apprenticeship

Diagram 1. Sporting Excellence Professional - apprenticeship journey



End-point Assessment Overview

Assessment Method	Area Assessed	Assessed by	Grading
Knowledge Test	Apprentices will be expected to complete an online knowledge test containing 40 mandatory multiple-choice questions and 6 scenario-based questions.	EPAO	Fail, pass or distinction
Practical Observation with Questions and Answers	Apprentices will be observed in the workplace being assessed against a range of KSBs. They will also engage in a question and answer session with the independent assessor.	EPAO	Fail, pass or distinction
Professional Interview - supported by a portfolio of evidence	The professional interview is a structured discussion between the apprentice and an independent assessor assessing a range of KSBs. This will be supported by a portfolio of evidence.	EPAO	Fail, pass or distinction

End-point Assessment Gateway

The EPA should only start once the employer is satisfied that requirements for EPA gateway have been met and can be evidenced to an EPAO.

Requirements:

The employer must be satisfied that the apprentice is consistently working at or above the level set out in the occupational standard. Employers may wish to take advice from their apprentice's training provider(s).

Apprentices without level 2 English and maths will need to achieve this level prior to taking the end-point assessment. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and a British Sign Language qualification is an alternative to English qualifications for whom this is their primary language.

Apprentices must collate a portfolio of evidence to support the Professional Interview. This will not be assessed or graded as part of the professional interview as it will have been collated on programme. See professional interview section below for portfolio of evidence requirements.

End-point Assessment

The EPA must be completed within a maximum period of 3 months, after the EPA gateway. In extenuating circumstances due to long-term injury or ill-health, the EPA period can be extended as verified and agreed by the end-point assessment organisation.

The EPA consists of 3 distinct assessment methods, which can be taken in any order (although we encourage EPAOs to conduct the knowledge test first). The practical observation may need to be scheduled last if the apprentice has been injured post gateway.

- A **knowledge test** with multiple-choice questions and scenario-based questions.
- A **practical observation** with questions and answers.
- A **professional interview**, supported by a portfolio of evidence.

In order for EPAOs to consistently interpret the grading descriptors and assessment tools/materials, all of the sports (football, rugby league, rugby union and cricket) have developed technical specifications for each of their sport specific roles and these can be found in Annex 3.

Requirements for each assessment method are detailed below.

Knowledge Test

The knowledge test should be taken as early as possible in the 3-month period of the EPA to allow for subsequent marking. In the case of long-term injury this should be the first task undertaken for apprentices whose practical observation may not take place until towards the end of the EPA period, which may have been extended.

The knowledge test must assess apprentices against the occupational standard's knowledge as shown in Annex 1 – specifically around Anti-Doping, Nutrition, Injury and Safe and Effective Practice.

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

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

The SBQs will be based on two given scenarios (3 question per scenario), each requiring the apprentice to select 1 option from a choice of 4. Each SBQ must be assigned 6 marks and any incorrect or incomplete answers must be assigned 0 marks. Scenario based multi choice questions must be used to test the apprentice's ability to analyse and evaluate work based scenarios in order to confirm knowledge and understanding of their role around anti-doping, nutrition, injury and safe and effective practice, and their ability to think critically, through objective analysis and evaluation of an issue, to form a judgement which can withstand challenge. Scenarios and SBQs should be set to ensure that all four knowledge statements (K4, K5, K6, and K7) are targeted by SBQs over time.

The knowledge test which will be marked out of 76 marks with the pass mark being 50 marks and the distinction mark being 61. The knowledge test is graded as fail, pass or distinction. Please see scoring table in Annex 2.

Knowledge tests can be either computer-based or paper-based and may be taken on-line. Knowledge tests must be conducted in a suitable controlled environment i.e. quiet room free from distraction and influence, with the necessary equipment.

Apprentices will have 90 minutes to complete the knowledge test. The knowledge test will be closed book i.e. the apprentice cannot refer to reference books or materials.

Apprentices will be required to stay online or in the secure location for at least 45 minutes before they are permitted to leave, to ensure they give the test due consideration.

EPAOs must ensure appropriate methods to prevent misrepresentation are in place when online tests are used. For example, screen share and 360-degree camera function with an administrator/invigilator when taking the knowledge test on-line.

Knowledge tests must be administered and monitored by an independent assessor from an EPAO or approved exam invigilator appointed by the EPAO. The maximum administrator/invigilator to apprentice ratio must be 1 to 15 if face-to-face; or 1 to 2 if delivered remotely.

Knowledge tests must be marked by the EPAO's independent assessors following a marking guide produced by the EPAO. EPAOs must ensure the knowledge test is available for apprentices from the start of their 3-month EPA time period.

EPAOs must develop knowledge test questions, it is recommended that EPAOs develop assessment tools in consultation with representative employers; where they do this, they must put measures in place to ensure question security. EPAOs must develop and maintain a knowledge test question bank of sufficient size to mitigate predictability and review them regularly to ensure they, and the questions they contain, are fit for purpose. Knowledge test papers must be set so that a pass will represent competence in the knowledge. The knowledge test questions will be reviewed on an annual basis.

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

Practical Observation

The apprentice must be observed by an independent assessor undertaking a range of day to day tasks as part of their regular working patterns and training / match play schedules. The practical observation may be covered in one or up to three sessions, lasting for 3 hours in total including the 45-minute Question and Answer session, with a +10% tolerance (at the independent assessor's discretion). This will be dependent on the needs of the employer and practical observation opportunities to provide scope for an apprentice to demonstrate their full abilities.

The practical observation must:

- Reflect typical working conditions in a sports performance academy environment at a professional club whereby apprentices will be training or playing with teammates and interacting with professional colleagues;
- Allow the apprentice to demonstrate all aspects of the occupational standard being assessed;
- Take a synoptic approach to assessing the overall competence;
- The question and answer session will need to be carried out on a one-to-one basis, at the end of the observation.

During the practical observation the apprentice should have the opportunity, if required, to move from one area/function of the academy environment to another in order to best demonstrate how they have applied their KSBs in a realistic workplace setting to achieve genuine and demanding work objectives. The time taken to move between settings should not be included in the time allowed for the assessment.

The apprentice can collect supplementary to demonstrate KSBs that cannot reasonably be assessed during the practical observation. The employer will provide a statement to confirm that this has been collected post gateway by the apprentice. Such supplementary evidence can be used to supplement specific sections of the observation assessment (see full details below).

Supplementary evidence cannot be presented for the following skills statements from each optional (sport specific) pathway.

- Football – S16, S17
- Cricket – S23, S26, S27
- Rugby League – S29, S30, S32
- Rugby Union – S35, S37

The practical observations should include the following for each individual sport:

In football:

KSB	Activity to be observed	Guidance
S1 S2 S15	Data Analysis Session 15 minutes	Independent assessor to observe apprentice using the digital technology available to evaluate the technical and tactical elements of a game played and show how this is used to bring about improvements in own performance.
S16 S17 S18 S19	Practical Training Session 60 minutes	Independent assessor to observe a 1 hour training session to observe the position specific technical elements: shooting, heading, handling, passing, distributing, receiving, retaining, travelling with the ball at vary speeds, over varying distances and using all parts of the body.
S16 S17 S18 S19	Practical Training Session Debrief 15 minutes	The Independent assessor to observe the individual coach feedback to the apprentice specifically about their own performance during the observed session. This may give opportunities for Independent assessor to gain an understanding of the apprentices knowledge
S3 S14 S20 S21	Video Showcase 45 minutes	Whilst some tactical elements may be observed during the training session the Independent assessor will have more opportunity to see the full range of skills the apprentice has acquired

S22		<p>through footage of live games. The showcase should be made available to the Independent assessor ahead of the observation, and the Independent assessor should have viewed it at least once in preparation for the observation. On the day of the observation, the apprentice should present the showcase to the Independent assessor, viewing it together.</p> <p>The showcase can be used by the apprentice to demonstrate evaluation of previous match play to help improve their approach to the tactical attributes of the game. In addition, it can be used to show how the performance areas influence and impact on each other and how they interact (S14).</p> <p>The showcase should also cover the apprentice's approach to improving physical performance over time (S3).</p> <p>The independent assessor can ask to pause the footage at any time to ask pertinent questions regarding the apprentices knowledge and understanding and its application in relation to the skills being assessed.</p>
K14 K15 K16 K17 K18 K19 S3 S15 B2 B4 B5	<p>A Question and Answer session with the Independent Assessor</p> <p>45 minutes</p>	<p>Whilst this is a practical observation it is felt that the best way for the apprentices to demonstrate K14-K19 and B2, B4, B5 is through a question and answer session. The skills S3 and S15 should also be targeted through Q&A, in addition to being targeted in other elements of this assessment method.</p> <p>Based on the performance of the apprentice throughout the observation the independent assessor can devise and ask supplementary questions on any mapped KSBs that have been demonstrated in the observation to clarify and confirm that the standard has been met.</p>

In rugby league:

KSB	Activity to be observed	Guidance
S1 S2 S15	Data Analysis Session 15 minutes	Independent assessor to observe apprentice using the digital technology available to evaluate the technical and tactical elements of a game played and show how this is used to bring about improvements in own performance.
S29 S30 S31	Practical Training Session 60 minutes	Independent assessor to observe a 1 hour training session to observe the position specific technical elements of grip, catch, pass, carry and lines of run in offence. On defence, will be looking at tackle technique, groundwork, marker play and general defensive responsibilities.
S29 S30 S31	Practical Training Session Debrief 15 minutes	The Independent assessor to observe the individual coach feedback to the learner specifically about their own performance during the observed session. This may give opportunities for Independent assessor to gain an understanding of the Apprentice's knowledge.
S3 S14 S29 S30 S31 S32 S33 S34	Video showcase 45 minutes	<p>Whilst some tactical elements may be observed during the training session the Independent assessor will have more opportunity to see the full range of skills the apprentice has acquired through footage of live games. The showcase should be made available to the independent assessor ahead of the observation, and the independent assessor should have viewed it at least once in preparation for the observation. On the day of the observation, the apprentice should present the showcase to the independent assessor, viewing it together.</p> <p>The showcase can be used by the apprentice to demonstrate evaluation of previous match play to help improve their approach to the tactical attributes of the game. In addition, it can be used to show how the performance areas influence and impact on each other and how they interact (S14).</p>

		<p>The showcase should also cover the apprentice's approach to improving physical performance over time (S3).</p> <p>The independent assessor can ask to pause the footage at any time to ask pertinent questions regarding the apprentices knowledge and understanding and its application in relation to the skills being assessed.</p>
K14 K15 S3 S15 B2 B4 B5 K26 K27 K28 K29	<p>A Question and Answer session with the Independent Assessor</p> <p>45 minutes</p>	<p>Whilst this is a practical observation it is felt that the best way for the apprentices to demonstrate, K26, K27, K28, K29 and B2, B4, B5 is through a question and answer session. The skills S3 and S15 should also be targeted through Q&A, in addition to being targeted in other elements of this assessment method.</p> <p>Based on the performance of the apprentice throughout the observation the EPA assessor can devise and ask supplementary questions on any mapped KSB's that have been demonstrated in the observation to clarify and confirm that the standard has been met.</p>

In cricket:

- Training independently or as part of a smaller group with colleagues and players from other teams.
- Working with colleagues to ascertain new information in order to develop a plan for improvement.
- Developing their primary and secondary role e.g. batting, bowling, wicket keeping.
- Observed interacting with coaches and/or sport science and medical staff – either in off field group sessions; or integrated net sessions (psychology and coaching; fitness and technical coaching).
- Analysing technical / tactical performance of opposition teams or individual players using data and digital methods.
- Performing skills under pressure within games or training (pressure testing using bowling machine, game scenario training).

KSB	Activity to be observed	Guidance
S1 S2 S15	<p>Data Analysis Session</p> <p>15 minutes</p>	<p>Independent assessor to observe apprentice using the digital technology available to evaluate the technical and tactical elements of a game played and show how this is used to bring about improvements in own performance.</p>

S23 S24 S25	Practical Training Session 60 minutes	Independent assessor to observe a 1 hour training session to observe the performance elements of primary, and secondary roles and fielding (if this is not identified as the secondary).
S23 S24 S25	Practical Training Session Debrief 15 minutes	The independent assessor to observe the individual coach feedback to the learner, specifically about their own performance during the observed session. This may give opportunities for independent assessor to gain an understanding of the apprentices knowledge
S3 S14 S26 S27 S28	Video Showcase 45 minutes	<p>Whilst some tactical elements may be observed during the training session the independent assessor will have more opportunity to see the full range of skills the apprentice has acquired through footage of live games. The showcase should be made available to the independent assessor ahead of the observation, and the independent assessor should have viewed it at least once in preparation for the observation. On the day of the observation, the apprentice should present the showcase to the independent assessor, viewing it together. The showcase can be used by the apprentice to demonstrate evaluation of previous match play to help improve their approach to the tactical attributes of the game. In addition, it can be used to show how the performance areas influence and impact on each other and how they interact (S14)</p> <p>The showcase should also cover the apprentice's approach to improving physical performance over time (S3)</p> <p>The independent assessor can ask to pause the footage at any time to ask pertinent questions regarding the apprentices knowledge and understanding and its application in relation to the skills being assessed.</p>
K14 K15 K20 K21 K22 K23 K24 K25	A Question and Answer session with the Independent Assessor 45 minutes	Whilst this is a practical observation it is felt that the best way for the apprentices to demonstrate K14-K15, K20-K25 and B2, B4, B5 is through a question and answer session. The skills S3 and S15 should also be targeted through Q&A, in addition to being targeted in other elements of this assessment method.

S3 S15 S26 B2 B4 B5		Based on the performance of the apprentice throughout the observation the independent assessor can devise and ask supplementary questions on any mapped KSB's that have been demonstrated in the observation to clarify and confirm that the standard has been met.
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In rugby union:

KSB	Activity to be observed	Guidance
S1 S2 S15	Data Analysis Session 15 minutes	Independent assessor to observe apprentice using the digital technology available to evaluate the technical and tactical elements of a game played and show how this is used to bring about improvements in own performance.
S35 S36 S37 S38 S39	Practical Training Session 60 minutes	Independent assessor to observe a 1 hour training session for the position specific technical elements: passing over a variety of distances, offload, tackling, body position at the breakdown in attack and defence, ball carry, work in collision and evasion.
S35 S36 S37	Practical Training Session Debrief 15 minutes	The independent assessor to observe the individual coach feedback to the learner specifically about their own performance during the observed session. This may give opportunities for independent assessor to gain an understanding of the apprentice's knowledge.
S3 S14 S37 S38 S39 S40 S41 S42	Video Showcase 45 minutes	Whilst some tactical elements may be observed during the training session the independent assessor will have more opportunity to see the full range of skills the apprentice has acquired through footage of live games. The showcase should be made available to the independent assessor ahead of the observation, and the independent assessor should have viewed it at least once in preparation for the

		<p>observation. On the day of the observation, the apprentice should present the showcase to the independent assessor, viewing it together. The showcase can be used by the apprentice to demonstrate evaluation of previous match play to help improve their approach to the tactical attributes of the game. In addition, it can be used to show how the performance areas influence and impact on each other and how they interact (S14)</p> <p>The showcase should also cover the apprentice's approach to improving physical performance over time (S3)</p> <p>The independent assessor can ask to pause the footage at any time to ask pertinent questions regarding the apprentices knowledge and understanding and its application in relation to the skills being assessed.</p>
<p>K14 K15 S3 S15 B2 B4 B5 K30 K31</p>	<p>A question and answer session with the independent assessor</p> <p>45 minutes</p>	<p>Whilst this is a practical observation it is felt that the best way for the apprentices to demonstrate K14–K15, K30-K31 and B2, B4, B5 is through a question and answer session. The skills S3 and S15 should also be targeted through Q&A, in addition to being targeted in other elements of this assessment method.</p> <p>Based on the performance of the apprentice throughout the observation the independent assessor can devise and ask supplementary questions on any mapped KSB's that have been demonstrated in the observation to clarify and confirm that the standard has been met.</p>

Each practical observation must include a question and answer session with the independent assessor (to take place at the end of the practical observation). This should take 45 minutes and is there to clarify the understanding of the knowledge components with regards to the application of the skills required to fulfil the role of a Sporting Excellence Professional. +10% time can be added at the independent assessors' discretion to allow the apprentice to finish their responses. Set questions for the Q&A session must be devised by the EPAO to explore apprentices' breadth of knowledge, understanding and demonstrable skills related to K14, K15, S3, S15, B2, B4, B5; as well as the knowledge and skills statements for each individual sport option mapped to the Q&A (as shown in previous individual sport observation sections). The questions must cover the knowledge, skills and behaviours targeted in the observation Q&A and be structured to give fair opportunity across the KSB areas.

Questions must be open questions and independent assessors should ask a minimum of 10 questions. Independent assessors may ask supplementary questions to clarify understanding. Supplementary questions will be devised by independent assessors as required.

The opportunity to assess some specific KSBs which may not naturally occur in the everyday work environment (e.g. S3, S14, S20, S21, S22). These elements can be more easily assessed via a video showcase, including footage of live games that the apprentice has played in. The amount of assessment time carried out using this method should not exceed 45 minutes.

The independent assessor must plan the practical observation in conjunction with the apprentice and their employer, taking account of workplace considerations. The practical observation must cover every element of match play and training sessions (including video footage of live action games).

The apprentice must be given at least 4-weeks' notice (the notification period) of the date and time of the practical observation.

During the notification period once an apprentice has passed the Gateway and is informed of a date for this element of their EPA, in agreement with their independent assessor, the apprentice can collect the required evidence to demonstrate KSBs that cannot reasonably be assessed during the practical observation. Such supplementary evidence can be used to supplement specific sections of the observation assessment (excluding the video showcase and the Question and Answer sections) and should be given to the independent assessor ahead of the practical observation. This evidence may, for example, include video footage of actual match play. The total supplementary video evidence used must not exceed 45 minutes. The time an independent assessor spends assessing this evidence will contribute towards the total assessment time for the practical observation, and will be subtract from the time of the relevant section of the observation (e.g. the data analysis section, practical training session etc.)

It is important that the practical observation assessment method includes direct observation of training/match play. While some aspects of training/match play that might not be directly observed can be demonstrated via supplementary evidence, this should be in addition to what is directly observed by the independent assessor.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the practical observation.

Independent assessors must allocate a grade using the grading criteria in Annex 2. The practical observation must be awarded a fail, pass or distinction grade. All the pass criteria must be met to gain a pass.

Professional Interview supported by a portfolio of evidence.

The professional interview is a structured discussion between the apprentice and an independent assessor.

See annex 1 for KSBs that must be assessed by the professional interview.

The professional interview must be appropriately structured to draw out the best of the apprentice's competence and excellence.

The interview must last for 90 minutes (+10% at independent assessors' discretion). Additional interview time may be granted for apprentices with appropriate needs, for example where translation or signing services are required, this will be at the discretion of the EPAO. Independent assessors will be expected to ask a minimum of 12 competency based questions during this professional interview, clarification questions can be asked if needed and do not count towards this number. Independent assessors will formulate their questions through both using the EPAO question bank together with their own questions designed from the review of the portfolio of evidence.

The portfolio of evidence must be submitted at the Gateway. The evidence contained within the supporting portfolio should comprise a number of holistic and/or discrete pieces of the apprentice's best work collected over the duration of the apprenticeship that demonstrate that they have learned and applied their knowledge and understanding to the required competency areas of the standard as indicated in Annex 1. The portfolio of evidence will be mapped to the KSBs allocated to this method and there must be at least one evidence item mapped to each KSB. The portfolio of evidence will not be directly assessed or graded by the independent assessor. It will be reviewed by the independent assessor in advance of the Professional Interview and can be used as the basis to ask questions related to the mapped KSBs.

The portfolio of evidence should have a minimum of 20 and a maximum of 25 pieces of evidence. Examples of evidence are:

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

Reflective accounts are not permissible as evidence.

Employers and training providers should help guide the apprentice in choosing appropriate examples of real-work activities that evidence the relevant KSBs required. Wherever possible, this will be in the form of an e-portfolio or other electronic platform.

The apprentice will be notified of the date for their interview at least 14 days in advance. Portfolios will be submitted to the Independent Assessor at the Gateway. Independent assessors and apprentices will both arrive for the interview prepared to explore and discuss evidence provided within the portfolio.

The professional interview must be conducted in a 'controlled environment' i.e. a quiet room, free from distraction and influence within the academy.

A semi-structured brief and question bank must be developed by EPAOs. EPAOs must develop and maintain a question bank of sufficient size to mitigate predictability and review them regularly and at least annually to ensure they, and the questions they contain, are fit for purpose.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes, and the same independent assessor should be deployed.

Independent assessors must be developed and trained in the conduct of interviews and reaching consistent judgement by their EPAO

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the questions asked, and responses given, during the professional interview. The professional interview must be graded fail, pass or distinction. Independent assessors must allocate grades using the grading criteria in Annex 2.

End-point Assessment/Apprenticeship Grading

Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction. EPAOs must grade the EPA according to the requirements set out in this plan. Restrictions on grading normally apply where apprentices re-sit/re-take an assessment method – see re-sit/re-take section below.

Independent assessors must individually grade the 3 assessment methods.

To achieve a pass, the apprentice **must achieve a minimum of a pass in each** assessment method.

To achieve a distinction, the apprentice **must achieve distinction in all 3** assessment methods.

If an apprentice **fails** any method of their end-point assessment, this will be classed as an overall **fail**. However, they will only be required to resit/retake the method they have failed and will not be required to resit/retake the whole end-point assessment again.

Any requirements for moderation, review or grade limitations must be applied before the final grade is awarded.

Re-sits/re-takes

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

The timescales for a resit/retake is agreed between the employer and EPAO. A resit is typically taken within 3 months and a retake within 4 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

Re-sits/re-takes are not offered to apprentices wishing to move from pass to distinction. Where any assessment method has to be re-sat/re-taken, the apprentice may not be awarded a distinction, unless the EPAO determines there are exceptional circumstances requiring a re-sit/re-take. Under normal circumstances only a pass is available to apprentices who have re-taken or re-sat part of their EPA.

There is no limit to the number of re-sits or re-takes. This would be agreed by the employer.

End-point Assessment Organisations

EPA must be conducted by an independent assessor from an EPAO. EPAOs must be approved to deliver EPA for this apprenticeship standard, as shown on the Education & Skills Funding Agency's (ESFA) Register of End-Point Assessment Organisations (RoEPAO).

Independent assessors must meet the following requirements:

Mandatory requirements:	Independent Assessors
Be independent of the apprentice, their employer and training provider(s) i.e. there must be no conflict of interest	✓
Have significant relevant practical experience developing players within the specific elite sports environment which may typically (but not always) be demonstrated by 5 or more years' experience	✓
Have significant relevant practical experience of working with players and coaches in the specific elite sports performance and talent development environments which may typically (but not always) be demonstrated by 5 or more years' experience	✓
Hold or be working towards Assessor Award (EPAQ/A1/A2/D32/D33/TAQA or equivalent qualification)	✓

Attend a minimum of 2 days EPAO standardisation sessions per year	✓
Undertake a minimum of 2 days continuing professional development relating to the actual sport per year	✓
Hold a recognised sport specific coaching qualification at Level 3 or higher	✓
Be approved or sanctioned by the relevant National Governing Body of sport	✓

Where an EPAO appoints administrators/invigilators/markers to administer/invigilate/mark the knowledge test, they must have no direct connection with the apprentice, their employer or training provider i.e. there must be no conflict of interest. There are no specific qualification or experience requirements for such personnel. They must be trained in the task(s) by their EPAO and operate according to their guidance.

EPAOs must employ internal quality assurance staff to verify independent assessor decisions. They must be independent of the apprentice, their employer and training provider i.e. there must be no conflict of interest.

EPAOs must develop:

- A question bank for the knowledge test of sufficient size to mitigate predictability;
- A bank of competency-based questions for the professional interview, of sufficient size to mitigate predictability;
- Observation specifications relevant to each of the options;
- Documentation for recording assessment decisions.

Internal Quality Assurance

Internal quality assurance refers to the requirements that EPAOs must have in place to ensure consistent, reliable, accurate and valid assessment decisions. EPAOs must undertake internal quality assurance as follows:

- Appoint independent assessors that meet the requirements as detailed in this plan – see above.
- Have internal expertise in terms of qualified personnel with V1 or equivalent
- Provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading.
- Have quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time.
- Operate regular standardisation events that enable independent assessors to attend a minimum of 2 events per year.
- Operate moderation of assessment activity and decisions, through examination of documentation and observation of activity. Moderation must be performed on a risk basis, i.e. new or poorly performing independent assessors must have every assessment method of every EPA quality assured, but established, high performing independent assessors can be

quality assured on a sampling basis, with at least one assessment method of every EPA being subject to either desk based or live internal quality assurance activity.

Implementation

It is anticipated that there will be approximately 560 starts in year 1 and 1188 starts per year thereafter.

Affordability

The following factors should ensure the EPA is affordable:

- Employers'/Academy premises should be used as EPA venues for the Practical Observation. However, consideration has been included for any offsite locations being used for the Professional Interview if no suitable employer venue is available.
- Remote assessment is permissible for the professional interview, reducing travel costs, however the Practical Observation should be conducted face to face.
- The use of technology and video footage of match play environments is incorporated

Annex 1: Knowledge, skills and behaviours to be assessed by each assessment method

Key

Knowledge Test (KT)

Practical Observation (PO)

Professional Interview (INT)

Ref	Core knowledge to be assessed	Assessment Method
K1	Tactical and Technical Performance - How to utilise Multi-Disciplinary staff to improve tactical performance, addressing individual weaknesses through training and competition - using reflection and evaluation to set agreed targets for individual action plans.	INT
K2	Tactical and Technical Performance - How to use technology such as video footage or software packages to interpret and compare different forms of analysis. How to use this analysis to evaluate both technical and tactical performance and impact on results during training and competition.	INT
K3	Physical Performance - The physical requirements such as cardiovascular fitness, explosive power, stamina of professional sport; principles of training (including periodisation), specificity and methods (e.g. strength and conditioning, fundamental movement, physical literacy) used to develop physical capabilities.	INT
K4	Injury and risk management - The common types of injury (e.g. soft tissue damage) relevant to professional sport; how to prevent, recover, rehabilitate from and manage injury; plus, the physiological and psychological responses to injury.	KT
K5	Effective, Safe and Inclusive Practice - Safe and effective practice in sports performance environments, and how to access appropriate support networks for any areas of concern or individual wellbeing – individually and on behalf of colleagues. The importance of equality, inclusion and diversity across society and professional sport.	KT
K6	Anti-doping - The legislation and guidance with regards to Anti-Doping including the negative impacts and side effects of using performance enhancing or recreational drugs on personal performance, career and the reputation of the sport.	KT

K7	Nutritional performance - The importance of nutrition to help achieve excellence in professional sport.	KT
K8	Psychological and emotional performance - The psychological and emotional demands of professional sport and how to make the best use of these capabilities.	INT
K9	Psychological and emotional performance - The methods and strategies that relate to fundamental, preparatory and performance phases such as emotional resilience, visualisation, refocussing, concentration and pre-performance routines.	INT
K10	Psychological and emotional performance - The demands of effective leadership in professional sport, identifying traits and behaviours of appropriate role models.	INT
K11	Communications - The mechanics of: <ul style="list-style-type: none"> • effective communication (personal and professional); • building and sustaining relationships with other people. 	INT
K12	Lifestyle and personal development - The importance of lifestyle management factors relevant to being a professional sports person such as finance and a responsible social media presence.	INT
K13	Career and self-development - The components (e.g. goal setting, planning) that contribute to their chosen primary career plan, and the key facets of self-identity as a professional sports person and as an individual. The importance of secondary and supplementary careers and consideration of dual career aspirations.	INT
K14	Integrated approach to performance - The influence and impact of each performance area on each other and how they interact.	PO
K15	Integrated approach to performance - How to self-evaluate, utilise feedback from staff, use goal setting processes and development plans.	PO

REF	Core Skills to be assessed	Assessment Method
S1	Tactical and Technical Performance - Use digital technology to refine and optimise performance in terms of tactical approach to the opposition, understanding opposition teams' strengths and weaknesses, creating individual tactical plans and reviewing performance post game.	PO
S2	Tactical and Technical Performance - Use data and digital insight to improve performance of their skills and performance.	PO
S3	Physical Performance - Continually improve physical capabilities by utilising insight and expertise from specialist support staff through completing bespoke conditioning activities such as speed, power and	

	coordination, as well as on and off field training programmes that might take place in the gymnasium, swimming pool or performance lab.	PO
S4	Injury and risk management - Engage in injury prevention and management programmes utilising insight and expertise from specialist support staff to help mitigate impact of injury on training and competition performance.	INT
S5	Effective, Safe and Inclusive Practice - Apply safe practice principles across all elements of training, preparation and competition - for example when working with equipment, working alone, working under pressure, or travelling abroad.	INT
S6	Anti-doping - Take appropriate action in sourcing relevant information for pre and post testing; and at all times, be able to access a current list of prohibited and banned substances.	INT
S7	Nutritional performance - Implement a programme to improve diet and approach to hydration and nutrition, incorporating feedback and evaluation from specialist support staff.	INT
S8	Psychological and emotional performance - Profile psychological strengths and weaknesses and implement their agreed programme to meet individual and sporting requirements.	INT
S9	Psychological and emotional performance - Apply consistent and effective psychological and emotional skills in training and performance or competition environments.	INT
S10	Psychological and emotional performance - Plan, implement and develop personal leadership skills both in and away from their professional playing career.	INT
S11	Communications - Communicate and build meaningful relationships with staff, colleagues and peers. Effectively manage conflicts and present a positive image of them self, their organisation and their sport in all situations.	INT
S12	Lifestyle and personal development - Identify and engage with an off-field personal action plan to improve lifestyle management that promotes and develops mental wellbeing and emotional health.	INT
S13	Career and self-development - Design and implement a personal careers action plan that identifies how they will manage their transition into the next stage considering secondary and supplementary careers.	INT
S14	Integrated approach to performance - Deliver consistent performance under pressure through effective integration of all disciplines.	PO
S15	Integrated approach to performance - Review performance and training to analyse, progress and improve performance in both training and competition.	PO

REF	Core behaviour's to be assessed	Assessment Method
B1	Positively model professionalism through personal presentation and integrity in all actions.	INT
B2	Be collaborative in teamwork situations - especially under pressure.	PO
B3	Self-manage weekly commitments which include time management, organisation.	INT
B4	Conduct themselves in a respectful, fair and approachable manner.	PO
B5	Has a strong, positive and dedicated work ethic which clearly shows ownership of personal development, aptitude, aspiration and ambition.	PO
B6	Be self-reflective.	INT
B7	Own and engage in goal setting processes.	INT
B8	Exhibiting inclusive behaviours recognising equality and diversity.	INT

REF	Professional Footballer – knowledge and skills	Assessment Method
K16	Technical Performance - A range of different technical aspects of performance when passing or distributing, receiving, retaining, travelling with the ball, defending, attacking and during transition.	PO
K17	Technical Performance - Their individual position-specific technical playing role and how to be adaptable and comfortable in the requirements of other position specific roles and responsibilities within units and teams.	PO
K18	Tactical Performance - A range of different tactical aspects of performance including formations, strategies, transition of play, playing style, philosophy.	PO
K19	Tactical Performance - Their individual position-specific tactical playing role and how to be adaptable and comfortable in the requirements of other position specific roles and responsibilities within units and teams.	PO
S16	Technical Performance - Demonstrate assured basic techniques and an extensive range of ball skills which meet positional specific requirements (e.g. shooting, heading, handling).	PO
S17	Technical Performance - Manipulate the ball with clean contact skills and excellent control when passing or distributing, receiving, retaining and travelling with the ball, and using all parts of the body.	PO
S18	Technical Performance - Pass and/or distribute the ball intelligently and efficiently over varying distances when unopposed and under pressure.	PO

S19	Technical Performance - Execute positional specific techniques skilfully at optimum and varying speeds and maintain precision under pressure.	PO
S20	Tactical Performance - Effectively execute specific individual roles and responsibilities within units and teams making good tactical decisions (e.g. cover, balance, when to press, when to drop).	PO
S21	Tactical Performance - Demonstrate effectiveness within team attacking and defending strategies and when in periods of transition. Apply appropriate tactical approaches to deal with specific moments in the game (e.g. game management).	PO
S22	Tactical Performance - Constantly monitor the development of play both in and out of possession and during transition to make effective decision making in a range of situations.	PO

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

S25	Technical Performance - Execute fundamental fielding techniques in relation to how they move as an individual and position on the pitch.	PO
S26	Technical Performance - Actively use coaching and support staff to positively affect their game so they know their individual strengths and weaknesses in relation to their skills (in training and competition). Set targets to improve their individual approach to their technical skills.	PO
S27	Tactical Performance - Effectively execute specific individual roles and responsibilities within team performance making correct tactical decisions for example - regarding game formats, timing, shot selection, ball selection (what type of ball to bowl), field positioning, game intelligence.	PO
S28	Tactical Performance - Constantly monitor the development of play and react accordingly, using game intelligence, and demonstrating that their decision-making is effective in a range of situations as games progress.	PO

REF	Professional Rugby League Player – knowledge and skills	Assessment Method
K26	Technical Performance - A range of different technical aspects of performance when attacking or defending within the team. Such as: • Attacking – Grip, catching, passing, carry, lines of run, body position and landing, evasion, play the ball and support play • Defending - tackle technique, groundwork, marker play, body position and footwork, shape and defensive line responsibilities.	PO
K27	Tactical Performance - A range of different tactical aspects of performance (e.g. Set plays, game plans, game management, transition of play, philosophy and weather conditions).	PO
K28	Tactical Performance - The specific roles and responsibilities within team shape and structures.	PO
K29	Tactical Performance - How to analyse an opponent's strengths and weaknesses during competition to create opportunities or contain threats.	PO
S29	Technical Performance - Demonstrate assured basic techniques and an extensive range of skills to take the most appropriate course of action on the field.	PO
S30	Technical Performance - Consistently execute a number of key skills when attacking and defending such as: • Attacking – execute consistently their grip, catch, passing and lines of run to achieve positive outcomes and successful carries.	PO

	<ul style="list-style-type: none"> Defending - execute consistently the appropriate footwork, body position and tackle technique, to achieve positive outcomes and successful tackles. 	
S31	Technical Performance - Play a positional specific role within the team, adapting and applying the correct techniques depending on the game situation and the impact of individual performance on the team's outcomes.	PO
S32	<p>Tactical Performance - Make the correct and appropriate decisions under pressure, whilst taking into consideration a number of varying parameters and possible outcomes. Constantly monitoring the development of play in relation to:</p> <ul style="list-style-type: none"> Attack – receiving the ball to demonstrate effective decision making in a range of situations. Defence – reacting to the opposition's decision making to achieve a positive outcome (e.g. tackle completed). 	PO
S33	Tactical Performance - Effectively execute specific individual roles and responsibilities within the team in both attack (e.g. running support lines, executing set plays) and defence (e.g. working in units, dominating the tackle).	PO
S34	Tactical Performance - Read and react to the opposition's decision making to achieve positive outcomes in both attack and defence.	PO

REF	Professional Rugby Union Player – knowledge and skills	Assessment Method
K30	Technical Performance - A range of different technical aspects of performance in rugby when passing, catching, kicking, tackling and evasion skills are required to participate.	PO
K31	<p>Tactical Performance - A range of different tactical aspects of performance (e.g. attacking and defensive set piece, transition of play, playing style and philosophy).</p> <p>Understand the principles and requirements for successful exit strategies to not only relieve pressure but to turn into attacking opportunities.</p>	PO
S35	Technical Performance - Apply assured basic techniques and an extensive range of core skills such as evasion, collision and contact, pass and kick, which cover the aspects of the game required by all positions.	PO
S36	<p>Technical Performance - Manipulate attackers and defenders with a variety of methods such as footwork, ball skills, and contact collisions skills.</p> <p>Use both hands and both feet to perform skills within the given context.</p>	PO

S37	Technical Performance - Pass and kick the ball intelligently and efficiently over varying distances when unopposed and under pressure. Beat opponents in one versus one situations or by combining play with others.	PO
S38	Technical Performance - Recognise opportunities to run or kick the ball, and is effective in doing so in a variety of different ways.	PO
S39	Technical Performance - Execute techniques skilfully at varying speeds and maintain precision under pressure.	PO
S40	Tactical Performance - Effectively execute specific individual roles and responsibilities as an individual and within team roles, whilst monitoring and being aware of a number of varied parameters and different outcomes. Such as: <ul style="list-style-type: none"> • Attack – receiving the ball to make appropriate decision making in a range of situations. • Defence – reacting to the opposition attackers to make an appropriate decision (e.g. to tackle or to enter a breakdown) leading to a successful outcome. • Kicking Game – reacts to both defence and attacking shape to make the appropriate kick or supporting action when the ball is kicked. 	PO
S41	Tactical Performance - Demonstrate effectiveness within team attacking and defending strategies and when in periods of transition.	PO
S42	Tactical Performance - Constantly monitor the development of play and positions effectively relating to the situation and area of the pitch.	PO

Annex 2: End-Point Grading criteria

1. Knowledge Test

KSBs	Fail Criteria: the apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria:	Pass Criteria: the apprentice must display all of the following:	Distinction Criteria: the apprentice must display all of the pass criteria and all of the following:
<p>K4: Injury and risk management - The common types of injury (e.g. soft tissue damage) relevant to professional sport; how to prevent, recover, rehabilitate from and manage injury; plus, the physiological and psychological responses to injury.</p> <p>K5: Effective, Safe and Inclusive Practice - Safe and effective practice in sports performance environments, and how to access appropriate support networks for any areas of concern or individual wellbeing – individually and on behalf of colleagues.</p> <p>The importance of equality, inclusion and diversity across society and professional sport.</p> <p>K6: Anti-doping - The legislation and guidance with regards to Anti-Doping including the negative impacts and side effects of using performance enhancing or recreational drugs on personal performance, career and the reputation of the sport.</p> <p>K7: Nutritional performance - The importance of nutrition to help achieve excellence in professional sport.</p>	<p>The apprentice does not meet the pass criteria. The apprentice will have achieved a mark of 49 or less.</p>	<p>The apprentice will have achieved a mark of between 50 and 60 to gain a pass</p>	<p>The apprentice will have achieved a mark of 61 or more to gain a distinction.</p>

2. Practical Observation with questions and answers

- (Core Knowledge, Skills and Behaviours)

Fail Criteria: Apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria.

KSB	Pass Criteria (Apprentice must demonstrate all of the pass criteria)	Distinction Criteria (Apprentice must demonstrate all of the pass criteria and all of the distinction criteria)
K14, K15, S14, S15: Integrated approach to performance	<p>Describes how each of the four performance disciplines (tactical, technical, psychological and physiological) influences the other and how they interact to produce high performance.</p> <p>Identifies the importance of self-reflection and how they have used it to improve areas of personal performance.</p> <p>Practices and demonstrates consistent performance under pressure through the use of the four performance disciplines.</p> <p>Provides evidence of where they have made reviewed their performance and made an improvement through the successful integration of all disciplines.</p>	<p>Provides evidence of where they have undertaken critical self-reflection and can justify the importance of utilising feedback, goal setting processes and development plans in order to improve performance – both individually and as part of the team.</p> <p>Demonstrates the application of at least 2 different disciplines (for example tactical and psychological) in an integrated manner to help improve their performance.</p> <p>Operates consistently when under pressure and analyse how they use the four performance disciplines to increase performance and adapt what actions they take.</p> <p>Analyses their performance, both as an individual and within the team, and make reasonable suggestions in a leadership capacity to improve both progress and</p>

		performance of the team in both training and competitions.
S1, S2: Tactical and technical performance	Uses digital technology to help understand their use of the tactical and technical disciplines to improve their performance and their approaches to opponents by refining and optimising at least 2 performance contexts and can create their individual tactical plans and post-performance reviews.	N/A
S3: Physical performance	Can demonstrate the importance of utilising specialist input and insight from support staff to execute conditioning programmes to improve general physical performance.	Demonstrates and justifies where they have applied insight and expertise of specialist support staff to accurately execute conditioning programmes and enhance specific elements of physical performance such as explosive power or flexibility
B2: Be collaborative in teamwork situations B4: How they conduct themselves B5: Strong, positive and dedicated work ethic	Operates a collaborative approach, which includes their teammates in training and games and applies behaviours which show respect for others, including being fair and approachable. Demonstrates a strong work ethic (e.g. additional training, dedication to problem solving, consistently using reflective practice) and can discuss their preferences regarding personal development and career progression.	

- (Optional Knowledge, Skills and Behaviours)

Professional Footballer – Knowledge and Skills

Fail Criteria: Apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria.

KSB	Pass Criteria (Apprentice must demonstrate all of the pass criteria)	Distinction Criteria (Apprentice must demonstrate all of the pass criteria and all of the distinction criteria)
K16, K17 Technical Performance	Explains the range of technical aspects of performance: passing, distributing, receiving, retaining, and travelling with the ball, defending, attacking and transition in relation to their individual position within the team (as identified within the Player Positional Charts in annex 3) and identifies how to adapt those aspects for other specific roles and responsibilities within attacking and defending units and the team as a whole.	N/A
K18, K19: Tactical Performance	Explains the required tactical attributes of performance: formations, strategies, transition of play, playing style, philosophies in relation to their position and how to be adaptable and comfortable in the requirements of other appropriate positions within attacking and defending units and the team as a whole. Describes the key tactical role they play within the team in relation to their individual position (as identified within the Player Positional Charts) and how to be adaptable and comfortable in the requirements of other position specific roles within units and teams.	N/A

S16, S17 S18, S19: Technical performance	<p>Demonstrates the positional specific technical requirements with relation to manipulating and controlling the ball when passing or distributing, receiving, retaining and travelling, using all parts of the body, passing and distributing the ball intelligently and effectively. This will be displayed in training or competition under a variety of conditions: when unopposed, under pressure, at speed, on the ground in the air and over varying distances.</p>	<p>Demonstrates the full range of ball skills and techniques which meet positional specific requirements in training and competition when unopposed, under pressure, at speed, on the ground and in the air over varying distances. Techniques are characterised by accuracy, precision, control and fluency, for example, selecting the correct techniques at appropriate times and stages, leading to positive outcomes.</p>
S20, S21, S22: Tactical performance	<p>Demonstrates the positional specific tactical requirements with relation to making sound tactical decisions i.e. when to drop, when to press, balance and cover. This will be displayed in small sided games and competition</p>	<p>Demonstrates the full range of tactical requirements in training and competition when unopposed, under pressure, at speed, on the ground and in the air over varying distances.</p> <p>Demonstrates correct tactical decisions in key moments in the game and is able to evaluate incorrect tactical decisions and take necessary action to counteract them.</p>

Professional Cricketer – Knowledge and Skills

Fail Criteria: Apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria.

KSB	Pass Criteria (Apprentice must demonstrate all of the pass criteria)	Distinction Criteria (Apprentice must demonstrate all of the pass criteria and all of the distinction criteria)
K20, K21, and K22: Technical performance	Describes how to deliver the full range of technical skills (linked to their primary and secondary role and fielding) and can articulate core related techniques (throwing and catching) and how these are executed when under pressure in orthodox passages of play.	Provides an outline of how to deliver complex passages of play/scenarios, or key stages in multi-day or one-day cricket formats.
K23: Technical Performance	Describes their individual strengths and weaknesses and why the contributions of coaches and support staff positively affect their game understanding by using targets and goal setting within their PDP, and the importance of evaluating and reviewing sessions and targets to set new goals.	Actively know how to use coaching and support staff positively to affect their game so they know their individual strengths and weaknesses in relation to their skills (in training and competition). Is able to explain what these are and what they are doing about it. Provides evidence of how they drive the review process, own their PDP, write sessional reviews and know where/how they have set targets to improve their individual approach to their technical skills; including how they evaluate, and analyse impact on improvement and act on the review of these targets
K24, K25: Tactical performance	Describes the individual roles and responsibilities within team performance and the importance of making correct tactical decisions under pressure with regards to game intelligence.	Appraises all the individual roles and responsibilities within team performance, providing an appraisal of how correct tactical decisions are made under pressure with regards to game intelligence for example - regarding game formats, timing, shot selection, ball selection (what

	Explains how they utilise their skills in their role during a match. For example, opening batters; middle order and batting down the order, timing, shot selection, an all-rounder; opening bowlers, first change, at the death, field positioning and game intelligence and in orthodox situations or passages of play.	type of ball to bowl), field positioning, game intelligence in relation to complex situations / stages and passages of play in multi-it day or one day cricket formats.
S23, S24, and S25: Technical Performance	Demonstrates their technical skills for their primary and secondary roles (batting, pace bowling, spin bowling or wicket keeping) with occasional guidance. Demonstrates their individual fielding techniques and how they use these to adapt their position on the pitch.	Practices technical skills autonomously, for their primary and secondary roles. Techniques are characterised by control, fluency and accuracy.
S26: Technical Tactical Performance	Demonstrates, through 1 example, where they have used coaching and developmental support to identify and improve on their own strengths and weaknesses; including the use of individual target setting to improve their technical skills.	Provides evidence of where they use coaching and developmental support, on at least 3 occasions, to identify and improve on both theirs and their teams strengths and weaknesses; including the use of individual target setting to improve their technical skills.
S27 and S28: Tactical Performance	Provides evidence of 3 examples of where they have undertaken their role using tactical analysis skills and making acceptable strategic decisions (minimum one match footage, other two can be open net situations) in varying game situations and formats and is able to give rationale for the decisions made.	Evidences (on at least 3 occasions) making effective and correct strategic/ tactical decisions under pressure with regards to game intelligence. For example - regarding game formats, timing, shot selection, ball selection (what type of ball to bowl), field positioning, game intelligence in relation to complex situations / stages and passages of play in multi-it day or one day cricket formats.

Professional Rugby League Player – Knowledge and Skills

Fail Criteria: Apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria.

KSB	Pass Criteria (Apprentice must demonstrate all of the pass criteria)	Distinction Criteria (Apprentice must demonstrate all of the pass criteria and all of the distinction criteria)
K26: Technical Performance	Describes a range of technical skills in attack and defence as an individual (as per positional specific roles in annex 3) and how those skills play an important part within a team and what impact they can have to the teams outcome as a whole.	N/A
S29 and S30: Technical Performance	Demonstrates the key core technical skills (e.g. grip, pass, catch, tackle technique, marker play) in attack and defence and can successfully demonstrate additional positional specific skills appropriate to their position (as per positional specific roles in annex 3). Demonstrates an awareness of, and responds to, the actions of others within the team. This will be displayed across competition and training under a variety of conditions.	Demonstrates the full range of positional specific technical skills when performing in attack and defence and whilst under pressure. Techniques are characterised by greater accuracy, precision, control and fluency, as well as a high percentage of successful / positive outcomes.
K27 and K28: Tactical Performance	Describes the different tactical aspects (set plays, game plans, game management, transition of play, philosophy and weather conditions) of the game and understanding the performance of their individual role to contribute to team strategies.	N/A

	Describes the key tactical role they play within the team in relation to their positional specific roles (as per positional specific roles in annex 3)	
K29: Tactical Performance	Describes how to analyse an opponent's strengths and weaknesses, and understands the importance of correct decision making (i.e. successful outcomes) to ensure positive outcomes creating opportunities or containing threats.	N/A
S31: Technical Performance	Demonstrates correct techniques and decisions for chosen position (as per positional specific roles in annex 3) across different situations to have a positive impact on the team's outcomes.	Demonstrates the full range of positional specific technical skills when performing in attack and defence and executes decisions autonomously to greater accuracy, precision, control and fluency, resulting in a high percentage of successful / positive outcomes on the team.
S32 and S33: Tactical performance	Demonstrates correct tactical decision making (when to pass, when to complete a tackle) in attack and defence and ensure decisions have a positive impact on the team's outcomes.	Demonstrates tactical decision making in their position specific playing role to ensure a direct change and / or significant impact on the team's outcomes. ie 40/20 kick, catching markers offside, defensive edge shut down, controlling ruck after a break etc.
S34: Tactical Performance	Demonstrates the ability to identify and react to an opponent's strengths and weaknesses when decision making during competition in order to improve their own performance.	Identifies and correctly reads and analyses the opposition in order to make early and correct decisions consistently, to ensure positive outcomes on their own and others performance, whilst under pressure in match play situations.

Professional Rugby Union Player – Knowledge and Skills

Fail Criteria: Apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria.

KSB	Pass Criteria (Apprentice must demonstrate all of the pass criteria)	Distinction Criteria (Apprentice must demonstrate all of the pass criteria and all of the distinction criteria)
K30: Technical Performance	Understands and can describe the range of core and advanced technical skills (attacking, defending, ball manipulation, passing etc.) for their playing position (as identified within the Player Positional Charts in annex 3).	N/A
S35: Technical Performance	Performs with consistent accuracy and control the full range of basic technical skills (attacking, defending, ball manipulation, passing etc.) in general for their position- see positional technical specifications. Demonstrates how they use basic techniques and their core skills to cover a range of positions during the game.	Performs advanced technical skills, identified in the positional technical specifications, autonomously, with a high degree of precision, when under pressure.
S36: Technical Performance	Demonstrates how they manipulate both attackers and defenders using methods such as footwork, ball skills and contact collision skills within the game, using both hands and both feet to perform skills within the given context.	Analyses both attackers and defenders in order to adapt the appropriate technique and manipulate the situation for maximum benefit.

K31: Tactical performance	Describes the tactical strategies (attacking formations, defensive alignment, phases of play at the set piece) and identifies individual responsibilities within units for their playing position- see positional technical specifications.	N/A
S40: Tactical performance	<p>Performs with consistent accuracy and control a range of different tactical aspects of performance that contribute to team strategies in general, related to their position- see positional technical specifications.</p> <p>Demonstrates how they use basic tactics around their core skills selection to cover a range of positions during the game.</p>	<p>Demonstrates examples of when they have taken the most appropriate course of action on the field in relation to advanced tactical decisions, identified in the positional technical specifications.</p> <p>Demonstrates how they use advanced tactical skills to cover a range of situations during the game.</p> <p>Maintaining a high degree of consistency and precision, when under pressure.</p>
S37, S38 and S39: Technical performance	Demonstrates the ability to perform the required ball skills (run with the ball, pass and kick the ball, ball handling) in general and for their playing position- see positional technical specifications. Does so at varying speeds in games and training– both individually and in group sessions.	Delivers all ball skills to an advanced level when under pressure and in changing game situations, and demonstrate the ability to lead activities within a teamwork situation- see positional technical specifications
S41: Tactical performance	Demonstrates accurate decision-making to suit the situation during periods of transition within the team's strategy.	Provides evidence of where they have adapted strategies during periods of transition and outlined, with the appropriate rationale, what changes have been made and the reasons for them.
S42: Tactical performance	Analyses and monitors an opponent's strengths and weaknesses before or during competition in order to improve their own performance in relation to the situation and area of the pitch.	Provides evidence of where they have identified strengths and weaknesses and have effected individual and team strategies that have been executed to a notable positive effect

3. Interview supported by portfolio of evidence

Fail Criteria: Apprentice does not provide sufficient evidence to demonstrate that their performance meets the requirements of the pass criteria.

KSB	Pass Criteria (Apprentices must demonstrate all of the pass criteria)	Distinction Criteria (Apprentices must demonstrate all of the pass criteria and all of the distinction criteria)
K1, K2: Tactical and technical performance	<p>Provides evidence of how they have utilised the help of multi-disciplinary staff to assist with improving own performance through target setting and self-evaluation after training and competition in order to develop an action plan for improvement.</p> <p>Provides evidence of how they access the technology available from training and competition in order to review the data and statistics generated to assist in their own self-evaluation and agree areas for improvement in their own performance.</p>	<p>Uses critical reflection and evaluation to check and challenge strengths and weaknesses, and the potential impact of feedback explaining how to apply this to positively affect their role both individually and within the team.</p>
K11, S11: Communications	<p>Understands the use of both personal and professional communication in building meaningful relationships with staff, colleagues and peers. Using one example, is able to demonstrate where they have used this to manage conflicts including what actions they took.</p>	<p>Breaks down how they use communication to project a positive image of both themselves and their organisation, and identifies where improvements can be made within their sport.</p>
K3: Physical performance	<p>Describes how the components of fitness can be used to develop their physical capability and</p>	<p>Evaluates the importance of the physical requirements which are relevant to the professional sport; and use this</p>

	evaluate the training methods used in determining their strengths and areas for improvements.	to compare and contrast the physical demands of different positions and the impact of different types of physical development interventions on them.
S4: Injury and risk management	Demonstrates where they have used injury prevention and management programmes, together with the support of specialist support staff, to reduce risk of injury in both training and competition, mitigating the impact of any injury on training and competition performance	N/A
S5: Safe Practice	Demonstrates where they have adhered to organisational guidance on safe and effective practice to ensure they protect themselves and others	N/A
S6: Anti Doping	Demonstrates where they have adhered to Anti-Doping legislation and can describe the positive actions they have taken to protect themselves from the use of substances or supplements which contravene regulations.	N/A
S7: Nutritional performance K8, K9, K10, S8, S9, S10: Psychological and emotional performance	Provides evidence of at least 3 different areas of nutrition and 3 key lifestyle management factors, incorporating feedback from specialist staff, which supports achievement in their sport and promotes a positive mental wellbeing and emotional health. Describes at least 3 of the key psychological and emotional pre-determinants for elite performance including at least 3 of the traits of effective leaders with examples.	N/A

<p>K12: Lifestyle and personal development</p> <p>K13: Career and self-development</p>	<p>Analyses their psychological performance profile identifying strengths and weaknesses, and how the application of this supports them in both their sporting career and their career away from the playing environment.</p> <p>Explains the importance of having in place a relevant and considered approach to a second career and self-development, including their understanding of the importance of leadership.</p>	N/A
<p>S12: Lifestyle and personal development</p> <p>S13: career and self-development</p> <p>B6: Be self-reflective</p> <p>B7: Own and engage in goal setting processes</p>	<p>Provides evidence of how they have developed a personal action plan to improve their lifestyle management promoting their own wellbeing and emotional health.</p> <p>Contributes to and outlines a personal career action plan which will enable them to move into the next stages of their secondary and supplementary careers.</p>	N/A
<p>B1: Personal presentation and integrity</p>	<p>Demonstrates a professional approach to work and can explain the importance of acting with integrity.</p>	N/A

B3: Self-management	Provides evidence of their good time keeping, diary management and organisational planning.	N/A
B8: Equality and diversity	Provides evidence of where they have ensured inclusion of all players/staff and give examples of embracing diversity.	

Annex 3: Technical specifications for each sport

These technical and tactical guidelines are the “**CORE**” technical and tactical skills required for the playing positions identified below and represent the “**CORE**” technical and tactical skills that will be used by the End Point Assessment organisation in conjunction with the grading criteria.

Please note

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

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

FOOTBALL POSITIONAL SPECIFIC ROLES AND RESONSIBILITIES

Introduction

There are 6 Key football positional specific playing positions:

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

GOALKEEPER

Technical

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

Tactical

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

Goal Keeper Checklist

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

FULL BACK

Technical

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

Tactical

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

Full Back Checklist

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

CENTRAL DEFENDER

Technical

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

Tactical

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

Central Defender Checklist

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

MIDFIELDER/CENTRAL MIDFIELDER

Technical

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

Tactical

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

Central Midfielder Checklist

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

WINGER/WIDE MIDFIELDER

Technical

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

Tactical

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

Winger/Wide Midfielder Checklist

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

CENTRAL ATTACKER

Technical

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

Tactical

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

Central Attacker Checklist

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

RUGBY LEAGUE POSITIONAL SPECIFIC ROLES AND RESONSIBILITIES

Introduction

There are 6 Key Rugby League positional specific playing positions:

7. Full Back
8. Winger
9. Centre / Back Row
10. Hooker
11. Prop / Middle
12. Half

FULL BACK

Technical

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

Tactical

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

Full back Checklist

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

WINGER

Technical

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

Tactical

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

Winger Checklist

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

CENTRE / BACK ROW

Technical

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

Tactical

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

Centre / Back Row Checklist

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

HALF

Technical

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

Tactical

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

Half Checklist

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

HOOKER

Technical

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

Tactical

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

Hooker Checklist

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

PROP / MIDDLE

Technical

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

Tactical

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

Prop / Middle Checklist

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

RUGBY UNION POSITIONAL SPECIFIC ROLES AND RESPONSIBILITIES

Introduction

There are 9 Key Rugby Union positional specific playing positions:

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

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

PROP

Technical

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

Tactical

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

Prop Checklist

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

HOOKER

Technical

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

Tactical

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

Hooker Checklist

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

SECOND ROW

Technical

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

Tactical

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

Second Row Checklist

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

BACK ROW

Technical

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

Tactical

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

Backrow Checklist

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

SCRUM HALF

Technical

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

Tactical

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

Scrum Half Checklist

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

FLY HALF

Technical

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

Tactical

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

Fly Half Checklist

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

CENTRES

Technical

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

Tactical

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

Centres Checklist

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

WINGERS

Technical

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

Tactical

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

Wingers Checklist

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

FULLBACK

Technical

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

Tactical

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

Fullback Checklist

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

CRICKET SPECIFIC ROLES AND RESONSIBILITIES

Introduction

There are 5 roles within the game:

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

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

BATTER

Technical

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

Tactical

- Use relevant shot selection in relation to when they come into bat and how the ball is delivered to them

- Use effective communication with batting partner.
- Demonstrates shot selection, game understanding and decision-making.

Checklist Batter

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

PACE BOWLER

Technical

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

Tactical

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

Checklist Pace Bowler

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

SPIN BOWLER

Technical

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

Tactical

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

Checklist Spin Bowler

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

FIELDER

Technical

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

Tactical

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

Checklist Fielder

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

WICKET KEEPER

Technical

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

Tactical

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

Checklist Wicket Keeper

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