



International Pet Education and Training

Level 3 Sporting Excellence Professional Apprenticeship Standard

Training Provider and Employer Specification

ST0524

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1. Introduction

This specification serves as a resource for employers and training providers overseeing apprentices enrolled in the ST0524 Level 3 Sporting Excellence Professional Apprenticeship Standard, specifically focusing on Assessment Plan Version 1.1. It outlines the procedures for engaging with iPET Network as both an End-Point Assessment Organisation (EPAO) and Independent End-Point Assessor (IEPA) for your apprentices.

The journey of your apprentice through the End-Point Assessment (EPA) process will be coordinated through the EPA platform ACE360. For additional information about iPET Network, please refer to our website: <https://www.ipetnetwork.co.uk>

This guide corresponds to Assessment Plan version V 1.1 ST0524. Comprehensive details about this Assessment Plan can be located on the IfATE website.

The End Point Assessment will comprehensively evaluate the apprentice's proficiency in line with the knowledge, skills, and behaviours mandated by the Apprenticeship Standard. Grading decisions will adhere to the assessment criteria delineated in the Assessment Plan.

1.1 Support for Training Providers and Employers

This manual is designed to assist training providers and employers throughout the End-Point Assessment (EPA) process. Furthermore, for any inquiries, feel free to reach out to the EPA Team via email at epao@ipetnetwork.co.uk, and we will gladly provide the necessary support.

2. End Point Assessment Fees

Apprenticeship Standard	Sporting Excellence Professional
Level	3
iPET Network EPA Fee	£1990
Duration	18 months
Resit/Retake Fees	Knowledge test: £155

Practical Observation with Questions and Answers: £1200
Professional Interview – Underpinned by a Portfolio Evidence: £375

Where the EPA components are not completed within the three-month window of the gateway being approved, the EPA process must be started again, and this will incur additional EPA fees.

All fees must be paid for prior to the commencement of the first assessment component. Providers and employers who assign IPET Network to conduct apprenticeship EPAs on their behalf are advised to carefully review the payment terms and conditions outlined in the Service Level Agreement, an invoice will be generated at the point of Gateway approval.

3. Apprenticeship Standard Occupational Summary

This occupation is found in professional sporting disciplines, including cricket, football, rugby union, rugby league, horseracing and equestrianism.

The broad purpose of the occupation is to participate at a professional level in individual or team sports. Sporting Excellence Professionals perform consistently and effectively in training environments and competitions in their chosen professional sport. They are part of a team and are supported and managed by a wider and multi-disciplinary team, including a manager/coach/ trainer, skills coaches, physiotherapists, psychologists, nutritionist, strength and conditioning experts, and educational staff. They have high level of autonomy in terms of responsibility for what happens on the field of play or equine arena/venues and need to be able to cope with extreme pressure.

In their daily work, an employee in this occupation interacts with coaches, employers, fellow athletes, sporting officials and multidisciplinary support staff, administrative staff, external partners e.g. broadcasters, fans.

An employee in this occupation is responsible for committing to their development and involvement in training and competitive professional sporting activities. This involves maintaining a high level of fitness to allow them to participate in training and competitions, sustaining a lifestyle designed to optimise performance, being aware of external factors that may affect individual performance both physically and psychologically, and maintaining a positive and inclusive image of their sport as part of their social responsibility.

3.1 Knowledge Skills and Behaviours

The apprentice will select the pathway within their occupational area of expertise at the beginning of the programme when engaging through the sign-up process.

Throughout the apprenticeship programme, the apprentice will focus on acquiring the necessary knowledge, skills, and behaviours outlined in the Apprenticeship End Point Assessment Plan. This preparation aims to prepare the apprentice for the EPA. The occupational competence required for successful completion of the

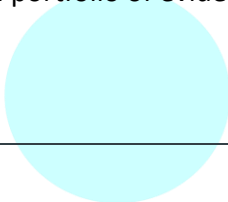

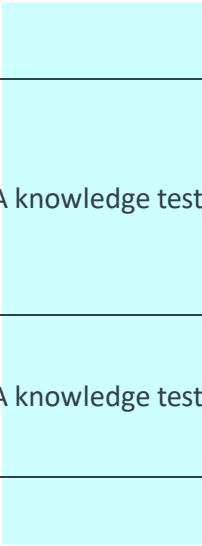
apprenticeship involves ensuring progression to a level where the apprentice demonstrates proficiency in each KSB, with each having a designated method of assessment.

The option pathways are as follows:

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

Each KSB has an assessment method assigned; the apprentice will demonstrate occupational competency for every KSB using one of the assigned methods.

CORE KNOWLEDGE	ASSESSMENT METHODS
<p>K1: Core. How to utilise multi-disciplinary staff to improve tactical performance, addressing individual strengths and weaknesses through the use of individual action plans, training and competition.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>K2: Core. How to use technology, such as video footage or software packages, to interpret and compare different forms of analysis.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>K3: Core. How to use analysis to evaluate both technical and tactical performance and impact on results during training and competition.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>

<p>K4: Core. The physical requirements of the individual's chosen sport, such as cardiovascular fitness, explosive power, stamina of professional sport; principles of training (including periodisation) and specificity and methods (e.g., strength and conditioning, fundamental movement, physical literacy) used to develop physical capabilities.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p> 
<p>K5: Core. The common types of injury (e.g., soft tissue damage) relevant to professional sport; how to prevent, recover, rehabilitate from and manage injury and the physiological and psychological responses to injury.</p>	<p>A knowledge test</p> 
<p>K6: Core. Safe and effective practice in sports performance environments, and how to access appropriate support networks for any areas of concern or individual wellbeing – individually and on behalf of colleagues.</p>	<p>A knowledge test</p> 
<p>K7: Core. The importance of equality, inclusion and diversity across society and professional sport.</p>	<p>A knowledge test</p>
<p>K8: Core. The legislation and guidance with regards to Anti-Doping including the negative impacts and side effects of using performance enhancing or recreational drugs on personal performance, career and the reputation of the sport.</p>	<p>A knowledge test</p>
<p>K9: Core. The importance of nutrition to help achieve excellence in professional sport.</p>	<p>A knowledge test</p>
<p>K10: Core. The psychological and emotional demands of professional sport and how to make the best use of these capabilities.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>


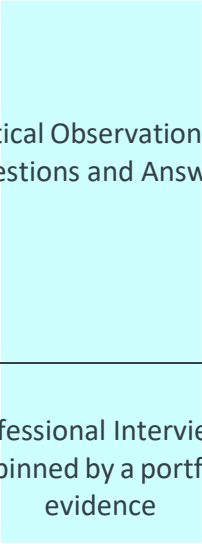
<p>K11: Core.</p> <p>The methods and strategies that relate to fundamental, preparatory and performance phases such as emotional resilience, visualisation, refocusing, concentration, and pre-performance routines.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>K12: Core.</p> <p>The demands of effective leadership in professional sport, identifying traits and behaviours of appropriate role models.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>K13: Core.</p> <p>The mechanics of effective communication (personal and professional) and building and sustaining relationships with other people.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>K14: Core.</p> <p>The importance of lifestyle management factors relevant to being a professional sports person, such as finance and a responsible social media presence.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>K15: Core.</p> <p>The components (e.g. goal setting, planning) that contribute to the individual's chosen primary career plan, and the key facets of self-identity as a professional sports person and as an individual.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>K16: Core.</p> <p>The importance of secondary and supplementary careers and consideration of dual career aspirations.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>K17: Core.</p> <p>The influence and impact of each performance area on each other and how they interact.</p>	<p>Practical Observation with Questions and Answers</p>

<p>K18: Core. How to self-reflect, self-evaluate, utilise feedback from coaching and multi-disciplinary staff and use goal setting processes and development plans to positively impact all discipline areas.</p>	<p>Practical Observation with Questions and Answers</p>
<p>PATHWAY KNOWLEDGE – EQUESTRIANISM</p>	<p>ASSESSMENT METHODS</p>
<p>K36: Equestrian. A range of different technical aspects of performance when riding in competition, taking account of the horse’s age and experience, the required pace and distance, control and speed, judging criteria and awareness of other competitors. (equestrian)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K37: Equestrian. Their individual responsibilities specific to the competitive conditions, including surfaces, terrain, season, weather and competitive conditions, and how to be adaptable and responsive to changes arising from the actions of other competitors. (equestrian)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K38: Equestrian. Know their own, and their horse’s, individual strengths and weaknesses in relation to their skills (in training and competition including start, finish, change of going or weather conditions). (equestrian)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K39: Equestrian. A range of different tactical aspects of equine performance including course conditions and layout, age and experience of horse, qualification requirements, strategies, riding style, philosophy and judging criteria. (equestrian)</p>	<p>Practical Observation with Questions and Answers</p>
<p>K40: Equestrian. How to undertake pre- and post- competitive procedures in line with ethical, moral, inclusive and regulatory</p>	<p>Practical Observation with Questions and Answers</p>

requirements including equine anti-doping procedures. (equestrian)	
<p>K41: Equestrian. How to monitor health and welfare of the horse, knowing what damage may occur, how to look for it and who to report it to (equestrian)</p>	Practical Observation with Questions and Answers
PATHWAY KNOWLEDGE – FOOTBALL	ASSESSMENT METHODS
<p>K19: Football. A range of different technical aspects of performance when passing or distributing, receiving, retaining, travelling with the ball, defending, attacking and during transition. (football)</p>	Practical Observation with Questions and Answers
<p>K20: Football. Their individual position-specific technical playing role and how to be adaptable and comfortable in the requirements of other position specific roles and responsibilities within units and teams (football)</p>	Practical Observation with Questions and Answers
<p>K21: Football. A range of different tactical aspects of performance including formations, strategies, transition of play, playing style, philosophy (football).</p>	Practical Observation with Questions and Answers
<p>K22: Football. Their individual position-specific tactical playing role and how to be adaptable and comfortable in the requirements of other position specific roles and responsibilities within units and teams (football)</p>	Practical Observation with Questions and Answers
PATHWAY KNOWLEDGE – CRICKET	ASSESSMENT METHODS
<p>K23: Cricket. The demands of their primary role (specification) and the technical requirements of that role. This will be either batting, pace bowling, spin bowling, wicket keeping in terms of mechanics, and ball manipulation from the hand</p>	Practical Observation with Questions and Answers

or off the bat. (cricket)	
<p>K24: Cricket.</p> <p>The demands and technical requirements of their secondary role. This will be batting, pace bowling, spin bowling, wicket keeping or fielding. (cricket)</p>	Practical Observation with Questions and Answers
<p>K25: Cricket.</p> <p>General fielding positions and the fundamental basics of specific fielding role(s), associated technique and movements. (cricket)</p>	Practical Observation with Questions and Answers
<p>K26: Cricket.</p> <p>Know their individual strengths and weaknesses in relation to their skills (in training and competition). (cricket)</p>	Practical Observation with Questions and Answers
<p>K27: Cricket.</p> <p>A range of different tactical aspects of cricket performance relating to different game formats; containing or taking wickets of the opposition; deployment of field placings; setting or defending a total; shot selection; timing of decision making, team approach. (cricket)</p>	Practical Observation with Questions and Answers
<p>K28: Cricket.</p> <p>How they utilise their skills in their role during a match. For example, opening batters; middle order and batting down the order, an all-rounder; opening bowlers, first change, at the death. (cricket)</p>	Practical Observation with Questions and Answers
PATHWAY KNOWLEDGE – RUGBY LEAGUE	ASSESSMENT METHODS
<p>K29: Rugby League.</p> <p>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,</p>	Practical Observation with Questions and Answers

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

<p>S1: Core. Use digital technology to refine and optimise performance in terms of tactical approach to the opposition, understanding their strengths and weaknesses, creating individual tactical plans and reviewing training and competitive performance.</p>	<p>Practical Observation with Questions and Answers</p> 
<p>S2: Core. Use data and digital insight to improve performance of their skills and performance.</p>	<p>Practical Observation with Questions and Answers</p>
<p>S3: Core. Continually improve physical capabilities by utilising insight and expertise from specialist support staff through completing bespoke conditioning activities such as speed, power and coordination, as well as on and off field/course/venue training programs that might take place in the gymnasium, swimming pool or performance lab.</p>	<p>Practical Observation with Questions and Answers</p> 
<p>S4: Core. Engage in injury prevention and management programmes utilising insight and expertise from specialist support staff to help mitigate impact of injury on training and competition performance.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>S5: Core. Apply safe practice principles across all elements of training, preparation and competition - for example when working with equipment, working alone, working under pressure, or travelling abroad.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>S6: Core.</p>	

<p>Take appropriate action to source relevant information for pre- and post-testing and at all times, be able access a current list of prohibited and banned substances.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>S7: Core. Implement a programme to improve diet and approach to hydration and nutrition, incorporating feedback and evaluation from specialist support staff.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>S8: Core. Psychological and Emotional performance: Profile psychological strengths and weaknesses and implement their agreed programme to meet individual and sporting requirements.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>S9: Core. Apply consistent and effective psychological and emotional skills in training and performance or competition environments.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>S10: Core. Plan, implement and develop personal leadership skills both in and away from their professional playing/riding career.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>S11: Core. Communicate and build constructive and effective relationships with staff, colleagues and peers conducive to performance development.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>S12: Core. Effectively manage conflict and present a positive image of themselves, their organisation and their sport in all situations.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>

<p>S13: Core. Identify and engage with a personal action plan to improve lifestyle management that promotes and develops mental well-being and emotional health.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>S14: Core. Design and implement a personal career action plan that identifies how to manage the transition into the next stage considering secondary and supplementary careers.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>S15: Core. Deliver consistent performance under pressure through effective integration of all performance disciplines.</p>	<p>Practical Observation with Questions and Answers</p>
<p>S16: Core. Reflect and review performance and training to analyse, progress and improve performance, both in training and competition.</p>	<p>Practical Observation with Questions and Answers</p>
<p>PATHWAY KNOWLEDGE – RUGBY UNION</p>	<p>ASSESSMENT METHODS</p>
<p>S47: Equestrian. Demonstrate confident and effective riding techniques and an extensive range of equestrian skills which meet competition- specific requirements (e.g., speed, direction, balance, judgement of pace and distance). (equestrian)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S48: Equestrian. Undertake pre-and post-competitive activity, taking account of horse and rider welfare and safety. (equestrian)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S49: Equestrian.</p>	

Ride to obtain optimal performance within competitive conditions with excellent control at all paces and with an effective and balanced body position. (equestrian)	Practical Observation with Questions and Answers
S50: Equestrian. Ride competitively, intelligently, and efficiently taking due regard to the monitoring of horse health and welfare, checking for injury and reporting as appropriate. (equestrian)	Practical Observation with Questions and Answers
S51: Equestrian. Execute positional-specific riding techniques skilfully and maintain precision under pressure. (equestrian)	Practical Observation with Questions and Answers
S52: Equestrian. Effectively execute equestrian-specific skills within a training and competitive environment, making good tactical decisions (e.g., pace, balance, terrain, going, other participants). (equestrian)	Practical Observation with Questions and Answers
S53: Equestrian. Demonstrate effectiveness within a competitive performance under different conditions, including terrain, going, weather, season and taking account of the tactics of other riders. (equestrian)	Practical Observation with Questions and Answers
S54: Equestrian. Apply appropriate tactical approaches to deal with specific instances in the competition (e.g., start, finish, change of going or weather conditions). (equestrian)	Practical Observation with Questions and Answers
S55: Equestrian. Constantly monitor the development of competition to make effective decisions in a range of situations..	Practical Observation with

(equestrian)	Questions and Answers
PATHWAY SKILLS - FOOTBALL	ASSESSMENT METHODS
<p>S17: Football. Demonstrate assured basic techniques and an extensive range of ball skills which meet positional specific requirements (e.g., shooting, heading, handling) and meet governing body guidelines. (football)</p>	 <p>Practical Observation with Questions and Answers</p>
<p>S18: Football. Manipulate the ball with clean contact skills and excellent control when passing or distributing, receiving, retaining, and travelling with the ball, and using all parts of the body. (football)</p>	 <p>Practical Observation with Questions and Answers</p>
<p>S19: Football. Pass and/or distribute the ball intelligently and efficiently over varying distances when unopposed and under pressure. (football)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S20: Football. Execute positional specific techniques skillfully at optimum and varying speeds and maintain precision under pressure. (football)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S21: Football. Effectively execute specific individual roles and responsibilities within units and teams making good tactical decisions (e.g., cover, balance, when to press, when to drop). (football)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S22: Football. Demonstrate effectiveness within team attacking and</p>	<p>Practical Observation with</p>

defending strategies and when in periods of transition. (football)	Questions and Answers
S23: Football. Apply appropriate tactical approaches to deal with specific moments in the game (e.g., game management). (football)	Practical Observation with Questions and Answers
S24: Football. Constantly monitor the development of play both in and out of possession and during transition to make effective decision making in a range of situations. (football)	Practical Observation with Questions and Answers
PATHWAY SKILLS - CRICKET	ASSESSMENT METHODS
S25: Cricket. Execute and have assured fundamental technical skills in relation to their primary role. This will be either batting, pace bowling, spin bowling or wicket keeping. (cricket)	Practical Observation with Questions and Answers
S26: Cricket. Execute fundamental technical skills in relation to their secondary role. This will be batting, pace bowling spin bowling, wicket keeping or fielding. (cricket)	Practical Observation with Questions and Answers
S27: Cricket. Execute fundamental fielding techniques in relation to how they move as an individual and position on the pitch. (cricket)	Practical Observation with Questions and Answers
S28: Cricket. Actively use coaching and support staff to positively	Practical Observation with

<p>affect their game so they know their individual strengths and weaknesses in relation to their skills (in training and competition). (cricket)</p>	<p>Questions and Answers</p>
<p>S29: Cricket. Set targets to improve their individual approach to their technical skills. (cricket)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S30: Cricket. Effectively execute specific individual roles and responsibilities within team performance making correct tactical decisions for example - regarding game formats, timing, shot selection, ball selection (what type of ball to bowl), field positioning, game intelligence. (cricket)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S31: Cricket. Constantly monitor the development of play and react accordingly, using game intelligence, and demonstrating that their decision-making is effective in a range of situations as games progress. (cricket)</p>	<p>Practical Observation with Questions and Answers</p>
<p>PATHWAY SKILLS -RUGBY LEAGUE</p>	<p>ASSESSMENT METHODS</p>
<p>S32: Rugby League. Demonstrate assured basic techniques and an extensive range of skills to take the most appropriate course of action on the field. (rugby league)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S33: Rugby League. Consistently execute a number of key skills when attacking and defending such as: Attacking – execute consistently their grip, catch, passing and lines of run to achieve positive outcomes and successful carries. Championing - execute consistently the appropriate</p>	<p>Practical Observation with Questions and Answers</p>

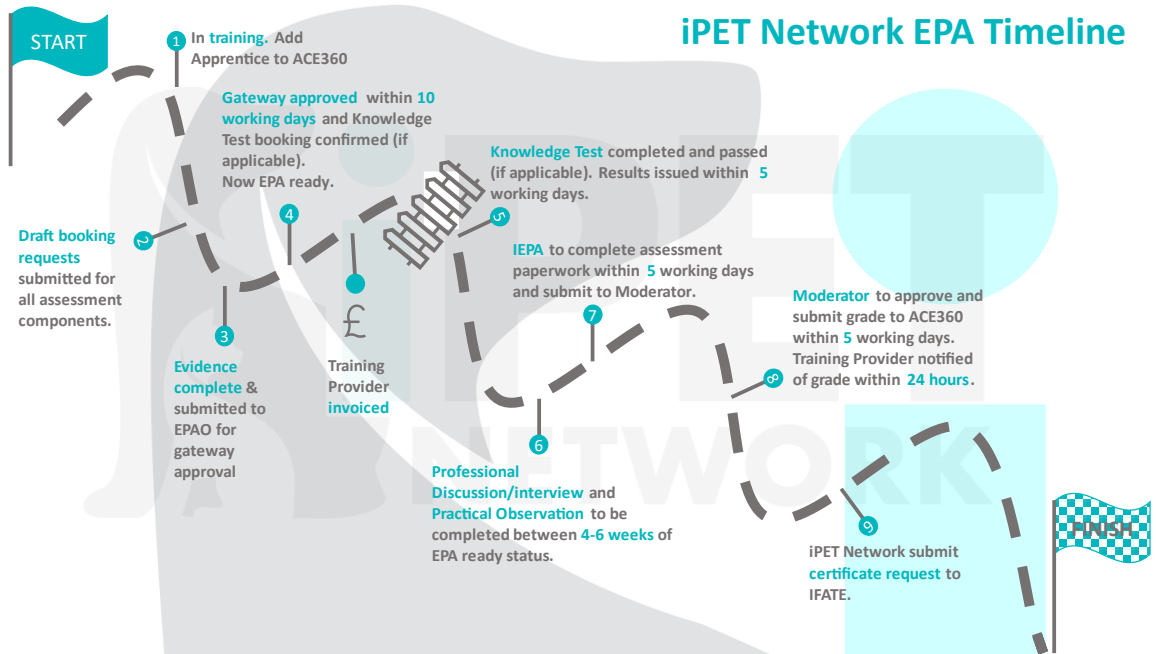
<p>footwork, body position and tackle technique, to achieve positive outcomes and successful tackles. (rugby league)</p>	
<p>S34: Rugby League. Play a positional specific role within the team, adapting and applying the correct techniques depending on the game situation and the impact of individual performance on the team’s outcomes. (rugby league)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S35: Rugby League. Make the correct and appropriate decisions under pressure, whilst taking into consideration a number of varying parameters and possible outcomes. Constantly monitoring the development of play in relation to: Attack – receiving the ball to demonstrate effective decision making in a range of situations. Defence – reacting to the opposition's decision making to achieve a positive outcome (e.g., tackle completed). (rugby league)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S36: Rugby League. Effectively execute specific individual roles and responsibilities within the team in both attack (e.g., running support lines, executing set plays) and defence (e.g., working in units, dominating the tackle). (rugby league)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S37: Rugby League. Read and react to the oppositions decision making to achieve positive outcomes in both attack and defence. (rugby league)</p>	<p>Practical Observation with Questions and Answers</p>
<p>PATHWAY SKILLS RUGBY UNION</p>	<p>ASSESSMENT METHODS</p>
<p>S38: Rugby Union.</p>	

<p>Apply assured basic techniques and an extensive range of core skills such as evasion, collision, and contact, pass and kick, which cover the aspects of the game required by all positions. (rugby union)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S39: Rugby Union. Manipulate attackers and defenders with a variety of methods such as footwork, ball skills, and contact collisions skills. (rugby union)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S40: Rugby Union. Use both hands and both feet to perform skills within the given context. (rugby union)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S41: Rugby Union. Pass and kick the ball intelligently and efficiently over varying distances when unopposed and under pressure. Beat opponents in one versus one situations or by combining play with others. (rugby union)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S42: Rugby Union. Recognise opportunities to run or kick the ball, and is effective in doing so in a variety of different ways</p>	<p>Practical Observation with Questions and Answers</p>
<p>S43: Rugby Union. Execute techniques skilfully at varying speeds and maintain precision under pressure.</p>	<p>Practical Observation with Questions and Answers</p>
<p>S44: Rugby Union. Effectively execute specific individual roles and responsibilities as an individual and within team roles, whilst monitoring and being aware of a number of varied parameters and different outcomes. Such as: Attack – receiving the ball to make appropriate decision</p>	<p>Practical Observation with Questions and Answers</p>

<p>making in a range of situations. Defense – 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 defense and attacking shape to make the appropriate kick or supporting action when the ball is kicked. (rugby union)</p>	
<p>S45: Rugby Union. Demonstrate effectiveness within team attacking and defending strategies and when in periods of transition. (rugby union)</p>	<p>Practical Observation with Questions and Answers</p>
<p>S46: Rugby Union. Constantly monitors the development of play and positions effectively relating to the situation and area of the pitch. (rugby union)</p>	<p>Practical Observation with Questions and Answers</p>
<p>CORE BEHAVIOURS</p>	<p>ASSESSMENT METHODS</p>
<p>B1: Core. Positively model professionalism through personal presentation and integrity in all actions</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>B2: Core. Be collaborative in teamwork situations - especially under pressure.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>B3: Core. Self-manage weekly commitments which include time management and organisation.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>B4: Core. Conduct themselves in a respectful, fair, and approachable manner and in line with the employer's</p>	<p>Professional Interview - underpinned by a portfolio of</p>

standards and code of conduct.	evidence
<p>B5: Core. Demonstrates a strong, positive, and dedicated work ethic which clearly shows ownership of personal development, aptitude, aspiration and ambition.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>B6: Core. Be self-reflective.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>B7: Core. Own and engage in goal setting processes.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>
<p>B8: Core. Exhibit inclusive behaviours recognising equality and diversity.</p>	<p>Professional Interview - underpinned by a portfolio of evidence</p>

4. End Point Assessment Process



5. Gateway

The gateway milestone is reached when the employer, training provider, and apprentice collectively confirm that the apprentice has showcased the requisite knowledge, skills, and behaviours (KSBs) expected of an occupationally competent Sporting Professional, as outlined in the Occupational Standard End Point Assessment Plan.

The commencement of the End-Point Assessment (EPA) process should only occur once the apprentice's employer is content that the EPA requirements have been fulfilled and can be substantiated by the End-point Assessment Organisation (EPAO). Additionally, the employer should ensure that the apprentice consistently operates at, or above, the proficiency level specified in the Apprenticeship Standard ST0524. Employers may consider seeking guidance from or consulting with the training provider for additional insights.

5.1 Gateway Requirements

The apprentice's employer must be content that the apprentice has attained sufficient KSBs to complete the apprenticeship. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

To pass through Gateway in preparation for the EPA the apprentice must produce evidence that they have:

- completed a minimum of 12 months of on programme-training
- undertaken a minimum of 6 hours per week off-the-job training. Part-time apprentices' OTJ training hours may vary but should make up at least 20% of their working hours. OTJ training should take place during your regular working hours. (Dependent on apprenticeship start date. Refer to the apprenticeship funding rules for further details.)
- collated a portfolio of evidence
- achieved Level 2 English and mathematics.

5.2 Portfolio Submission

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

Requirements for the portfolio are set out below:

Portfolio of Evidence Requirements:

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

Evidence sources may include:

- workplace documentation and records, for example; workplace policies and procedures, records, logbooks
- witness statements/testimonies
- annotated photographs
- video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable
- individual learning and development plans
- poster presentations
- video analysis of match play

- training logs
- self-reflective accounts/ self-evaluative competition and training insights This is not a definitive list; other evidence sources can be included.

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

confirming this.

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

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

5.3 Uploading Gateway Evidence

The training provider holds the responsibility of registering the apprentice on to the EPA Management platform, when the apprentice has completed the on - programme learning and satisfied the requirements of the apprenticeship standard the training provider will then upload the evidence and submit the apprentice through the gateway to the End-Point Assessment Organisation (EPAO) via ACE360 with iPET Network. Complete details of the apprentice are essential for registration, encompassing the apprentice's full name, email address and contact telephone number, Unique Learner Number, employer particulars, as well as the start and end dates of the apprenticeship.

5.4 Independent End Point Assessor Allocation

Upon approval of the gateway submission, we will designate one of our Independent End-Point Assessors (IEPAs) to conduct the End-Point Assessment (EPA) for your apprentice. Subsequently, we will validate the EPA booking details through the ACE360 platform.

6. End Point Assessment Components

The End Point Assessment components for the Level 3 Sporting Excellence Professional apprenticeship standard consist of the following:

- Knowledge Test
- Observation with Questions and Answers
- Professional Interview Underpinned by a Portfolio of Evidence

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

6.1 Knowledge Test

Overview

A knowledge test is an assessment method that asks questions in a controlled and invigilated environment. The test will challenge the apprentices' underpinning knowledge to confirm they hold or are working above the occupational level. The apprentice knowledge will test against set KSBs detailed in the end point assessment plan.

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

Rationale

This EPA method is being used because:

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

Delivery

- 90 minutes to complete the knowledge test.
- Any suitable location as per iPET Networks **Remote Invigilation Policy**
- Graded Fail /Pass /Distinction

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

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

The knowledge test will be marked out of 76 marks with the pass mark being 50 marks and the distinction mark being 61.

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

Assessment location

The knowledge test can be computer or paper based.

The apprentice must take the knowledge test in a suitably controlled environment that is a quiet space and free from distractions and influence. Access to reference books or materials is not allowed.

The knowledge test is taken online and remotely invigilated using Rogo. Remote invigilation software also allows for the test to be taken at other locations that suit the apprentice. Paper copies are also available on demand.

It is important that the requirements for taking the knowledge test including the room / desk layout and pre-test checks are met. Where these requirements are not met the test could be voided.

6.2 Practical Observation with Questions and Answers

Overview

In the observation with questions, an independent assessor observes the apprentice in their workplace. The apprentice completes their day-to-day duties under normal working conditions. This allows the apprentice to demonstrate the KSBs mapped to this assessment method through naturally occurring evidence. The independent assessor asks questions as explained below. Simulation is not permitted during the observation.

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

Rationale

This assessment method is being used because:

- this is a practical role, best demonstrated through completing tasks in a real work setting
- observation makes use of employer resources and equipment, which will be familiar to the apprentice and thus allow them to perform at their best
- questioning enables the evaluation of the extent and depth of foundational knowledge in relation to the grading descriptors.
- tasks completed during the observation should contribute to workplace productivity and are valid

- it is a holistic assessment method

Delivery

- 150 minutes total assessment time to include the questions and answers (+10%)

The 150 minutes total assessment time is broken down as follows:

- Practical training session to competition – 60 minutes
- Data analysis and video showcase – 45 minutes
- Question and answer session – 45 minutes
- Graded Fail / Pass / Distinction

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

The observation with questions serves as a platform for the apprentice to demonstrate the KSBs outlined in the apprenticeship standard within a realistic work environment. This provides an opportunity for the apprentice to integrate and apply their acquired knowledge. Furthermore, the assessment evaluates the apprentice's ability to safely execute the KSBs encompassed in the assessment component.

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

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

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

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

Conducted remotely using live footage or face-to-face as agreed in the planning meeting.

Reflect typical working conditions in a sports performance environment (at an academy, within the professional club or equestrian yard) whereby apprentices will be training or playing with competitors and interacting with professional colleagues.

Allow the apprentice to demonstrate all aspects of the occupational standard being assessed.

Take a holistic approach to assessing the overall competence across the 3 components so if seen in one area then doesn't need to be assessed again in another component.

The time allocated 45 minutes of questioning will consist of the independent assessor asking a minimum of 10 questions. Follow-up questions are allowed.

Assessment location

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

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

6.3 Professional Interview – Underpinned by a Portfolio of Evidence

Overview

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

Rationale

This EPA method is being used because:

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

Delivery

- 90 minutes (+10%)
- Any suitable location (normally the employer's premises)
- Graded Fail / Pass / Distinction

Apprentices are required to have access to their evidence portfolio during the interview session. They can use this portfolio to support and illustrate their responses; however, the portfolio itself is not directly evaluated. The interview process should be organised in a way that enables apprentices to showcase the Knowledge, Skills, and Behaviour's (KSBs) relevant to this specific EPA method, tailored to their individual sport within the chosen apprenticeship standard. The objective is to assess KSBs that may not naturally be demonstrated at certain times of the season or that require a longer period to exhibit. The EPAO (End-Point Assessment Organisation) must notify the apprentice at least 14 days in advance of the interview date. Additionally, the independent assessor should be provided a minimum of 14 days to review the supporting documentation.

During the interview, the independent assessor must ask a minimum of 11 questions, with the opportunity for follow-up questions to allow the apprentice to elaborate on their response

7. Preparation for End Point Assessment

Being aware of what to anticipate in each assessment can boost the apprentice's confidence when facing an EPA. As the training provider or employer, you possess knowledge about your apprentice and are in an ideal position to assist and guide them in their preparation for the end-point assessment.

Preparing the Apprentice for the Knowledge Test

Fully utilise sample knowledge test papers or assessments to enable the apprentice to practice answering multiple-choice questions and scenario-based questions at the suitable level.

Ensure you are well-informed about the software requirements and access to the IT platform ROGO. Familiarise yourself with the ***Examination and Invigilation End Point Assessment Policy***.

Check that the apprentice will be taking the test in a suitable environment in line with iPET Network assessment conditions.

7.1 Preparing the Apprentice for the Practical Observation with Questions and Answers

Regular assessments by the apprentice's work-based supervisor are crucial to verify that the apprentice consistently performs tasks up to the required standard. These checks serve to prevent the development of detrimental habits that could jeopardise the apprentice's success in the EPA.

To enhance readiness for the assessment, the apprentice should practice designated tasks in controlled settings with an assessor, adhering to specified time constraints. This practice helps familiarise the apprentice with the tasks and contributes to reducing stress on the assessment day.

In anticipation of the assessment, the employer must ensure that the apprentice has access to the necessary facilities and equipment as outlined in the assessment plan. If the IEPA determines that the facilities and/or equipment are insufficient for the apprentice to complete the assessment, they reserve the right to cancel the EPA. Therefore, meeting all requirements is crucial. Any concerns before the assessment day should be directed to the EPA Team for advice.

7.2 Preparing the Apprentice for the Professional Interview Underpinned by a Portfolio of Evidence

Before reaching the gateway, the apprentice should have fulfilled all the requirements outlined in the apprenticeship standard, ensuring they possess the necessary knowledge, skills, and behaviours to effectively respond to questions during this assessment.

It is advisable to engage in mock professional discussion sessions beforehand, allowing practice in articulating and delivering concise responses. It's also beneficial to practice answering questions from individuals they may be less familiar with. The key to feeling at ease in an assessment environment is through consistent practice.

8. What to Expect on the Day of End Point Assessment

Please be aware that as part of iPET Network's quality assurance procedures, there might be the presence of a Lead Independent End Point Assessor or Internal Quality Assurer for one or more components of your apprentice's End Point Assessment. In such instances, there is no need for concern; their role will be discreet, and they will neither speak nor participate in the assessment of your apprentice.

The apprentice must attend adequately prepared for their End-Point Assessment (EPA). It is the responsibility of the employer and training provider to clearly communicate the specifics of when and where the assessments will occur to the apprentice. Providing the apprentice with access to pertinent support resources and opportunities to ask questions will ensure they have a clear understanding of what to anticipate on the assessment day.

8.1 Authenticating the Apprentice's Identification

At the commencement of each assessment component, the apprentice's photographic identification, such as a current passport or driving license, will be verified to ensure authenticity and compliance with the General Data Protection Regulations 2018 (GDPR). In the event that the apprentice does not possess these forms of photographic ID, please contact iPET Network ahead of the scheduled End Point Assessment date.

8.2 Apprentice Instruction and Conduct

Mobile devices must be turned off and left outside the designated room/area for the assessment, except when used to access the portfolio during the interview.

Apprentices are prohibited from possessing unauthorised materials or equipment, such as notes and bags, as their presence will be regarded as a breach of assessment rules.

Compliance with instructions for each assessment, including adhering to exam conditions outlined in the assessment plan, is expected from apprentices. Failure to comply may result in the assessment being halted or deemed invalid.

Given the controlled environment of the assessments, the Independent End-Point Assessor (IEPA) will oversee the supervision of apprentices during breaks to uphold the security of the assessment.

8.3 Unexpected Situation or Emergencies

In an emergency, such as the fire alarm sounding, the assessment will be paused and the apprentice will be given the chance to answer the remaining questions or complete the practical tasks when the assessment is able to restart (this may not be on the same day, depending on the nature of the emergency). Any questions asked up to that point will be marked and the apprentice will not be able to return to those questions.

When the assessment resumes, the apprentice will be allowed the remaining time to complete the remaining questions or practical tasks.

If the apprentice feels unwell at any time during the assessment, the Independent End Point Assessor should be notified immediately.

If the apprentice is unable to continue with the apprenticeship assessment the Independent End Point Assessor will pause the assessment and notify iPET Network.

In an emergency, such as the fire alarm sounding, the assessment will be paused and the apprentice will be given the chance to answer the remaining questions or complete the practical tasks when the assessment is able to restart (this may not be on the same day, depending on the nature of the emergency). Any questions asked up to that point will be marked and the apprentice will not be able to return to those questions.

When the assessment resumes, the apprentice will be allowed the remaining time to complete the remaining questions or practical tasks.

If the apprentice feels unwell at any time during the assessment, the Independent End Point Assessor should be notified immediately.

If the apprentice is unable to continue with the apprenticeship assessment the Independent End Point Assessor will pause the assessment and notify iPET Network.

9. Independent End Point Assessors (IEPAs)

IEPAs are recruited and trained to conduct and mark the End Point Assessment. Appointed independent assessors who are competent to deliver the EPA will evidence they have the following:

- recent relevant experience of the occupation or sector to at least occupational level 3 gained in the last 5 years or significant experience of the occupation or sector
- hold, or are working towards, an assessor qualification

Have professional body membership with:

- relevant National Governing Body of sport

Meet the following minimum requirements:

- have significant relevant practical experience of working with competitors and coaches in the specific elite sports environments
- undertake a minimum of 2 days continuing professional development relating to the actual sport per year
- hold a recognised sport specific coaching qualification at level 3 or higher

All IEPAs will participate in standardisation activities annually.

10. End Point Assessment Marking and Results

Each assessment component is graded individually, the overall grade will provide a collative grade of all assessment components.

All elements of the EPA are subject to internal quality assurance once the assessments have been completed.

10.1 Overall Grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- distinction

The individual assessment method grades will be combined to determine the overall EPA grade.

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

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

KNOWLEDGE TEST	PRATCAIL OBSERVATION WITH QUESTIONS AND ANSWERS	PROFESSIONAL INTERVIEW UNDERPINNED BY A PORTFOLIO OF EVIDENCE	OVERALL GRADE
Pass	Distinction	Pass	Pass
Pass	Distinction	Distinction	Distinction
Distinction	Distinction	Pass	Distinction
Distinction	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Distinction	Distinction	Distinction	Distinction

The final grade decision, subject to Internal Quality Assurance, it is recommended by the IEPA using the grading criteria above and guidance and documentation provided by iPET Network. Once internal quality assurance processes have been completed iPET Network will confirm the final grade.

10.2 Publishing Results

Once iPET Network has received the results of each element of the EPA and internal quality assurance processes have been followed, results will be provided to the training provider to disseminate to the employer and apprentice. Results are provided within 10 working days to the training provider following the apprentice's completion of each component of the EPA.

For successful apprentices:

- Confirmation of the element grade i.e. Pass or Distinction will be entered onto ACE 360 for each component of the EPA.

For unsuccessful apprentices:

- The element that the apprentice has been unsuccessful, and a Fail grade has been awarded, the grade will be entered onto ACE360 and feedback will be uploaded to assist the apprentice in preparing for a resit or retake. Feedback from the IEPA will be provided in a written format in the form of an assessment record.

11. Re-sits and Re-takes

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

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

Apprentices will require the development of an action plan to support the additional development and preparation to take re-sit or a re-take.

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

Re sit and re take cost can be located in section 2.

12. Certification

iPET Network will apply for the Apprenticeship Certificate on the day of disclosing the apprentice's overall result in the End-point Assessment. The DFE will then dispatch the Apprenticeship Certificate to the employer of the apprentice via recorded delivery. This process may take an additional 20 days from the date of application by iPET Network.

13. End Point Assessment Cancellation

There may be instances where it becomes necessary to cancel or reschedule an EPA booking. Depending on the time remaining between the cancellation and the scheduled EPA event, relevant fees for cancellation or amendment may apply. Please refer to the **End Point Assessment Lead Training Provider / Employer Centre Pack**.

14. End Point Assessment Enquiry or Appeal

The apprentice has the right to make an assessment appeal for part or all of their end-point assessment; please refer to the iPET Network website to access the relevant policy and procedure.

[iPET Network: International Pet Education and Training Network](#) | [iPET Network: Regulated Qualifications in the Canine and Feline Sector](#)

Document Control

Document Name: End Point Assessment Level 3 Sporting Excellence Professional Apprenticeship Standard - Training Provider and Employer Specification

Document Number: SEP1

Date of Amendment	Version Number	Reason for Amendments

