The Qualification Hub

Qualification Specification

TQH L2 Award in Technology in Athletic Monitoring and Performance Analysis



Table of contents

The Qualification Hub (TQH) 3
Qualification Level 3
Qualification Size 3
Centre Requirements for Delivering the Qualification 7
Assessment Resource and Equipment Guidance 9
Quality Assurance of Centre Performance 10
Administration 11
Structure and Content 13
Knowledge, Skills and Understanding Developed 13
Unit 1 - Technology in Athletic Monitoring and Performance Analysis 16
Unit 1 Content Amplification (Delivery and Assessment Guidance) 19
Learning Outcome 1: Understand technology aids that are used to help athletes in individual and team sports 19
Learning Outcome 2: Understand ethical considerations in the use of technology in sport 20
Learning Outcome 3: Understand reliability and validity in sports performance data 21
Learning Outcome 4: Implement the use of technology aids in a practical setting 22
Learning Outcome 5: Analyse performance data and provide athlete feedback 23

The Qualification Hub (TQH)

The Qualification Hub (TQH) is an Awarding Organisation based in Northern Ireland that is regulated by CCEA Regulation. TQH is responsible for creating and granting professional and technical (vocational) qualifications at Levels 2 and 3 within the 8.1 Sport, Leisure and Recreation sector

TQH Contact Details
Old Gasworks Business Park
1st Floor Unit 1a Kilmorey Street
Newry
BT34 2DH
Email - lois@thequalificationhub.com

Qualification Level

The level of a qualification reflects the level of difficulty and complexity of the knowledge and skills it requires. The qualification levels range from Entry Level 1 to Level 8.

Qualification Size

In the context of qualifications, size refers to the estimated total amount of time required for studying and assessment. This size is measured in terms of Total Qualification Time (TQT), which includes Guided Learning Hours (GLH) - the portion of time spent in supervised or taught sessions, as opposed to studying independently.

TQH Qualification Regulation Information

TQH Level 2 Award in Technology in Athletic Monitoring and Performance Analysis

- Operational start date: 28 September 2026
- Certification end date: TBC
- Sector Subject Area: 8.1 Sport, Leisure and Recreation
- This qualification is assessed on a pass/fail basis. Learners must successfully achieve all learning outcomes and associated assessment criteria to achieve the qualification.

Links to Professional Standards

No directly equivalent National Occupational Standard (NOS) currently exists for the use of technology in athletic monitoring and performance analysis.

The content of this qualification has been informed by:

• CIMSPA Professional Standards Framework
• CIMSPA Learning and Development Requirements (LDRs)
• Current industry practice within sport, coaching, fitness and performance analysis
• Employer, stakeholder and education provider consultation
• Relevant sports science and performance analysis research

The qualification has been designed to support learners in developing foundational knowledge and practical skills relating to the use of technology within sporting environments.

Progression

Learners who achieve this qualification may progress to further study in sport, coaching, fitness, performance analysis, sports science and health and wellbeing related subjects at Level 3 and above.

Examples of progression opportunities include:

- Further education sport programmes;
- Coaching and athlete development pathways;
- Fitness and physical activity related learning;
- Sports science and performance analysis studies;
- Community sport and sports leadership programmes; and
- Wider vocational and technical education opportunities.

Delivery Languages

This qualification is available in English only at this time.

Qualification Target Group

This qualification is suitable for learners with an interest in sport, physical activity, coaching, fitness, performance analysis and sports science.

The qualification is appropriate for school learners, further education learners, aspiring coaches, fitness instructors, sports volunteers and individuals wishing to develop their understanding of technology used in athletic monitoring and performance analysis.

Learner Entry Guidance and Prior Learning

There are no formal recommended prior learning or entry requirements for this qualification. It is open to all learners who have an active interest in sport, fitness, coaching, and performance analysis. This qualification has been designed to be open, highly accessible, and free from artificial barriers that restrict learner access and progression.

Entry to the qualification remains at the discretion of the centre. Centres are responsible for ensuring that this qualification is appropriate for the age and ability of their learners, and that learners have the capability to safely and effectively fulfil the requirements of the learning outcomes.

It is recommended that learners possess a basic level of literacy and numeracy (equivalent to Key Skills or GCSE Level) to enable them to effectively interpret performance metrics and communicate evidence-based feedback

Qualification Aim

The TQH Level 2 Award in Technology in Athletic Monitoring and Performance Analysis provides learners with knowledge and practical skills relating to the use of technology within sport and physical activity settings. The qualification develops understanding of commonly used technological tools and how these can be used to monitor performance, collect performance data and support athlete development.

Learners will develop knowledge of how technology is used within both individual and team sports to monitor movement, physical performance and training outcomes. They will also develop an understanding of ethical considerations, athlete data protection, and the importance of collecting reliable and valid performance information.

Through practical application, learners will gain experience in selecting, setting up and using technology aids and interpreting performance data to support performance improvement.

Qualification Objectives

By the end of this course, participants will be able to:

- Identify different types of technology used in sport to track and analyse performance.
- Explain how technology can be used in individual sports to monitor and improve athletic performance.
- Explain how technology can be used in team sports to monitor and improve performance.
- Describe the advantages and limitations of using technology to support athletic performance.
- Explain ethical considerations associated with the use of technology in sport, including fairness, equality and athlete data protection.
- Describe the meaning of reliability and validity in relation to sports performance data.
- Recognise factors that may affect the reliability and validity of data collected through technology.
- Select and use appropriate technology aids in simple sporting contexts.
- Interpret basic performance data collected through technological tools.
- Provide constructive feedback based on performance data.

Purpose

The purpose of this qualification is to provide learners with the knowledge and practical skills required to understand and apply technology used in athletic monitoring and performance analysis.

Learners will develop knowledge of common technological tools used within sport, including technologies used to monitor performance, collect performance data and support athlete development. They will develop an understanding of reliability, validity and ethical considerations associated with the use of technology in sporting environments.

Learners will also develop practical skills in selecting, setting up and using technology aids, collecting and interpreting performance data, and providing evidence-based feedback to support performance improvement.

This qualification supports progression into further study in sport, coaching, fitness, performance analysis and sports science related subjects.

Centre Requirements for Delivering the Qualification

Prior to commencing delivery, both new and existing TQH recognised centres must apply for and be granted approval to deliver the qualification. Centres are required to have the following roles in place as a minimum:

- Centre contact
- Tutor
- Assessor
- Internal Quality Assurer (IQA)

(To obtain further information regarding the approved centre prerequisites, kindly refer to TQH Centre Approval Process for detailed guidance)

Requirements for Tutors

Tutors should hold, or be working towards, a teaching qualification. The following examples are acceptable, although TQH will consider other teaching qualifications on request:

- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- Certificate of Education
- PGCE
- Award in Education and Training
- Certificate in Education and Training
- Bachelor of Education (BEd)

The tutor must be able to demonstrate appropriate occupational competence, knowledge and experience relevant to the qualification being delivered. This may include qualifications, professional memberships, industry experience, or evidence of current practice within sport, coaching, fitness, performance analysis, sports science or related disciplines.

Tutors must hold a relevant qualification in addition to CIMSPA membership OR have been actively engaged in the industry, working for a minimum of 4 operational hours per month during the last 12 months prior to the tutor's role. This ensures tutors keep pace with the current trends and standards of others working in their industry.

Requirements for Assessors

Assessors should hold, or be working towards, a recognised assessing qualification. The following examples are acceptable, although TQH will consider other assessor qualifications on request:

- D32/33 qualification
- A1 qualification
- Level 3 Award in Understanding the Principles and Practices of Assessment or equivalent
- Level 3 Award in Assessing Vocationally Related Achievement or equivalent
- Level 3 Award in Assessing Competence in the Work Environment or equivalent
- Level 3 Certificate in Assessing Vocational Achievement or equivalent

If assessors wish to assess work-based competency qualifications, then they must hold, or be working towards, one of the following qualifications:

- D32/D33 qualification
- A1 qualification
- Level 3 Award in Assessing Competence in the Work Environment or equivalent
- Level 3 Certificate in Assessing Vocational Achievement or equivalent

Assessors must hold a relevant qualification in addition to CIMSPA membership OR have been actively engaged in the industry, working for a minimum of 4 operational hours per month during the last 12 months prior to applying for the Assessor role. This ensures staff keep up with the current trends and standards of others working in their industry.

Trainee Assessors must be given a clear action plan for achieving the appropriate qualification(s) and their decisions should be countersigned by a suitably qualified individual until the qualification(s) are achieved.

Requirements for an Internal Quality Assurer (IQA)

IQA's should hold, or be working towards, a recognised Internal Quality Assurance qualification. The following examples are acceptable, although TQH will consider other IQA qualifications on request:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34)

Internal Quality Assurers must hold a relevant qualification in addition to CIMSPA membership OR have been actively engaged in the industry, working for a minimum of 4 operational hours per month during the last 12 months prior to the IQA role. This ensures staff keep pace with the current trends and standards of others working in their industry.

Trainee IQA's must be given a clear action plan for achieving the appropriate qualification(s) and their decisions should be countersigned by a suitably qualified individual until the qualification(s) are achieved.

Important Notes

- It is not best practice for the IQA to provide the QA for aspects of course delivery that s/he has tutored
- It is not permitted for the IQA to provide the internal quality assurance of his/her own assessment.

Assessment Resource and Equipment Guidance

This qualification is designed to be highly flexible and resource-independent, ensuring that approved centres can successfully deliver and assess the learning outcomes regardless of their budget or facilities.

- Theory and Classroom Delivery: Tutors should introduce learners to a wide spectrum of athletic monitoring technologies. This ranges from basic, low-cost options (e.g., digital stopwatches, manual heart rate straps, and free smartphone video analysis applications) to high-end, industry-standard equipment (e.g., GPS tracking systems like STATSports/Catapult, wearable accelerometers, force plates, and laboratory-based metabolic/gas analysis systems).
- Practical Assessment (LO4 & LO5): For practical observations, the equipment used depends entirely on what the centre has available. Learners will not be penalised for using basic equipment, provided they demonstrate the correct safety, setup, operation, and data collection procedures.
    - Minimum Equipment Requirements (Indicative and Non-Exhaustive): To deliver Unit 1, centres must have access to *at least one* functional technology aid to enable practical learning and assessment. The following list is illustrative and non-exhaustive. Centres are permitted to utilise any alternative equivalent or emerging technologies of their choice, provided they allow the learner to fully meet the practical requirements of the learning outcomes:
    - *Option A (Basic/Low Cost Examples):* Standard smartphone/tablet with a free motion-analysis app, basic heart rate monitor/smartwatch, digital stopwatch, or equivalent low-cost training/tracking applications.
    - *Option B (Advanced/High Cost Examples):* Wearable GPS tracker, electronic timing gates, force plates, smart insoles, metabolic/gas analysis systems, or smart sports equipment (e.g., sensor-embedded training equipment).

Quality Assurance of Centre Performance

External Quality Assurance (EQA)

The EQA will typically visit the Centre twice a year, with one visit being announced and the other unannounced.

The role of the External Quality Assurer is to collaborate with the Centre to review its systems and procedures, support and work with Internal Quality Assurers, review assessment decisions, sample learner evidence, interview learners and staff where appropriate, and verify that qualification requirements are being consistently applied.

The Centre is responsible for providing the EQA with access to its premises, staff, learners, data, records, meetings, and documents as required. The Centre uses TQH Platform and all learner data is available online 24/7.

TQH may undertake ongoing remote quality assurance activities, including the review of learner evidence and assessment decisions through its online systems, to support certification and maintain assessment standards.

Standardisation
It is a method that assures all staff members, such as teachers, trainers, assessors, and quality assurance personnel, interpret and adhere to the programme's requirements or qualifications in the same manner.

If requested, centres offering units of a TQH qualification must attend and provide assessment materials and learner evidence for standardisation events.

Administration

Learner Registration

A. Use its best endeavours to verify that the identity and information provided by the learners upon registration is accurate and complete as per Identification Policy;
B. Register learners promptly upon enrolment with the Centre. The centre must register learners on TQH platform 14 days after enrolling learners at centre level;
C. Only register learners for qualifications whom it reasonably expects to complete a qualification;
D. Only register learners for qualifications the centre is approved to deliver;
E. Take all reasonable steps to ensure that learners are fully informed about the requirements of their selected qualifications as set out in the relevant qualification specifications and guides published by TQH.
F. Provide appropriate induction and support to learners, in accordance with TQH Policies and Procedures.
G. Have in place arrangements to allow for recognition of prior learning, where this is appropriate for a qualification, and in accordance with the relevant TQH Policies and Procedures;

(To obtain further information regarding registration, kindly refer to Registration of Learners)

Certification

The primary responsibility for initiating certificate claims lies with the Centres. A Centre cannot make a claim for certification unless it is confident that the student has completed all necessary assessments and has reached the required level of proficiency for the qualification. Only after completing all internal quality assurance procedures can a Centre make this determination. Certificates will be issued within 20 working days.

Qualification Fees

TQH publishes all up to date qualification fees in its Fees and Invoicing Policy.

Equality, Fairness and Inclusion

In developing the specification for this qualification, TQH has taken into account the requirements of equality legislation and its responsibilities relating to equality, fairness and inclusion.

TQH Centre handbook contains additional information on the headings mentioned. Please refer to it for further details.

Structure and Content

TQH L2 Award in Technology in Athletic Monitoring and Performance Analysis

Introduction

This Level 2 qualification develops learners' knowledge and practical skills in the use of technology to support athletic monitoring and performance analysis within sport and physical activity settings.

Learners will develop knowledge of the technological tools commonly used to monitor performance, collect and analyse performance data, and support athlete development within both individual and team sports. The qualification covers the application of technology within sporting environments, ethical considerations associated with its use, and the importance of collecting reliable and valid performance information.

Learners will also develop practical skills in selecting, setting up and operating technology aids, interpreting performance data, and providing feedback based on performance findings. Through a combination of knowledge-based and practical assessment activities, learners will demonstrate their ability to apply technology appropriately within sporting contexts.

Knowledge, Skills and Understanding Developed

Knowledge

Learners will develop knowledge of:

- Technology used in athletic monitoring and performance analysis.
- Performance monitoring tools used within individual and team sports.
- Methods of collecting and recording performance data.
- Reliability and validity in performance data collection.
- Ethical and legal considerations relating to athlete monitoring and data protection.
- The benefits and limitations of technology in sport.

Skills

Learners will develop skills in:

- Selecting appropriate technology aids for sporting activities.
- Setting up and operating technology safely and effectively.
- Collecting and recording performance data.

• Interpreting performance information.
• Presenting performance findings.
• Providing constructive feedback based on performance evidence.

Understanding

Learners will develop understanding of:

• How technology supports performance monitoring and athlete development.
• Factors affecting the reliability and validity of performance data.
• The responsible and ethical use of technology in sport.
• How performance data can be used to support performance improvement.

Accreditation Number	Pending
Guided learning hours	30 hours
Total qualification time	50 hours

Unit	Level	GLH	Credits	Portfolio	Practical observation
Technology in Athletic Monitoring and Performance Analysis	2	30	5	✔	✔
• **Successful completion of all components results in a pass grade.**					

Unit 1 - Technology in Athletic Monitoring and Performance Analysis

Learning Outcomes	Assessment Criteria
1. Understand technology aids that are used to help athletes in individual and team sports	1.1 Describe different types of technology aids used in sport to track and analyse performance. 1.2 Explain how technology is used to monitor performance in individual sports. 1.3 Explain how technology is used to improve performance in individual sports. 1.4 Illustrate how technology is used to monitor performance in team sports. 1.5 Explain how technology is used to improve performance in team sports. 1.6 Describe the advantages of different technology aids used to support athletic performance . 1.7 Describe the limitations of different technology aids used to support athletic performance.
2. Understand ethical considerations in the use of technology in sport	2.1 Describe what is meant by ethics in the context of technology use in sport. 2.2 Explain ethical issues related to fairness in the use of technology in sport. 2.3 Explain ethical issues related to equality in the use of technology in sport. 2.4 Explain ethical issues related to the protection of athlete data when using technology in sport. 2.5 Explain how technology can support the integrity of sport. 2.6 Explain how the misuse of technology may affect the integrity of sport.

3. Understand reliability and validity in sports performance data	3.1 Describe what is meant by reliability in the context of technology use in sport. 3.2 Describe what is meant by validity in the context of technology use in sport. 3.3 Explain factors that affect the reliability of performance data collected through technology. 3.4 Explain factors that affect the validity of performance data collected through technology. 3.5 Assess the importance of collecting accurate and reliable data when using technology for performance analysis. 3.6 Assess the importance of collecting valid and fair data when making coaching decisions. 3.7 Apply principles of reliability to examples of technology use in sport. 3.8 Apply principles of validity to examples of technology use in sport.
4. Implement the use of technology aids in a practical setting	4.1 Select appropriate technology aids for use in different sporting contexts. 4.2 Set up chosen technology aids correctly in a practical environment. 4.3 Operate chosen technology aids correctly in a practical environment. 4.4 Interpret performance data produced by technological tools to support performance monitoring. 4.5 Demonstrate safe and effective use of technology equipment within a sporting environment. 4.6 Follow relevant procedures and guidelines when using sports technology.

5. Analyse performance data and provide athlete feedback	5.1 Interpret performance data collected through technological aids to identify strengths. 5.2 Interpret performance data collected through technological aids to identify areas for improvement. 5.3 Present performance data clearly using appropriate formats. 5.4 Provide constructive, evidence-based feedback based on performance data. 5.5 Recommend strategies to enhance athletic performance based on analysed data.

Unit 1 Content Amplification (Delivery and Assessment Guidance)

Learning Outcome 1: Understand technology aids that are used to help athletes in individual and team sports

Syllabus Content (Range)

- Types of technology aids (AC 1.1): GPS trackers, heart rate (HR) monitors (chest straps, optical wrist sensors), video analysis software/apps, wearable sensors (accelerometers, gyroscopes), electronic timing gates, gas/metabolic analysis equipment, force plates, smart insoles.
- Monitoring and improving performance in individual sports (AC 1.2, AC 1.3):
    - *Monitoring:* HR zones for pacing, cadence (running/cycling), split times (swimming/athletics), movement biomechanics (using video)..
    - *Improving:* Correcting technique, adjusting pacing strategies, managing fatigue levels, preventing overtraining.
- Monitoring and improving performance in team sports (AC 1.4, AC 1.5):
    - *Monitoring:* Workload tracking (distance covered, high-speed running, accelerations), positional heat maps, team heart rate averages during matches or drills.
    - *Improving:* Developing tactical game strategies, managing squad rotation to prevent injury, tailoring recovery, informing team selection.
- Advantages of technology aids (AC 1.6): Objectivity (removing coaching bias), real-time feedback, detailed performance metrics, progress tracking over time, enhanced athlete motivation.
- Limitations of technology aids (AC 1.7): High financial cost, complexity and technical skill required to operate, risk of sensor errors/signal loss, potential data overload (difficulty identifying key metrics), physical distraction or discomfort for the athlete.

Delivery and Assessment Guidance

- Delivery: Tutors should use a mix of classroom lectures, case studies of elite sport (e.g., how professional football clubs use GPS), and practical demonstrations of different tools. Learners should compare how technology differs between individual sports (where technique and pacing are paramount) and team sports (where workload and tactical position dominate).

- Assessment: Learners must produce a written or oral report (or a structured workbook) describing the types of technology aids, comparing their uses in individual and team settings, and outlining their distinct advantages and limitations.

Suggested Types of Evidence

- Completed written workbook or assignment.
- Structured presentation slides (with tutor observation record).
- Recorded verbal professional discussion.

Learning Outcome 2: Understand ethical considerations in the use of technology in sport

Syllabus Content (Range)

- Ethics in technology (AC 2.1): Moral principles that guide the fair, respectful, and responsible use of technology in sporting environments.
- Fairness (AC 2.2): Technological "doping" (e.g., carbon-plate running shoes, high-tech swimwear), access barriers (disadvantages for underfunded athletes or grassroots clubs).
- Equality (AC 2.3): Levelling the playing field; whether technology standardises competition or creates a resource divide.
- Protection of athlete data (AC 2.4): Data privacy laws (e.g., GDPR), maintaining confidentiality of biometric data, obtaining informed consent (especially for minors), secure data storage (passwords, encrypted local/cloud drives), and who has ownership/access to the data.
- Supporting sports integrity (AC 2.5): Accurate officiating systems (e.g., VAR, Hawk-Eye, goal-line technology, electronic touchpads) that reduce human error and guarantee fair outcomes.
- Misuse affecting integrity (AC 2.6): Data manipulation, hacking opponent databases, leaking athlete medical/biometric profiles, using performance data to unfairly penalise or release players without context.

Delivery and Assessment Guidance

- Delivery: Use active group debates on real-world dilemmas (e.g., "Should super-shoes be banned?" or "Who owns a youth academy player's heart rate data?"). Introduce the basic principles of the Data Protection Act/GDPR in a sport-specific context.
- Assessment: Learners must produce a short written report or response to a scenario-based assignment where they identify ethical issues, explain the importance of secure athlete data protection, and assess how technology both supports and threatens the integrity of sport.

Suggested Types of Evidence

- Case study analysis report.
- Debate participation log with tutor observation notes.

Learning Outcome 3: Understand reliability and validity in sports performance data

Syllabus Content (Range)

- Reliability (AC 3.1): The consistency and repeatability of a measurement. If a test is repeated under identical conditions, does the technology yield the same results?
- Validity (AC 3.2): The accuracy of a measurement. Does the technology measure what it actually claims to measure? (e.g., does a smartwatch optical sensor accurately measure heart rate during high-intensity interval training?)
- Factors affecting reliability (AC 3.3, AC 3.7): Calibration errors, low battery levels, poor GPS satellite connection, inconsistent environmental conditions (wind, wet turf), user error during data collection, and inconsistent athlete effort.
- Factors affecting validity (AC 3.4, AC 3.8): Poor sensor placement on the body, selection of the wrong metric (e.g., tracking step count to measure swimming performance), and outdated software algorithms.
- Importance of reliable data (AC 3.5): Prevents coaches from making decisions based on faulty or fluctuating numbers; ensures baseline testing is standard and progress is genuine.
- Importance of valid data (AC 3.6): Ensures coaching interventions are targeting the correct physical system (e.g., cardiorespiratory vs. biomechanical) and protects the athlete from overtraining or ineffective training.

Delivery and Assessment Guidance

- Delivery: Tutors should run simple practical experiments. For example, have learners count their heart rate manually while wearing three different fitness trackers to see if they display identical (reliable) and correct (valid) numbers. Introduce the concept of "user error" and the importance of checking device calibration.
- Assessment: Learners must complete an assessment demonstrating their understanding of these concepts. They must apply the principles of reliability and validity to sporting scenarios (e.g., explaining why a GPS tracker might lose reliability on an indoor court, or why a jump-mat is a valid tool for measuring leg power but not upper-body strength).

Suggested Types of Evidence

- Lab/practical observation worksheet.
- Practical testing review log.

Learning Outcome 4: Implement the use of technology aids in a practical setting

Syllabus Content (Range)

- Selection of technology aids (AC 4.1): Matching the tool to the specific sport and training objective (e.g., choosing timing gates for speed testing, video analysis for technique correction, or HR monitors for cardiovascular conditioning).
- Setting up technology aids (AC 4.2): Fitting sensors securely (e.g., securing chest straps, adjusting camera angles), calibrating devices, connecting to software applications (Bluetooth/Wi-Fi syncing), and verifying data signals.
- Operating technology aids (AC 4.3): Starting and stopping recordings, logging active data in real-time, exporting files, and saving data securely.
- Interpreting performance data (AC 4.4): Extracting basic performance metrics from software outputs (e.g., peak speed, heart rate averages, duration in zones, joint angles from video snapshots).
- Safe and effective use (AC 4.5): Ensuring equipment does not restrict the athlete's movement, cause tripping hazards, or risk electrical/physical harm. Maintaining hygiene standards (e.g., sanitising straps and screens).
- Procedures and guidelines (AC 4.6): Following manufacturer operating instructions, pre-session battery and connection checklists, and post-session storage protocols.

Delivery and Assessment Guidance

- Delivery: This is a highly practical unit. Learners must be given hands-on time to practice fitting, calibrating, and running devices on their peers. Tutors must emphasise safety protocols and pre-use equipment checks.
- Assessment: The learner must be observed by the assessor physically selecting, setting up, and operating a chosen technology aid safely and effectively during a practical session. The learner must also show how they interpret the raw data from the device screen or app dashboard.
- Integrated Route Recommendation: To streamline delivery, centres are strongly encouraged to link the practical data collection in LO4 with the analysis and feedback tasks in LO5.

Suggested Types of Evidence

- Assessor practical observation checklist (compulsory).
- Video recording of setup and operation (supported by a witness testimony).
- Logbook containing pre-use checks, calibration notes, and raw data screenshots.

Learning Outcome 5: Analyse performance data and provide athlete feedback

Syllabus Content (Range)

- Identifying strengths and areas for improvement (AC 5.1, AC 5.2): Comparing collected athlete data against a target baseline, previous personal bests, or normative data.
    - *Strengths:* Metrics that meet/exceed benchmarks (e.g., maintaining target heart rate, high velocity, correct joint extension).
    - *Improvements:* Metrics falling below target (e.g., high rate of fatigue, poor technique displayed in video, pacing errors).
- Presenting performance data (AC 5.3): Creating simple tables, bar charts, line graphs, or exporting cleanly formatted dashboard reports.
- Constructive feedback (AC 5.4): Using positive reinforcement (sandwich feedback model), keeping language simple and free of excessive technical jargon, and grounding comments in objective evidence.
- Recommending performance strategies (AC 5.5): Suggesting actionable training adjustments based on data findings (e.g., targeted skills drills, altered recovery times, adjusting heart rate pacing zones, or modifying movement techniques).

Delivery and Assessment Guidance

- Delivery: Tutors should teach learners how to translate raw numbers into meaningful coaching advice. Focus on the human element of coaching—how to present findings without overwhelming or demotivating an athlete.
- Assessment: Learners must analyse a performance dataset, display the findings visually (using charts, tables, or annotated images), and deliver a short feedback session to an athlete.
- Assessment Contingency Plan (Equipment or Data Failure):
    - *Ideal Scenario (Preferred Route):* The learner analyses the data they personally collected using technology in LO4.
    - *Contingency Scenario:* If an equipment failure occurs, data is corrupted, or time is restricted, the tutor/assessor may provide the learner with a pre-prepared, clean dataset or video footage. This ensures the learner's data analysis and feedback skills are fully assessed and they are not penalised for technical glitches beyond their control.

Suggested Types of Evidence

- Performance analysis report containing data visualisations (graphs/charts).
- Video or audio recording of the learner delivering the verbal feedback session.

- Detailed peer or assessor feedback checklist