



## HPSA Re-Accreditation Portfolio

### Sport Science Delivery 2020 to present

#### Current Employment Roles

|                         |   |
|-------------------------|---|
| ongoing                 | Owner of Private Consultancy Company -    |
| (Freelance Positions)   |   |
| February 2024 – present | Head of Performance at.....               |
| Nov 2024 – Present      | Lead Strength & Conditioning Coach at.... |
| August 2024 - Present   | Head of Physical Performance at....       |
| Voluntary Positions     |   |
| Aug 2016 – present      | Board Director & Vice Chairman of.....    |
| 2019-present            |   |
| Sept 2017 – ongoing     | Associate Lecturer at....                 |

#### Previous Roles

|                             |  |
|-----------------------------|--|
| (FT)                        |  |
| Prior to August 2020        | Head of Academy Elite Performance at....               |
| August 2020 - December 2023 | First Team Senior Rehabilitation Fitness Coach at..... |

*For a more in-depth review of sport science support please see delivery log.*

# Sport Science Support Record

At least 150 hours of delivery per year in the applicant's specialist area

## Delivery Log

Domain of Expertise: *Football Science*

| Date<br><i>(In chronological order)</i> | Client(s)*         | No. Of Hours<br><i>A = planning<br/>B = delivery<br/>C = follow up</i>                             | Support delivered to client*  | Reflection/Learning Points and Key Competencies Expressed   |
|---|--------------------|--|---|---|
| Pre 01/08/2020                          | Academy<br>U18-U21 | <b>A = 4 hours per week</b><br><br><b>B = 10 hours per week</b><br><br><b>C = 4 hours per week</b> | <p>My support was based around more supervision of players from a quality assurance point of view. This meant supporting the lead staff as a mentor but also providing coaching as and when required with athletes in gym and field-based setting.</p> <p>Typical delivery would have involved 2-3 gym strength and movement prep sessions a week and up to 3-4 field-based sessions a week across the two age group squads.</p> <p>From a planning point of view, I attended ALL MDT weekly planning meeting and all end of mesocycle review sessions.</p> <p>Other department management duties included:</p> <ul style="list-style-type: none"> <li>• Performance Support Strategy through 3 x Audit Cycles</li> <li>• Senior Academy Management Team</li> <li>• Operational Lead / Advisor in all Integrated Performance Support aspects</li> <li>• Performance Support Staff performance monitoring and mentorship</li> <li>• Coach Education</li> <li>• Innovation, Research &amp; Development</li> </ul> | <p>Structural:</p> <ul style="list-style-type: none"> <li>• Installed protocols and procedures for player and staff development in-line with EPPP Category 1 status requirements</li> <li>• Implemented SMART objective, evidence based strategic processes for all lead practitioners and departmental reviews</li> <li>• Initiated a SMART objective research and development processes in conjunction with local universities</li> <li>• Significant contributions to V-MOST strategic plan</li> <li>• Designed a club-wide formalised appraisal and supporting development action plan system based upon core values</li> </ul> <p>Performance Outcome:</p> <ul style="list-style-type: none"> <li>• Contribution to the development of several Academy players currently playing in senior and international set-ups</li> <li>• Received some of highest departmental Category 1 EPPP status audit scores across country despite benchmarked lower budget</li> <li>• Staff development was significant with multiple staff moving onto improved roles within the organisation or external</li> </ul> |
| Pre 01/08/2020                          | Academy<br>U15-U16 | <b>A = 2 hours per week</b><br><br><b>B = 6 hours per week</b><br><br><b>C = 2 hours per week</b>  | <p>My support to these age groups was similar to that of the U18-U21 squads but with different lead staff for these age groups.</p> <p>Sessions would predominantly be in the late afternoon and early evening and ranged again at 2-3 gym sessions per week and 1-2 field sessions subject to my availability</p> <p>From a planning point of view, I attended whenever possible an MDT weekly planning meeting and all end of mesocycle review sessions</p>   | <p>A key reflection from this phase of work was the need for adding a layer of individualization onto the generic physical performance education syllabus that was being implemented.</p> <p>Additional point was the need for multiple members of the MDT staff to support both field and gym-based sessions to ensure a level of individuality as and when required but also to help coach better movement technique for health and safety when commencing new loading strategies in the gym</p>  |
| Pre 01/08/2020                          | Academy            | <b>A = 1 hours per week</b>  | My support to these age groups again involved supervising and mentoring a different phase lead member of staff but the actual delivery of sessions was limited to 1-2 gym and 1-2 field sessions per  | The main reflection from this phase was to keep the delivery of technical coaching information both on-field and in the gym to a minimal amount and ensure that the language used was relevant  |

|                                     |                           |                               |  |  |
|-------------------------------------|---------------------------|-------------------------------|--|--|
|                                     | <b>U12-U14</b>            | <b>B = 6 hours per week</b>   | week due to timetabling clashes  | to the age group and not overly scientific.  |
|                                     |                           | <b>C = 1 hours per week</b>   | As part of this age group, I delivered internship and staff CPD workshops every month and provided peer review reflective practice feedback sessions when observing / supporting evening training sessions   | Age-appropriate loading strategies was improved with increased number of staff available and equipment resources but still maintaining good techniques<br><br>A high level of staff development was required to ensure uniformity of processes and avoid delivery being rogue at the discretion of new staff each year on placement  |
| <b>Pre 01/08/2020</b>               | <b>Academy<br/>U9-U11</b> | <b>A = 1 hours per week</b>   | My support to these age groups again involved supervising and mentoring coaching staff to deliver the physical requirements 1-2 field sessions per week as part of an IDT approach.  | The use of combined technical-physical interactions whilst not pure in their delivery brought about increased motivation and application.  |
|                                     |                           | <b>B = 2 hours per week</b>   | The delivery framework was labelled "Brain-Body-Ball" and required CPD workshops every mesocycle and provided peer review reflective practice feedback sessions when observing / supporting evening training sessions  | Simplistic delivery of coaching cues was important not only for the players in the age group but the coaches who were also having to deal with significant session planning volume and key factors   |
|                                     |                           | <b>C = 1 hours per week</b>   |  | A video syllabus was useful for supporting coach education as opposed to written documents requiring reading and explanation   |
| <b>01/08/2020 to<br/>31/12/2023</b> | <b>Seniors</b>            | <b>A = 10 hours per week</b>  | <ul style="list-style-type: none"> <li>Performance Management of club-wide Injury Prevention Strategy and Loan Player Performance Support Strategy</li> </ul>  | <ul style="list-style-type: none"> <li>my production of individual development plans relative to positional demands,</li> </ul>  |
|                                     |                           | <b>B = 20 hours per week</b>  | <ul style="list-style-type: none"> <li>Co-ordinating of periodised, planning and preparation models for pre-training preparation &amp; individual performance plans</li> <li>Delivery of early-mid- and end-stage rehabilitation sessions</li> </ul>   | <ul style="list-style-type: none"> <li>the creation of bespoke programs such as the game model technical blueprints,</li> <li>sport specific physical development syllabi and significant contributions to rehabilitation blueprints.</li> </ul>   |
|                                     |                           | <b>C = 10 hours per week</b>  | <ul style="list-style-type: none"> <li>Obtaining gym based and field-based performance monitoring markers</li> <li>Mentoring of Head of Academy Performance Support to facilitate player progression</li> </ul>  | <ul style="list-style-type: none"> <li>my creation of Power-Bi feedback systems and contribution to refining the standardization and effectiveness of testing, monitoring and review processes involved with athlete profiling and monitoring.</li> <li>my contribution to the design and implementation of all strategic plans to date and the creation and digitization and use of video for individual positional training, injury prevention, recovery, and rehabilitation syllabi.</li> </ul> |
| <b>01/02/2024 to<br/>Present</b>    | <b>FC<br/>Seniors</b>     | <b>A = 10 hours per week</b>  | <ul style="list-style-type: none"> <li>Performance Management and Coaching of all senior contracted players</li> <li>Managing the MDT performance support team of doctors, physiotherapists, physical performance coaches and sport scientists</li> </ul>  | Structural: <ul style="list-style-type: none"> <li>Installed new training facility to include performance gymnasium, rehabilitation room, recovery and regeneration room and MDT office space</li> <li>Installed objective criterion-based rehabilitation framework</li> <li>Installed benchmarked system of physical performance testing</li> </ul>   |
|                                     |                           | <b>B = 60 hours per month</b> | <ul style="list-style-type: none"> <li>Installation of KPI based injury surveillance and performance training planning processes based upon MDT Needs analysis of workload requirements, physical profiling, injury screening and injury history</li> </ul>  | <ul style="list-style-type: none"> <li>Implemented a performance management application for effective distribution of processes and KPI reporting</li> </ul>   |
|                                     |                           | <b>C = 10 hours per week</b>  | <ul style="list-style-type: none"> <li>Creation of independent audit structure for future review of processes and performance outcomes</li> <li>Responsible for implantation of aligned rehabilitation and performance coaching program across senior players</li> <li>Responsible for coach education and collaborative training</li> </ul> | <ul style="list-style-type: none"> <li>Implemented online digital performance training and rehabilitation application for effective record keeping and aligned delivery models</li> </ul> Performance Outcome:   |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p>program design</p> <ul style="list-style-type: none"><li>• Support the Academy development processes with staff and process development</li></ul> | <ul style="list-style-type: none"><li>• Improved rehabilitation success (min injury surveillance data)</li></ul> |
|--|--|--|--|--|

# Continual Professional Development Record

Evidence of at least 75 hours of relevant continuing professional development (CPD) and subsequent reflection\* over the 5-year accredited period

\*Reflections on CPD should include examples of how CPD activity has contributed to the quality of professional practice and service delivery and how CPD activity has benefitted/impacted on the end users/client/beneficiaries of the applicant's work.

## CPD Plan from 2020 to present

| PROFESSIONAL STANDARDS ACTIVITY<br>(involvement in professional body, organization) |  |                    |  |   |       |
|---|--|--------------------|--|---|-------|
| DATE  | EVENT  | ORGANISER          | TOPICS   | REFLECTIONS   | HOURS |
| 07-02-2020  | UKSCA's S&C in Football Conference<br>Coventry MIT               |                    | <ul style="list-style-type: none"> <li>Hamstring Structure and Function – implications for injury Prof. **** – Loughborough University</li> <li>Tactical Periodisation</li> <li>TRACK 1 – STRENGTH &amp; INJURY PREVENTION<br/>Chair – **** (FA)</li> <li>TRACK 2 – FIELD BASED ASSESSMENT<br/>Chair – ****(Loughborough)</li> <li>Physically Preparing footballers to win international tournaments</li> <li>Physically Preparing footballers to win international tournaments<br/>FA Physical Performance Team</li> <li>Pushing Boundaries of Human Performance<br/>**** – Welsh FA</li> </ul> | <p>Really good experience designing and delivering with the support of other board members and staff the 2nd annual football specific UKSCA conference</p> <p><i>Design and organization hours was about 10 x 2-hour blocks approximately</i></p> <p><i>Day contact time to deliver the course as organizer and attend as a delegate was 10 hours</i></p> | 30    |
| 16/05/21 to<br>19/06/22   | **** S & C Trainer Qualification (pilot & 1st team / Future Fit) | ****, ***** & **** | <ul style="list-style-type: none"> <li>Foundational Movement</li> <li>Strength based training</li> <li>Safety in the gym</li> <li>Energy Systems</li> <li>Programming</li> <li>Needs Analysis</li> </ul>   | <p><i>The main reflection was the need to break down barriers to learning areas off weakness in staff.</i></p> <p><i>Encouraging to work to a framework that they had an understanding of but not unconscious competence was difficult given staff frailties in admitting a lack of competency or knowledge.</i></p>                                      | 60    |
| 21/04/2021  | VIRTUAL CONFERENCE SERIES // CONDITIONING IN FOOTBALL            | *****              | <ul style="list-style-type: none"> <li>**** Application of conditioning in football</li> <li>**** Evolution of conditioning in women's football</li> <li>ROUND TABLE 1 Strength, conditioning, and the integration into the women's game ****, **** &amp; ****</li> <li>**** Fundamentals of coaching movement</li> <li>**** Remote S&amp;C: lessons of problem-solving for the S&amp;C coach</li> <li>ROUND TABLE 2 Strength, conditioning, and the integration into a technical programme ****, **** &amp; ****.</li> </ul>  | <p><i>Was really encouraging to reinforce our programme was delivering a high level of athlete development processes based upon speakers and other environments.</i></p> <p><i>**** reinforced the need for coaching based values in the delivery to athletes</i></p>   | 10    |
| 25/08/2021  | VIRTUAL CONFERENCE SERIES // S & C IN CRICKET                    | *****              | <ul style="list-style-type: none"> <li>****- Applied Research in International Cricket</li> <li>**** - Preparing Players for the Individualised Demands of Cricket</li> </ul>  | Really good revision of force velocity profiling with Tim S which tied into some gym-based profiling studies with the PDP age groups.   | 6     |

|            |  |             |   |   |   |
|------------|--|-------------|---|---|---|
|            |  |             | <ul style="list-style-type: none"> <li>Phil Scott International Cricket: Profiling, diagnosing, and programming – ECB</li> <li>**** Core Training for Shoulder Performance: Respecting the Chain</li> </ul>   | Organising part of the process and delivering was useful revision of previous experience within cricket and supported the use of upper limb specifics with GK's     |   |
| 12/08/2021 | VIRTUAL CONFERENCE SERIES // S&C IN COMBAT SPORT       | *****       | <ul style="list-style-type: none"> <li>DR **** FCASES, ***** UNIVERSITY - HIGH-INTENSITY CONDITIONING FOR COMBAT SPORTS</li> <li>****, ENGLISH INSTITUTE OF SPORT - ENERGY SYSTEM DEVELOPMENT FOR PARALYMPIC TAEKWONDO</li> <li>AL STEWART, 6TH CAMP WITH WORLD LEVEL PROFESSIONAL HEAVYWEIGHT BOXER BOXING S&amp;C. BASICS AND BEYOND</li> <li>PANEL DISCUSSION hosted by Rob Pacey Physical Preparation of Elite Boxers within the UK Sport High Performance System</li> <li>INTERVIEW SESSION by *****</li> </ul>  | <i>Al Stewart with some excellent examples of individualizing support to athletes which was useful to show staff as an example of working with injured athletes</i> | 6 |
| 9/09/2021  | VIRTUAL CONFERENCE SERIES // S&C IN OLYMPIC SPORT      |             | <ul style="list-style-type: none"> <li>***** - Maximising performance impact with minimal time</li> <li>**** - Zeroing in on The Perfect Training Program</li> <li>**** - Developing a S&amp;C technical framework for rowing</li> <li>**** - Physical Preparation of Elite Swimmers.</li> </ul>  |   | 4 |
| 14/12/2021 | VIRTUAL CONFERENCE SERIES // S&C IN HOCKEY             | ****, ****  | <ul style="list-style-type: none"> <li>KEYNOTE 1 Physical preparation of the GB women's hockey team for Tokyo 2020 – a five-year journey</li> <li>KEYNOTE 2 Principles for returning to performance: understanding capability and demand within international hockey</li> <li>KEYNOTE 3 Preparing an amateur international team to compete at the elite level</li> <li>KEYNOTE 4 A systems-based approach to hockey conditioning</li> <li>KEYNOTE 5 Complexities of training the modern elite athlete</li> <li>INTERVIEW hosted by **** Transitioning from GB hockey player to Director of hockey ****</li> </ul> |   | 4 |
| 17/06/2022 | VIRTUAL CONFERENCE SERIES // S&C IN RUGBY              | ****, ****. | <ul style="list-style-type: none"> <li>**** Rugby Pathways: Developing the athlete through the transition</li> <li>PROFESSIONAL DISCUSSION 1 The assessment and management of growth and maturation in young athletes ****</li> <li>ROUND TABLE 2 Evolution of the women's game: present to future ****, **** &amp; ****.</li> <li>ROUND TABLE 3 Preparing for major comps ****</li> <li>**** Art vs science – journey to RWC success</li> </ul>  | <i>Useful growth and maturation revision and evidence to staff of rationale for LCFC processes previously and currently employed</i>                                | 6 |
| 25/03/2022 | VIRTUAL CONFERENCE SERIES // S&C IN SCHOOLS AND BEYOND | ****, ****. | <ul style="list-style-type: none"> <li>**** More than just the elite</li> <li>**** How to support a programme (view from NGB/ academy)</li> <li>SIG SHORT PRESENTATIONS **** S&amp;C in PE: Reflections from research to practice **** Many (aspirational) coaches make light work</li> <li>**** Case study: How to build a programme (Head of School)</li> </ul>   |   | 4 |

|                         |  |  |  |   |    |
|-------------------------|--|--|--|---|----|
|                         |  |  | <ul style="list-style-type: none"> <li>**** Building a physical development curriculum</li> <li>PANEL DISCUSSION **** PLUS PANEL Diversity within schools</li> </ul>   |   |    |
| 11-06-2022              | AT003 - Assessor training<br>11/12 Jun 22 Manchester<br>Manchester | ****                                     | <ul style="list-style-type: none"> <li>Trainer / assessor qualification</li> <li>Covered aspects of mentoring open and closed questioning, when to push and when to pull information in a conversation</li> </ul>  | 2 x 8-hour days plus additional tasks   | 20 |
| 30/09/22 to<br>02/10/22 | Attendance at UKSCA<br>National Conference<br>Nottingham Trent Uni | UKSCA<br>Conference<br>Panel<br><br>**** | <p>Multiple topics across 3 days including:</p> <ul style="list-style-type: none"> <li>Keynotes lectures</li> <li>Breakout lectures</li> <li>Members short talks</li> <li>Poster presentation talks</li> <li>Practical sessions</li> <li>Equipment supplier demonstration slots</li> </ul>           | <p>Supporting **** as conference organizer especially the success of newer methods of disseminating information such as short talks, equipment demos and as always, the high uptake and engaged conversations from observing practical coaching sessions</p> <p>Organising time 14 hours on top of 3 x 12-hour days</p>   | 50 |
| 24-03-23                | UKSCA's S&C in Football<br>Conference<br>Keele University          | ****, ****.                              | <ul style="list-style-type: none"> <li>Organising of speakers on Growth &amp; maturation and LTAD principles</li> </ul>  | <p>Helping support the program as a speaker organizer but also as a speaker was again motivating, especially due to an increasing demand for online CPD during COVID.</p> <p>I felt it was important to get the aspects of interpersonal conference conversations and practical demonstrations highlighted to encourage reflective practise further and stimulate knowledge sharing within the professions</p> <p>It was good to see **** showcase how Personality Profiling and the 5C model can be adopted by non-psych MDT staff and successfully implemented if a proper framework is in place.</p> <p>It was also good to see the development of previous intern and junior staff members deliver as experienced heads of department and reflect upon what protocols they had adopted from my way of working and which they had opted to refine for themselves</p> |    |
| 18/08/23 to<br>20/9/23  | Attendance at UKSCA<br>National Conference<br>Nottingham Trent Uni | UKSCA<br>Conference<br>Panel             | <p>Multiple topics across 3 days including:</p> <ul style="list-style-type: none"> <li>Keynotes lectures</li> <li>Breakout lectures</li> <li>Members short talks</li> <li>Poster presentation talks</li> <li>Practical sessions</li> <li>Equipment supplier demonstration slots</li> <li></li> </ul> | <p>Felt it was more important to be on hand to facilitate member engagement than attend every talk</p> <p>Input into the programme focused upon having new options such as an interview session and multi-speaker slots from NGB's to facilitate engagement</p>   | 36 |
| 14/09/24 to<br>16/9/24  | Attendance at UKSCA<br>National Conference<br>Nottingham Trent Uni | UKSCA<br>Conference<br>Panel             | <p>Multiple topics across 3 days including:</p> <ul style="list-style-type: none"> <li>Keynotes lectures</li> <li>Breakout lectures</li> <li>Members short talks</li> <li>Poster presentation talks</li> <li>Practical sessions</li> <li>Equipment supplier demonstration slots</li> </ul>           |   | 36 |

## WORK BASED LEARNING

(supervising staff / students, reflective practise)

| DATE                  | EVENT   | CONTACT                              | TOPICS  | REFLECTIONS   | HOURS |
|-----------------------|---|--------------------------------------|---|---|-------|
| 01/04/20 to 31/03/21  | UKSCA Board member & Vice Chair                                 | ****<br>(Chair)<br>****<br>(Ops Dir) | <ul style="list-style-type: none"> <li>Board strategy meetings</li> <li>Events organization – conference, 1-day events, online events</li> <li>CPD framework amendments</li> <li>Financials – grants and awards</li> <li>New qualifications / use of digital platforms</li> </ul> | Hugely beneficial and enjoyable experience of contributing to the profession and providing employer feedback to the board also. Improving relationships with key stakeholders within the profession has led to a wider understanding of the S & C industry landscape and need to improve further  | 100   |
| 01/04/21 to 31/03/23  | Vice Chair of Board   | ****<br>(Chair)<br>****<br>(Ops Dir) | <ul style="list-style-type: none"> <li>Board strategy meetings</li> <li>Events organization – conference, 1-day events, online events</li> <li>CPD framework amendments</li> <li>Financials – grants and awards</li> <li>New qualifications / use of digital platforms</li> </ul> | Focus on strategy to engage with NGBs and include them into events framework  | 200   |
| 01/04/23 to present   | Vice Chair of Board   | ****<br>(Chair)<br>****<br>(Ops Dir) | <ul style="list-style-type: none"> <li>Board strategy meetings</li> <li>Events organization – conference, 1-day events, online events</li> <li>CPD framework amendments</li> <li>Financials – grants and awards</li> <li>New qualifications / use of digital platforms</li> </ul> | Focus on Memberships benefits such as CPD framework, UKSCA-IQ platform, S & C trainer qualification, CIMSPA chartered status, creating online journal content   | 160   |
| 01/04/20 to 31/12/23  | **FC Staff Mentoring  | ****<br>(Academy Manager)            | CMI Leadership & Management Diploma<br>Academy Inservice workshops<br>AMT consultations   | <p>I utilized my experiences and learned knowledge from the CMI sessions to firstly help the Academy Manager with his studies and processes but also formalize the staff development by creating a framework in conjunction with the head of technical coaching:</p> <p>Appraisals x 2 per year<br/>IDP – addressed every 4-6 weeks<br/>Weekly mentoring session</p> <p>Entire process linked to 4 key pillars of developing:</p> <p>Competency<br/>Relationships<br/>Leadership<br/>Innovation</p> |       |
| 01/04/20 to present   | FMPA Education Coordinator & Conference Organiser               | ****                                 | Online workshops organization<br>2022 Annual Conference<br>2023 Annual Conference   | <p>MDT focus – planning and evaluation of training PLAN – DO - REVIEW</p> <p>MDT focus on rehab framework – maximising effective interdisciplinary support</p> <p>Focus on Applied Research and Practise<br/>Move to 1-day networking events</p>  |       |
| 01/01/2024 to present | CIMSPA Chartered status assessor pilot group meetings / process | ****                                 | <p>Attend Pilot group meetings with CIMSPA<br/>Communicate experiences and provide feedback on process development</p> <p>Act as both a candidate and assessor within the newly formed process</p>  | I utilized my experiences and learned knowledge from the CMI & BASES accreditations to guide the Pilot group and CIMSPA on a framework for assessing the chartered status of an S & C coach   |       |

## FORMAL / EDUCATIONAL

(writing articles / papers, further education)

| DATE                       | EVENT                                       | CO-SUPPORT   | TOPICS  | REFLECTIONS   | HOURS |
|----------------------------|---|--------------|---|---|-------|
| September 2019 to May 2020 | Delivery of Lectures on BSc in S & C Module | ****         | <p>12-week module of lectures and seminars totaling 6 hours per week delivery and 4 hours per week planning Plus 40 hours of assessment marking:</p> <p>Topics included<br/>Needs analysis<br/>Exercise Technical Models<br/>Testing &amp; profiling<br/>Programming &amp; Planning</p> | Much needed revision strategy for aligning current practise to newly published research in the field of S & C for both field and gym-based interventions  | 160   |
| April 2024<br>May 2024     | Delivery of Masterclasses E*CF.....         | ****         | <p>Physical Development pathway – LTAD Overview<br/>RAMP warm-ups</p> <p>Athlete Testing &amp; Assessment – Progressions of Athletic Development Exercises</p>  | Was useful to deliver some junior staff developmental workshops given I had minimal contact of this variety in the previous 2 years whilst working at senior level  | 30    |
| July 2024                  | Delivery of UKSCA Level 3 Diploma in S & C  | ****<br>(PB) | <p>L3 Certificate for S&amp;C Trainers – CSF Ltd / Perform better<br/>2 x 16-hour workshops plus 6 x 2-hour remote sessions<br/>Assessment online process</p>   | <p>Really interesting to work with schools' level practitioner and see how the level of knowledge is so limited at an educational level of the industry.</p> <p>Very motivating for attempting to address the lack of quality athletic development provision in schools</p> | 40    |

## SELF DIRECTED LEARNING

(reading journals, reviewing books / articles)

| DATE                | EVENT                       | ORGANISER           | TOPICS                                       | REFLECTIONS  | HOURS |
|---------------------|-----------------------------|---------------------|--|--|-------|
| 01/04/20 to present | FMPA Journal Panel Reviewer | **** (Chief Editor) | Review content for FMPA Journal (non-listed) | Good to act as a cross reference for the quality of educational material being published to the applied practitioner.<br><br>Read articles on nutrition, GK specific, workload monitoring, testing, and profiling etc. | 20    |

## Engaging with CASES

UK-based applicants should demonstrate a minimum of 20 CASES credits

**TOTAL = 66 credits**

### CASES Accreditation High Performance Sport Accreditation

Reviewer 5 credits per application

- Dr. \*\*\*\*\*
- Dr. \*\*\*\*\*
- M\*\*\*\*\*
- J\*\*\*\*\*
- Prof. \*\*\*\*\* (tbc) – not completed
- \*\*\*\*\* (tbc) – not completed

20 CREDITS

### CASES Supervised Experience

SE Supervisor 5 credits per person

- \*\*\*\*\*
- D\*\*\*\*\*
- Handed over \*\*\*\*\* to Dr. \*\*\*\*\*

SE Reviewer 5 credits per person

- C\*\*\*\*\* (Entry level Review) – Supervisor Dr. \*\*\*\*\*
- P\*\*\*\*\* (Entry level to Final Review) – Supervisor \*\*\*\*\*

25 CREDITS

### CASES Conferences (Annual & Student)

Delegate 5 credits per day

- Attendance 2022 Annual Conference at LCFC King Power Stadium (1 x day only)
- Attendance 2023 Annual Conference at LCFC King Power Stadium (1 x day only)

10 CREDITS

### CASES Division CPD 1-day Event

Delegate 5 credits

- Birmingham Newman University Sports Performance Division March 6<sup>th</sup> 2023

5 CREDITS

### CASES Webinar

Delegate 2 credits

CASES and Leaders in Sport Collaborative Virtual Round Table Series on 'Advances in Performance Analysis'  
13TH AUGUST 2024  
12TH SEPTEMBER 2024  
17TH OCTOBER 2024  
@ 3PM – 4PM UK

6 CREDITS