

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:	Millie Checkley	Student number:	ID 2520188
Programme:	Sport and Healthy Living		
Module:	Developing your Professional Profile		
Module code:	BMSS5007	Contribution to Overall Module Assessment (%):	30% (Part A)
Lecturer:	Miss Heddwen Davies	Internal Verifier:	Dr Dylan Blain
Assignment Title:	E-Portfolio Preparation for work / CPD	Word count (or equivalent):	1,200 word
Submission deadline:	31 st October, 2025, 3pm	Return date of provisional marks & written feedback:	28 th November, 2025, 3pm
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes
(from module syllabus)

Upon the successful completion of this module, the student should be able to:

- Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.
- Build a personal brand and promote a professional identity for a specific opportunity.

TASK DESCRIPTION

Use of Generative AI in Assessment

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☒ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☐

How to Acknowledge you use of AI.

The university has a helpful page dedicated to guidance on all aspects of AI. You can find this through the Hwb:

[AI Guidance » Hub](#)

Once you have understood where you are allowed the use of AI in specific assessments (research, structure, proofreading etc). The information below provides the guidance on **how to acknowledge** your use of AI in any Sport and Healthy Living assessment.

IMPORTANT: You need to keep drafts of your work, including notes showing before and after the use of AI tools. You also need to keep your prompts and questions used for AI tools. All this information will be required if you are asked to complete a viva interview as part of the assessment marking process.

Please use ONE of the AI acknowledgement statements in your assessment and include all uses of AI were applicable and where allowed.

This statement can be placed at either the beginning or end of your work (Word/PDF etc – within the document; PowerPoint – slide; academic interviews – within reference list document)

1. AI Acknowledgement statement:

I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence

2. AI Acknowledgement statement:

I acknowledge the use of the AI tools listed below. I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

AI Tool (with url)	Date used	Why did you use this tool	Example prompt(s)
https://www.grammarly.com	10/02/2024	Check my work	Please check the following text for readability, grammar and syntax.
https://chatgtp.com/	13/04/2024	Help with structure a presentation	Can you advise me on how to structure a PowerPoint presentation for a research study?

Assessment 1 (30%)

Prepare an e-portfolio to in readiness for work placement and/or future career opportunities. You are to base your e-portfolio on a related/expected future position of employment. For example:

- PGCE application
- Strength and Conditioning coach
- Outdoor instructor
- Coaching
- The exact role you will be in for your voluntary work placement for this module.

Students can choose from either work placement, logged hours or training opportunities for this module. The amount of time expected will be 30hrs minimum with 50hrs being the maximum expected.

For **Work placement and/or CPD pathways e.g. course** the e-portfolio assessment has these elements – CV; Personal Statement / Covering letter and Focus Statement.

1. **CV:** Summarise your personal interests, qualifications, and experiences to present yourself as the best candidate.
2. **Personal Statement/ Covering letter:** reflect on your past experiences, interests and future goals, for your suitability to your chosen job/career.
3. **Write a focus statement/CPD rationale** by completing (i) SWOT analysis; (ii) training needs & skills awareness audit; (iii) an action plan for professional development. Your focus statement should be around 300 words and should therefore, be based upon the outcome of your SWOT & trainings needs and skills awareness audit. Some thought towards how your proposed placement or CPD will support you with what you've included in your action plan could also be considered. Some consideration of industry code of practice or other qualifications could be included here that would be relevant to your chosen career.

The above will provide a critical review of your current skills and qualifications for chosen profession.

Notes to help with preparation for these pathways:

CPD pathway -- there will be a pre prepared logbook for you to keep notes of your experiences (training or course). At the beginning of the logbook you will include a summary of your key focus statement about purpose of CPD / for your proposed experiential training opportunities-. Also, you could begin to form an action plan of your needs - in relation to your profession.

Work Placement Pathway – complete placement documentation prior to starting placement. **No placement can start without these documents being signed off by Module Lead.** The placement provider will also need to be included, and they will need to sign and complete UWTSD placement documents. Suggested date for these forms to be presented, lectures, either Monday 1st or 8th of December – ideally before 12th of December 2025.

Impact on Assessment 2

Assessment 2 will require you to reflect on your Work Placement or CPD logged activities. As part of this reflection, you are required to have a focus through the placement. You will write about this as part of your reflection in Assessment 2.

Therefore, for this Assessment 1, please explain your focus – key resources (policies/ papers/ literature); why your choice of focus; how will this focus support your future career options.

CPD logbook pathway:

- Specific activity chosen; resources and standards (NGBs) linked to activity; detail on standards – why are you working towards this award, importance and relevance of the award; prerequisites (skills checks) / experiences required (analysis of own skills in this area)

CPD training pathway:

- Specific training chosen; Some consideration of industry code of practice or other qualifications could be included here.
- How achievable was the training in supporting the pre-prepared action plan

Examples of placement focus:

- Schools: Behaviour management techniques; the new curriculum; Differentiation and inclusion; Foundation phase; specific teaching ideas...
- Outdoor activities and skills: presentation of key standards (NGBs); style of facilitation; Health and Safety procedures; development of own skills and experience
- Sport Exercise Science opportunities: key/specific client groups; key management aspects; key/specific sport/ key fitness improvement...
- Other/ More general: nutrition interests (with or without key client groups); organisation; team work/ team management; software skills...
- What areas of AI did the placement use & evaluate your engagement with them

*EVERYONE: In creating the SWOT analysis, it would be helpful if you met with your placement tutor. **Throughout this module you should be keeping a log of all placement meetings.** This will be submitted as part of second assessment (Part 2)*

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *There would be some expectation to engage with some literature in preparation of either pathways i.e. placement or CPD. These are to be referenced and cited correctly. Ensure that critical policies and procedures are noted to demonstrate your awareness of them.*

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment:

Knowledge and understanding of your training needs will be shown through your focus statement. Show knowledge of relevant roles, responsibilities, and values within the job or career as well as the importance of CPD logbook examples for development.

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

Through critical and appropriate engagement with your SWOT analysis best possible judgements and evaluations will be made. Key analytical thinking will be demonstrated in the write up of your focus statement.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment:

CVs are commonplace in employment context and should be developed as you continue on your career journey. Therefore, creating these will start or continue this journey. The presentation of document is especially important when applying for jobs or promotion. Additionally, other elements will also be considered in practical skills for example, personal statements, organisation of forms.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

E-portfolio

Presentation, use of different software and engagement in beginning the career journey will be considered in the transferable skills for life and professional practice. This mark also includes areas in relation to your professionalism and elements such as (i)demonstrating engagement with all the necessary tables/ activities i.e. SWOT analysis by including as appendices (ii)correctly completing all the work placement forms (iii)showing evidence of placement tutor meeting(s) within the appendices.

- *Written in UK English in an appropriate business/academic style using an appropriate medium for the task. Please refer to additional Moodle resources for guidance on the production of mind maps, websites and CVs.*
- *Focus only on the tasks set in the assignment.*
- *Length: 1,200 words (or equivalent) +/- 10% (5 marks will be deducted from the overall mark where the word count is exceeded).*
- *Use Grammarly to check spelling and grammar before submission.*

Essential Resources:

- *Resources listed on Moodle*
- *The module handbook & reading list*
- *UWTSD Referencing Guide*
- *The below assessment criteria*

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	10	
2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	20	
4. Practical Application Skills	20	
5. Transferable Skills for Life and Professional Practice	30	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound knowledge and	Major gaps in knowledge with unsatisfactory, uncritical understanding of	Fragmentary knowledge, with only superficial critical understanding.	Limited but adequate knowledge and critical understanding of	Knowledge is reasonably detailed and accurate. A good critical	Knowledge is reasonably extensive. Exhibits very competent	Excellent, detailed knowledge and highly critical understanding of	Exceptionally detailed knowledge and outstanding critical

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critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	the well-established concepts and principles of the subject and the main methods of enquiry.	understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
							the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life	Communication medium is	Communication medium is poorly	Can communicate in	Can communicate	Can communicate	Can communicate	Can communicate

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH

Module: BMSS5007
Developing your Professional Profile



Assessment: E-portfolio prep for CPD / Work

**Millie Checkley
2520188**

Module lead: Heddwen Davies

MILLIE CHECKLEY

SPORT SCIENCE STUDENT

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PROFILE

Motivated and driven second-year student working towards a BSc (Hons) in Sport and Exercise Science. Strong foundation in performance monitoring, data analysis and athlete support. Passionate about optimising athletic performance through scientific principles, particularly in high performance environments. Experience involves working with elite and development-level athletes, collecting and interpreting physiological data and collaborating within interdisciplinary teams. A former national medallist in swimming, I bring resilience, leadership and an athlete-centred approach to my work. I am eager to contribute to the Welsh rugby unions vision by delivering innovative, data-informed support to enhance player performance and wellbeing.

EXPERIENCE

Sports Nutrition and Swim Analysis Start Up Assistant

2025-present

Collaboration with SENr sports nutritionist and PhD Sports Scientist

- Helping design athlete nutrition monitoring frameworks and performance analysis protocols
- Support delivery of 1:1 consultations and swimming video and in person analysis
- Involved in business development and social media strategy

Sports Science Research Participant

2019-2023

Research Studies by Newbury, J. and Lun-Foo, W.

- Participated in and supported studies on exercise physiology, sports nutrition, and ergogenic aids
- Gained insight into data collection methods including: lactate threshold analysis, sodium bicarbonate time to peak analysis, VO2 max testing, force platform use, urine analysis
- Observed laboratory practices and research ethics procedures

Operating Theatre Porter

2022-2025

Spire Healthcare

- Worked effectively in demanding healthcare environment requiring teamwork and clear communication
- Maintained composure in high pressure situations
- Developed strong organisational, management and interpersonal skills

EDUCATION

BSc (Hons) Sport and Exercise Science (UWTSd)

2025-present

- Key modules: sports physiology, sports nutrition, biomechanics
- Practical Experience in athlete testing, data collection, report writing
- Developed proficiency in data visualisation using excel for performance reporting

Level 4 BSc (Hons) Paramedic Science (BCU)

2023-2024

- Developed strong knowledge of anatomy, physiology and patient assessment
- Enhanced problem-solving and communication skills under pressure

A Level - A*, A*, B

SKILLS

- Analytical and problem solving skills
- Confident working under pressure
- Keen interest in female health and performance
- Professional conduct and reliability
- Athlete monitoring
- Time management
- Data handling and reporting

References available on request:

dylan.blain@uwtsd.ac.uk (Placement Lead/Lecturer)

ACHIEVEMENTS & INTERESTS

- National-level swimmer: former English national champion, attended 5 British championships with continued involvement in the sport
- Research and innovation: involved in multiple sports science studies, most recently studies in female health and menstrual cycle effects on performance
- Entrepreneurial experience: assisted in development of sports nutrition and swim analysis company

Cover Letter for Post “Women’s Sports Scientist WRU”:

Millie Checkley
Swansea, Brynmill
millietiana@icloud.com
07375860436

WRU Hiring Team
Cardiff Headquarters
Principality Stadium, Cardiff, CF10 1NS

Dear Welsh Rugby Union Hiring Team,

I am writing to express my interest in gaining placement experience within the Welsh Rugby Union’s Performance department, inspired by the Women’s Sport Scientist role. I am currently a second-year student at University of Wales Trinity St. David, and I am eager to apply my knowledge of sports science, and in particular female athlete performance, within a professional high-performance environment.

My degree has provided me with a strong foundation in exercise physiology, sports nutrition and biomechanics, alongside practical experience in athlete monitoring and data collection. I have taken part in multiple research studies examining physiological responses, ergogenic aids and factors affecting performance, most recently in female health and how the menstrual cycle can influence training and competition, this greatly strengthened my analytical and technical skills. These experiences, working with sports scientists, SENr sports nutritionists, PhD students and performance strength and conditioning coaches, has enhanced my understanding of how data can inform decisions around athlete performance optimisation and wellbeing, as well as showing the multi-disciplinary teamwork involved in high performance sport.

As a former national-level swimmer, who still trains and competes in a performance team, I have developed discipline, resilience and teamwork skills that I apply both academically and professionally. My background in healthcare, through previous study in paramedic science and as an operating theatre porter, has strengthened my communication, adaptability and ability to perform calmly under pressure.

I am drawn towards the WRU’s emphasis on evidence-based practice and interdisciplinary teamwork and would greatly value the opportunity to observe and contribute to processes such as athlete monitoring, data reporting, and recovery management within a professional sport environment. Alongside this, the WRU’s commitment to advancing the women’s game on and off the pitch, such as the WRU’s gender participation policy, strongly resonates with my ambitions to contribute, foster and elevate high performance for female athletes. A placement allowing me to support a programme that is dynamic, inclusive and forward-thinking would be the perfect environment to support my continued professional development and help build on the skills necessary for a future career as a sports scientist working with elite athletes.

Thank you for your time. I would be grateful for the opportunity to contribute to your team, while learning from the WRU’s performance staff and gaining invaluable applied practical experience.

Yours sincerely,
Millie Checkley

07375860436
millietiana@icloud.com

Focus Statement:

My long-term career ambition is to work as a sports scientist within a high-performance environment, supporting elite athletes in achieving optimal performance. I am particularly passionate about working with female athletes as there is still a significant gap in research, understanding and tailored support within women's sport (Emmonds, et al., 2019). This aspiration stems from my experience as a national-level swimmer, where I developed an appreciation for the role of scientific principles in enhancing performance. Through my degree in sports science, I have begun to build the theoretical foundation and practical skills for this career and aim to further develop my competence through professional placement and continuous professional development.

From my SWOT analysis, I identified several strengths that support my progress toward this career goal. My studies have provided strong knowledge in exercise physiology, sports nutrition, biomechanics and research, all of which are central to the work of a sports scientist (British Association of Sport and Exercise Sciences, 2020). My background in competitive sport has strengthened my teamwork, discipline and resilience, qualities that are all highly transferable to professional practice. In addition, my prior experience in healthcare has enhanced my communication and problem-solving abilities, as well as my capacity to remain calm under pressure. However, my SWOT also identified some weaknesses, such as my limited hands-on experience in performance environments and developing confidence with sport technologies. Recognising these areas to improve has guided my focus for professional growth.

The outcomes of my training needs analysis reinforced these priorities. I rated skills such as data analysis, athlete monitoring and communication as highly important to this future role. While I currently rate my theoretical understanding as high, I identified the need to develop practical competence in data visualization tools (e.g. excel) and in the application of monitoring systems. Additionally, I identified the importance of opportunities to get involved with female athlete's performance to better understand specific physiological and nutritional considerations that differ from male athletes (Hallam and Amorim, 2022). To progress towards professional practice, I will seek learning opportunities through workshops, online training and hands-on experience. I also aim to align my development with the standards of the British Association of Sport and Exercise Sciences (BASES), whose accreditation represents an essential benchmark for ethical and professional practice (BASES, 2020).

Consequently, I created several SMART targets within my personal development plan. SMART goals allow goals to be focused and provide a clear roadmap on how to reach them (Poe et al., 2021). Within the short term, I aim to develop competence in athlete monitoring and data reporting by accessing and utilising university equipment and software and by completing online courses to further support this. My medium-term goal is to complete a placement within a women's sports team or performance centre, applying my skills. My long term, goal is to achieve a BASES accreditation and secure a position as a sports scientist working with elite athletes. From completing a needs assessment and structured goal setting, I will be able to track my development and ensure that each stage of my academic and practical experience contributes to my professional readiness (Segarra and Gentry, 2021)

Overall, my focus for placement and future development is to bridge the gap between academic theory and applied practice, gaining the experience and professional confidence required for a successful career in sports science. Goal setting, continued learning and commitment to evidence-based practice will help me progress towards this role and allow me to contribute to high performance sport.

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Job Description:



WRU - Welsh Rugby Union



Women's Sports Scientist

Pontyclun, Wales, United Kingdom · 3 weeks ago · 58 people clicked apply

Responses managed off LinkedIn

✓ Hybrid

Full-time

About the job

Responsible for delivering performance monitoring, data analysis, and evidence-based support to the senior women's rugby program. This role plays a vital part in optimizing training load, managing recovery, and supporting decision-making processes with objective insights. Operate within an interdisciplinary performance support team providing industry leading sport science services, bringing innovative ideas into our operations and programmes to enhance our ongoing practices, and improve performance.

Closing Date: 3 October 2025

Salary: £30,000.00

Location: WRU National Centre of Excellence, Hensol

Hours of work: 35 per week. Monday to Friday

Our working hours are generally 9am – 5pm but our approach to hybrid working - 'Team Tactics' means you can flex your hours and attendance in the office to support a sustainable work-life balance.

Responsible to: Women's National Physical Performance Lead

Contractual status: 6 month fixed term. Subject to 6-month probationary period

The Person

Knowledge, Skills And Experience

- A qualification at degree level (or equivalent) in sports science or related area specializing in the area of physical preparation of elite athletes
- Demonstrate experience working within an elite sporting environment.
- Demonstrate experience for the collection, analysis and reporting of sport science data in Power BI, Tableau or similar platforms.
- Experience working with a female population is desirable.
- Experience of working in rugby is desirable.
- Excellent IT skills, specifically Microsoft package.
- Strong interpersonal skills.
- Excellent written and verbal communication skills are essential.
- Familiarity with Catapult, Openfield & TeamBuildr sports data platforms is an advantage but not essential.
- Ability to communicate and work through the medium of Welsh is desirable.

The Role

Key Responsibilities, Tasks And Activities

- The collection, analysis and reporting of all sport science data for the Women's National Team (GPS, RPE, wellness, HR, force profiling).
- Develop a sport science framework that can provide consistency throughout the Women's Performance and Pathway Programmes in alignment with WRU Physical Performance Department methodologies.

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- Ensure routine player monitoring processes are adhered to both in and out of camp, and lead on reporting of such information to inform decision-making regarding player management and prescription.
- The post holder may on occasion be requested to assist with Sports Science services (inclusive of matches or training) for campaigns and programmes supported by the WRU. This request will be directed by the Women's Physical Performance Lead.
- Maintain an awareness of the latest sport science and technological developments to ensure up to date relevant best practice is embedded in our programme.
- Collaborate closely with club practitioners to support a smooth player transition between environments. This will involve gathering and sharing of physical data prior to and following camp activity.
- Day to day maintenance and use of Catapult GPS software and hardware.
- Work collaboratively with the physical performance team in the creation of a high performance, elite sports environment.
- Gather diagnostic information as required to support insight into player physical capacity for performance and/or rehabilitation prescription, utilising equipment such as Valid Performance ForceDecks.
- Lead individual or small group strength and conditioning sessions where required as directed by the Women's Physical Performance Lead.
- Carry out duties in support of the WRU Group Strategic Mission, Purpose and Values.

Key Relationships

- WRU Women's Head Coach
- WRU Women's Physical Performance Lead
- WRU Men's National Sports Scientist
- WRU Women's Coaches, Team Manager & Medical Staff
- WRU Physical Performance and Development Staff
- WRU Performance Pathways Staff
- Club Physical Performance Staff (External)

Other

- Valid UK driving licence is required
- This role is subject to an enhanced DBS disclosure and reviewed regularly in line with regulated and policy requirements
- An understanding and commitment to equality, diversity and anti-discriminatory practices in employment and sport
- Work in accordance with all group policies and procedures, including GDPR and sustainable development
- An understanding of individual responsibility in complying with health and safety policies and arrangements

WRU Requirements

The WRU require that individuals are proficient in IT skills, specifically Microsoft packages. Excellent written and verbal communications are essential, along with the ability to build strong relationships with internal and external stakeholders.

Ability to communicate through the medium of Welsh and a Valid UK Driver's License is desirable. This role is subject to a basic/enhanced DBS check.

The Perks

As a permanent member of the WRU Group, you will have access to our full range of employee benefits, including:

- Salary Sacrifice Pension (5% employee contribution, matched by WRU)
- Life assurance scheme
- WRU Group Ticket Allocation
- Employee assistance programme
- Team Tactics – hybrid working arrangements
- Free stadium parking and gym
- WRU Group store and tour discounts
- WRU Group partnership offers
- Eye Care Voucher Scheme
- Cycle to Work Scheme

Our Values

The WRU Group are committed to developing a culture whereby all employees are

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equally valued and respected. Our aims, together with our vision and mission, are underpinned by our core values and beliefs which embrace: Integrity, Excellence, Success, Courage, Family & Humour.	
Inclusion At The WRU	
The WRU Group are committed to building diverse, high-performing and engaged teams across Welsh Rugby. We are ambitious about providing a people first culture where everyone can belong, be heard and respected. We are happy to talk to you about our Crys I Bawb EDI Strategy (2024-2029) and you can also read more about our commitment in our Equality, Diversity and Inclusion Policy.	
Diversity monitoring	
We know that we deliver better services when our workforce reflects the full range of backgrounds and experiences in the society we serve.	
To continue to do this we need your help in filling out a short monitoring form.	
None of the information you provide will be visible as part of your application. It will only be used anonymously to monitor the inclusivity of our selection processes.	
You can select 'prefer not to say' if you would rather not answer any question.	
Gwyddonydd Chwaraeon Menywod	
Yn gyfrifol am ddarparu monitro perfformiad, dadansoddi data, a chymorth ar sail tystiolaeth i raglen rygbi uwch y menywod. Mae'r rôl hon yn chwarae rôl hanfodol mewn optimeiddio llwyth hyfforddi, rheoli adfer, a chefnogi prosesau gwneud penderfyniadau gyda mewnwleidiadau gwrthrychol. Gweithredu o fewn tîm cymorth perfformiad rhyngddisgyblaethol sy'n darparu gwasanaethau gwyddor chwaraeon sy'n arwain y diwydiant, gan ddod â syniadau arloesol i'n gweithrediadau a'n rhaglenni i wella ein harferion parhaus, a gwella perfformiad.	
Dyddiad Cau: 3 Hydref 2025	
Cyflog: £30,000.00	
Lleoliad: Canolfan Ragoriaeth URC, Hensol	
Oriau gwaith: 35 awr yr wythnos. Dydd Llun i ddydd Gwener	
Ein horiaw gwaith yn gyffredinol yw 9am – 5pm ond mae ein hagwedd at weithio hybrid - 'Tactegau Tîm' - yn golygu bod eich oriau a'ch presenoldeb yn y swyddfa yn hyblyg er mwyn cefnogi cydbwysedd cynaliadwy rhwng bywyd a gwaith.	
Yn atebol i: Arweinydd Perfformiad Corfforol Cenedlaethol y Menywod	
Statws cyfundebol: Cyfnod penodol o 6 mis. Yn amodol ar gyfnod prawf o 6 mis	
Y PERSON	
Gwybodaeth, Sgiliau a Phrofiad	
- Cymhwyster lefel gradd (neu gyfwerth) mewn gwyddor chwaraeon neu faes perthnasol yn arbenigo ym maes paratoi corfforol athletwyr eidd. - Dangos profiad o weithio o fewn amgylchedd chwaraeon eidd. - Dangos profiad o gasglu, dadansoddi ac adrodd am ddata gwyddor chwaraeon yn Power BI, Tableau, neu blatfformau tebyg. - Mae profiad o weithio gyda phoblogaeth fenywaidd yn ddymunol. - Mae profiad o weithio o fewn rygbi yn ddymunol. - Sgiliau TG rhagorol, yn enwedig pecyn Microsoft. - Sgiliau rhyngpersonol cadarn. - Mae sgiliau cyfathrebu ysgrifenedig a llafar rhagorol yn hanfodol. - Mae cynefrindra â phlatfformau data chwaraeon Catapult, Openfield a TeamBuilder yn fanteis ond nid yw'n hanfodol. - Mae'r gallu i gyfathrebu a gweithio trwy gyfrwng y Gymraeg yn ddymunol.	
Y RÔL	
Cyfrifoldebau, Tasgau a Gweithgareddau Allweddol	

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- Casglu, dadansoddi ac adrodd ar holl ddata gwyddor chwaraeon Tîm Cenedlaethol y Menywod (GPS, RPE, llesiant, AD, proffilio grym). - Datblygu fframwaith gwyddor chwaraeon sy'n gallu darparu cysondeb drwy gydol Rhaglenni Perfformiad a Llwybrau'r Menywod yn unol â methodolegau Adran Perfformiad Corfforol URC. - Sicrhau y glynir at brosesau monitro chwaraewyr yn rheolaidd i mewn a'r tu allan i'r gwersyll, ac arwain ar adrodd ar wybodaeth o'r fath i lywio penderfyniadau o ran rheoli a rhagnodi. - Mae'n bosib y bydd gofyn i ddeiliad y swydd gynorthwyo o bryd i'w gilydd gyda gwasanaethau Gwyddor Chwaraeon (gan gynnwys gemau a hyfforddiant) ar gyfer ymgyrchoedd a rhaglenni a gefnogir gan URC. Bydd y cais hwn dan gyfarwyddyd Arweinydd Perfformiad Corfforol y Menywod. - Cynnal ymwybyddiaeth o'r wyddor chwaraeon a'r datblygiadau technolegol diweddaraf i sicrhau bod arfer gorau cyfredol, perthnasol wedi'i ymgorffori yn ein rhaglen. - Cydweithio'n agos ag ymarferwyr clybiau i gefnogi pontio rhywdd i chwaraewyr rhwng amgylcheddau. Bydd hyn yn cynnwys casglu a rhannu data corfforol cyn ac ar ôl gweithgarwch gwersyll. - Cynnal a defnyddio meddalwedd a chaledwedd Catapult GPS o ddydd i ddydd. - Cydweithio â'r tîm perfformiad corfforol i greu amgylchedd chwaraeon perfformiad uchel, eidd. - Casglu gwybodaeth ddiagnostig yn ôl yr angen i gefnogi mewnwleidiad i gapasiti corfforol chwaraewyr ar gyfer perfformio a/neu ragnodi adferiad, gan ddefnyddio offer megis Vald Performance ForceDecks. - Arwain sesiynau cryfder a chyflyru unigol neu mewn grwpiau bach lle bo angen dan gyfarwyddyd Arweinydd Perfformiad Corfforol y Menywod. - Cyflawni dyletswyddau i gefnogi Cenhadaeth, Diben a Gwerthoedd Strategol Grŵp URC	
rthnasau Allweddol	
- Prif Hyfforddwr Menywod URC - Arweinydd Perfformiad Corfforol Menywod URC - Gwyddonydd Chwaraeon Dynion Cenedlaethol URC - Hyfforddwyr, Rheolwr Tîm a Staff Meddygol Menywod URC - Staff Perfformiad Corfforol a Datblygu URC - Staff Llwybrau Perfformiad URC - Staff Perfformiad Corfforol Clybiau (Allanol)	
all	
- Mae angen trwydded yrru ddilys y DU - Mae'r rôl hon yn destun datgeliad DBS manylach ac yn cael ei hadolygu'n rheolaidd yn unol â gofynion rheoleiddiedig a pholisi - Dealltwriaeth ac ymrwymiad i gydraddoldeb, amrywiaeth ac arferion gwrthwahaniaethol mewn cyflogaeth a chwaraeon - Gweithio yn unol â holl bolisiau a gweithdrefnau'r grŵp, gan gynnwys GDPR a datblygu cynaliadwy - Dealltwriaeth o gyfrifoldeb unigol wrth gydymffurfio â pholisiau a threfniadau iechyd a diogelwch	
FYNION URC	
ie URC yn mynnu bod gan unigolion sgiliau TG, yn benodol pecynnaurosoft. Mae sgiliau cyfathrebu ysgrifenedig a llafar rhagorol yn hanfodol, ghyd â'r gallu i feithrin perthasoedd cryf gyda rhanddeiliad mewnol ac allanol.	
ie'r gallu i gyfathrebu trwy gyfrwng y Gymraeg a Thrwydded Yrru Ddilys y DU ddymunol. Mae'r rôl hon yn amodol ar wiriad DBS sylfaenol/manwl.	
MANTEISION	
I aelod parhaol o Grŵp URC, bydd gennych fynediad at ein hystod lawn o ffdion cyflogaion, gan gynnwys:	
- Pensiwn Aberth Cyflog (cyfraniad cyflogai o 5%,cyfraniad cyfatebol gan URC) - Cynllun yswiriant bywyd - Dyraniad Tocyn Grŵp URC - Rhaglen cymorth i weithwyr - Tactegau Tîm – trefniadau gweithio hybrid - Parcio stadiwm a champfa am - Gostyngiadau siop a theithiau Grŵp URC	
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- Cynigion partneriaeth Grŵp URC
- Cynllun Talebau Gofal Llygald
- Cynllun Beicio i'r Gwaith
- Gostyngiadau Gwestai'r Celtic Collection

Ein Gwerthoedd

Mae Grŵp URC wedi ymrwymo i ddatblygu diwylliant lle mae pob gweithiwr yn cael ei werthfawrogi a'i barchu'n gyfartal. Mae ein nodau, ynghyd â'n gweledigaeth a'n cenhadaeth, wedi'u tanategu gan ein gwerthoedd a'n credoau craidd sy'n croesawu: Uniondeb, Rhagoriaeth, Llwyddiant, Dewrder, Teulu a Hiwmor.

Cynhwysiant yn URC

Mae Grŵp URC wedi ymrwymo i ddarparu Jyrsi i Bawb. Mae hyn yn cynnwys y bobl sy'n gweithio i ni a gyda ni. Rydym yn uchelgaisiol ynglŷn â darparu diwylliant sy'n rhoi pobl yn gyntaf, lle gall pawb fod yn perthyn a chael eu clywed a'u parchu. Rydym yn hapus i siarad â chi am ein Cynllun Cydraddoldeb, Amrywiaeth a Chynhwysiant (2023-2028) a gallwch hefyd ddarllen rhagor am ein hymrwymiad yn ein Polisi Cydraddoldeb, Amrywiaeth a Chynhwysiant.

Monitro amrywiaeth

Gwyddom ein bod yn darparu gwasanaethau gwell pan fo ein gweithlu'n adlewyrchu'r ystod lawn o gefndiroedd a phrofiadau yn y gymdeithas a wasanaethwn. Er mayn parhau i wneud hyn mae angen eich help arnom i lenwi ffurflen fonitro fer. Ni fydd unrhyw wybodaeth y byddwch yn ei rhannu yn weladwy fel rhan o'ch cais. Dim ond i fonitro cynwysoldeb ein prosesau dethol yn ddienw y caiff ei defnyddio. Gallwch ddewis 'gwell gennyf beidio â dweud' os byddai'n well gennych beidio ag ateb unrhyw gwestiwn.

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SWOT Analysis

Think about what skills you currently offer an employer and what development points would be advantageous for you to have.

<i>Strengths (Internal)</i>	<i>Weaknesses (Internal)</i>
- Strong academic knowledge in physiology, nutrition, performance analysis, anatomy - National-level swimmer with excellent discipline, resilience and teamwork skills - Effective communication and professionalism from healthcare experience - Calm under pressure and adaptable to different team environments	- Limited hands on experience in professional sports environment - Lacking complete confidence using performance monitoring technologies (e.g. Catapult, ForceDecks) - Need to enhance data analysis and visualisation skills (Power BI, Tableau) - Limited experience working with team-sport athletes
<i>Opportunities (External)</i>	<i>Threats (External)</i>
- Placement and volunteer opportunities as part of university course within sports environments - Accessing CPD workshops and resources (e.g. BASES resources) - Networking with professionals	- High competition for sport science placements and graduate roles - Balancing academic workload with gaining experience - Quickly evolving technology requires continuous upskilling

Training Needs Analysis:

Training Need Analysis – Self Evaluation

Goal: Develop Sports Scientist Skills

Timescale: within 18-24 months

Main Skills/Requirements of Job	Relative importance (0-10)	Self- Rating (0-10)	Training Needs
Competence with GPS, ForceDecks and other athlete monitoring technology	10	5	Shadow professionals on placement, gain more hands-on experience through university practicals. Complete online catapult or performance analysis training where possible
Data Visualisation and reporting (Power BI, Excel)	10	4	Improve on ability to process and interpret performance data- through shadowing or using excel for performance data during university practicals. Attend an excel course, or complete Power BI training
Understanding exercise physiology and performance testing	10	8	Continue to apply theoretical knowledge in practical testing, keep up to date with upcoming research around physiology
Working with female athletes and understanding specific performance factors	9	8	Gain experience supporting female athletes on placement opportunities, explore current literature on female physiology
Research, report writing and presentation of findings	8	5	Develop confidence in presentation skills through academic assessments. Attend conferences where possible to observe professionals present
Adhering to BASES standards for professional conduct	8	4	Review BASES code of conduct to ensure ethical practice while on placement
Time management and organisation	8	7	Continue balancing academic deadlines with practical experience and other aspects. Refine and research time prioritising strategies to utilise when busier.

Personal Development Plan

Personal Development Plan: Setting Goals

Using your SWOT form think about what goals you need to give yourself to succeed in your chosen profession. Note what & how you are going to achieve the goal / goals.

What skill do I want to learn / develop for the post / career?	I have to ...	What support / resources will I need?	I measure success by ...	Target date for review
Develop competence using athlete monitoring technologies	Make the most of university practicals where these technologies are used. Assist with practical data collection during placement where possible	Access to university sports labs, equipment and software. Alongside, guidance from lecturers, sports lab technicians or placement supervisors	How confidently I am able to use monitoring equipment and interpret the data. Success with this skill involves being able to do this with minimal to no assistance	End of Year 2
Improve data analysis and visualisation skills	Complete online excel course or workshop. Apply these skills on placement and in university practicals where the data needs to be reported and visualised	Access to training materials or online courses. Being able to access example data sets or observe lecturers or placement staff completing this data reporting	Being able to produce at least one clear, professional data visualisation for university practicals or placement	End of Year 2
Strengthen professional communication and teamwork in applied settings	Collaborate with multi-disciplinary teams during placement, request feedback and on communication and how to improve it	Guidance and advice from supervisors	Improvements noted in placement feedback or evaluation	End of Year 3
Develop Readiness for BASES accreditation	Engage in CPD and shadow accredited sports scientists, maintain a practice/placement log of skills completed	BASES student membership, access to further CPD opportunities	Evidencing professional growth through competencies, reflection and completing relevant CPD	Within 3-5 years

Personal Objectives

Short Term Goals (next 6 months)
- Build practical skills in athlete monitoring and data collection - Look into/begin data visualisation courses to enhance skills - Volunteer in more sports research studies to observe professional practice
Mid Term Goals (next 12 – 2yrs)
- Complete placement within an applied sports science environment to gain experience - Strengthen confidence and professionalism working with athletes and working within a multi-disciplinary team - Apply for BASES student membership and start building evidence towards future accreditation