



2019/2020 WORLD CLASS PODIUM POTENTIAL PROGRAMME CRITERIA

The Vision of the British Para-Swimming Programme is to consistently be the best performing Para-Swimming Nation at the Paralympic Games. The programme's purpose is to support athletes who want to deliver that vision.

The programme receives its funding from UK Sport in line with agreed targets.

WORLD CLASS PODIUM POTENTIAL PROGRAMME MEMBERSHIP

Athletes meeting the qualification criteria as set out below may be nominated to UK Sport for membership of the World Class Podium Potential (WCPP) Programme for a 12-month period from 1st October 2019 to 30th September 2020.

The World Class Programmes Selection Panel (WCPSP) will use the guidelines outlined below when making their recommendations. The final decision is at the complete discretion of the National Performance Director (NPD).

Athletes are advised that the Athlete Performance Award (APA) matrix does not, in itself, infer selection. Athletes must satisfy all elements of the selection criteria. The APA matrix is used to establish the appropriate funding level once the WCPSP are satisfied that the athlete meets all the criteria for selection.

Athletes will only be selected on to the WCPP Programme if they are seen as possessing strong medal potential for the Tokyo 2020 Paralympic Games and/or Paris 2024 Paralympic Games and they are inspired to deliver the vision of the programme.

Athletes are reminded that programme membership and associated APA funding is put in place to support an athlete's future performance(s) and will not be used to reward past performance(s). Additionally, membership of the WCP programme is optional. By accepting membership of the WCPP programme and the associated APA funding, athletes are agreeing to the monitoring procedures and conditions outlined as per appendix 1.

Programme membership will be reviewed twice a year and athletes should be aware that to continue programme membership they will need to be reselected each year. Athletes may not be reselected if:

- *The athlete is no longer seen as a strong genuine medal prospect at the Tokyo 2020/Paris 2024 Paralympic Games.*
- *The athlete fails to achieve the programme criteria as set out below.*
- *The athlete fails to adhere to any of the programme requirements, being, Athlete Responsibilities (Appendix 1), ROAR ingredients (Appendix 2), and individual athlete plan (IAP) or performance targets.*

PROGRAMME QUALIFICATION

A long list of potential athletes achieving the below criteria will be compiled in August 2019 and invited to complete the ROAR Ingredients development tool. Completion of this will allow athletes to be considered for a programme place, if they achieved the required points at the identified events below.

The qualification events for the 2019/20 WCPP Programme are shown below:

- British Para-Swimming International Meet – Glasgow, 25th-28th April 2019.
- 2019 World Para Swimming Championships – London 9th-15th September 2019.
- British Summer Championships – Glasgow, 23rd-27th July 2019.
- Swim England National Summer Meet – Sheffield – 31st July-4th August 2019.
- Swim Wales National Summer Open – Swansea – 29th July-2nd August 2019.
- Scottish National Open Swimming Championships – Aberdeen – 27th June- 30th June 2019.

Athletes with performances that have achieved the British Para-Swimming points (BPSP) score set out below will be considered for a place on the WCPP programme (Emerging and Developing see below matrix).

- 17 Years and Under (at 31st December 2019) 675 Points (BPSP) minimum score
- 18 Years and Over (at 31st December 2019) 800 Points (BPSP) minimum score

Athletes may be required to attend an informal interview in Manchester with their coach and or parent.

“Wild Card” applications may be invited from identified athletes that have not achieved the minimum BPSP shown above at the complete discretion of the Performance Pathway Manager.

PROGRAMME ELIGIBILITY

1. Athletes must be eligible to represent Great Britain at the Paralympic Games.
2. Athletes must be a British Passport Holder.
3. Athletes must be a current member of Swim England, Swim Wales or Scottish Swimming.
4. Athletes must have a World Para Swimming (WPS) Confirmed (C) classification, Fixed Date Review (FDR) classification or Review (R) classification. All athletes must undergo classification as specified.
5. All new athletes must have completed a confirmation phase on British Para-Swimming Academy Squad, prior to applying for a place on WCPP Programme. An exemption may be given in exceptional circumstances at the complete discretion of the NPD.

The UK Sport APA level is determined as shown in the table below and subject to adherence to the athlete responsibilities in Appendix 1:

APA Level	APA Criteria	Award Amount
Confirmed	<p>Podium Potential athlete for a minimum of 1 year, demonstrating all of Developing level criteria.</p> <ul style="list-style-type: none"> i) Athletes who are 18 years and under (at 31st December 2019) within 3% of the World ranked 3rd time (1st January 2018 to 15th September 2019) in Tokyo 2020 medal event and demonstrating an upward performance profile in line with the event rate of progression. ii) Athletes who are 19 years and over (at 31st December 2019) within 2% of the World ranked 3rd time (1st January 2018 to 15th September 2019) in Tokyo 2020 medal event and demonstrating an upward performance profile in line with the event rate of progression. iii) Athletes selected for consideration for relay teams in Tokyo 2020 	£11,000
Developing	<p>Podium Potential athlete for a minimum of 1 year, demonstrating all of Emerging level criteria.</p> <ul style="list-style-type: none"> i) Delivering seasons best in identified summer benchmark meet. ii) Accessing the appropriate daily training environment. 	£6,000
Emerging	<ul style="list-style-type: none"> i) Has achieved minimum points score as defined in the policy. ii) Has successfully demonstrated through application and interview process the attributes of a podium potential athlete. iii) Has shown year on year progression in line with or ahead of the progression of their event(s). iv) Future Paralympic Podium prospect v) Demonstrating adherence to programme and athlete responsibilities. vi) Support of the Home Programme Coach. 	£3,500

Athletes APA level will not be confirmed until post World Para Swimming Championships.

Note

1. New WCPP programme athletes can only be allocated Emerging-funding level, however, this will be reviewed after 6 months at the mid-season reviews. An exemption may be given in exceptional circumstances at the complete discretion of the NPD
2. The WCPSP reserves the right to allocate an amended APA level to any athlete based on performance or adherence/commitment during the programme year. Amendments can be made if the athlete has been given clear guidance and warnings that their funding is at risk.
3. Confirmed Level athletes may be offered up to additional £4,000 to cover costs outside the existing expectations of APA use. To be identified by British Para-Swimming as adding key performance gains to the athlete.
 - a. Relocation to a British Para-Swimming agreed daily training environment (To Be Agreed (TBA))
 - b. Access to additional support services to enhance daily training environment as agreed by British Para-Swimming.

There are a maximum number of places available for S1-S14 athletes on the World Class Programmes (WCP & WCPP) for the period 1st October 2019 – 30th September 2020. If more athletes achieve the criteria places available athletes will be ranked based on a matrix including, but not limited to, rankings, medal potential, progression, programme adherence, athletes in event/classification.

Athletes who are not offered a place may be considered for a place on the Para-Swimming Academy Squad.

PROGRAMME REQUIREMENTS

Athletes must read, sign, agree to, and adhere to the Athlete Responsibilities (Appendix 1) and work with the ROAR Ingredients (Appendix 2) as part of their programme membership.

WORLD CLASS PROGRAMMES - TRANSITIONAL NOMINATIONS

Nominations may be made to UK Sport to provide transitional funding/support to eligible athletes who fall into one of the categories below:

- Retirement
- Athletes who are no longer nominated for a place on the WCPP Programme
- Major Injury/Illness - transition support
- Re-classification - transition support.

N.B. Transitional Funding is not guaranteed for athletes leaving the WCP Programme for reasons, including but not limited to:

- A disciplinary matter;
- Programme adherence including: Athlete Responsibilities (Appendix 1), ROAR Ingredients (Appendix 2);
- Lack of programme engagement;
- Where transitional funding has previously been awarded and communicated to the athlete.

For further information please refer to the Guide to Transitioning Off the World Class Pathway document

<https://www.britishswimming.org/portal/wcp-wcpp-programme/support/athlete-transitions/>

PREGNANCY

An individual pregnancy plan will be drawn up for any athlete who falls pregnant during the WCPP programme funding period utilising UK Sport guidance and recommendations.

LONG TERM INJURY/ILLNESS

An individual long-term illness/injury plan will be drawn up for any athlete who has a long-term illness/injury during the WCPP programme funding period utilising UK Sport guidance and recommendations.

RE-CLASSIFICATION

An individual re-classification plan will be drawn up for any athlete who has been affected by re-classification during the WCPP Programme funding period utilising UK Sport guidance and recommendations.

APPEALS

Any appeals against nomination recommendations in relation to this British Para-Swimming Programme Criteria must be made in accordance with the British Swimming Funding Appeals Review Procedures. This document can be obtained from the British Swimming Legal Department: legal@swimming.org. Athletes should be aware of the time limits contained in the procedures, which are designed with the intention of resolving issues expeditiously and fairly.



2019/2020 WORLD CLASS PODIUM POTENTIAL PROGRAMME CRITERIA APPENDIX 1 - ATHLETE RESPONSIBILITIES

I fully understand that by accepting my position on the British Para-Swimming World Class Programme (WC Programme) and all the support provided through the WC Programme including my Athlete Performance Award (APA), I must adhere to the responsibilities outlined below. I fully understand that if I do not comply with the athlete responsibilities outlined below I may be removed from the WC Programme and/or my APA Funding level could be affected.

Compliance with WC Programme Protocols & Activities

1. Athletes, home programme coaches (where available) and parents/guardians (where applicable) are required to attend the annual British Para-Swimming Swimmer Conference as part of the WC Programme induction process.
2. Within the published dates, athletes and their home programme coach will attend and undertake athlete/coach unit reviews. Athletes will submit annual plans, undertake and will fully engage in the Individual Athlete Planning (IAP) process that is appropriate to their development level, ROAR Ingredients and review documentation as requested and in consultation with the National Performance Director (NPD), Head Coach (HC), Performance Pathway Manager (PPM) and Home Programme Liaison (HPL).
3. Athletes are required to complete all British Para-Swimming, Paralympics GB and UK Sport surveys (UKS) including post major championship team reflections. Athletes must be fully engaged with the UKS culture capture.
4. Athletes must notify the British Para-Swimming World Class Operations Office (Sport Park, Loughborough) of any temporary or permanent change to their personal contact details (email, phone number or postal address) or immediate change of circumstances.
5. Athletes should notify their HPL of any private commitments such as education issues, bereavement, weddings etc. that may disrupt training.
6. Athletes will check and respond to British Para-Swimming communications on a daily basis, wherever possible and complete and return all requested documentation within the time frames specified. Communications requiring a response will be sent via email. The BPS Website Portal will be used to share information and should be checked weekly. Whatsapp will be used for camps and competitions.
7. Athletes must comply with all UKS and British Swimming conditions/requirements including, but not limited to:
 - British Swimming Anti-Doping Rules.
 - Selection Agreement and Code of Conduct.
 - British Swimming Disciplinary Code.
 - British Swimming Child Safeguarding Procedures.

Home Training Environment

8. Athletes must achieve and maintain a high standard of trainability consistent with that of an elite athlete and be in an established home programme. Levels to be agreed by NPD, HC, PPM, HPL and home programme coach.

9. Athletes should have a designated home programme coach, qualified to a minimum UKCC Level 2 and working towards a UKCC Level 3.
10. Athletes should purchase specialised personal training equipment, which is maintained and cleaned on a frequent basis to avoid illness/injury. Equipment must be brought to all WC Programme Camps and competitions e.g. Heart rate monitor, snorkel, fins and paddles etc.
11. Athletes will follow their IAP or Performance Plan and ROAR Ingredients to the best of their abilities.
12. Athletes must return all consent forms.

Competition Selection

13. Athletes must be available for international selection throughout the season.
14. Athletes must compete at designated benchmark competitions and attend national camps as directed by the HC and NPD.
15. Athletes must comply with all requirements and requests made by British Para-Swimming in relation to the World Para Swimming International Classification review process.

Lifestyle & Health

16. Athletes must complete all aspects of Smartabase accurately as defined by the programme.
17. Athletes must comply with all WC Programme monitoring and testing requirements. These shall include, but not be limited to: the British Para-Swimming step test; anaerobic capacity test, all other agreed monitoring sets and regular measurements of body composition (i.e. body mass, skinfolds, limb circumferences).
18. Athletes should not participate in any other physical activities outside their programmes without the prior consent of their HPL which may endanger their health or have a negative impact on their swimming preparation.
19. As soon as reasonably practicable, athletes will notify Team Doctor and/or Athlete Health Lead in the event of any illness, injury or other interruptions to training via Smartabase.
20. Athletes must notify the Team Doctor of any medical treatments about to be undertaken.
21. All athletes must have a Performance Lifestyle (PL) Plan in place which is reviewed on a regular basis with PL Advisor which is in line with the IAP process and ROAR Ingredients. If in full time education the Athlete must identify exam periods and any high workload periods as soon as possible to the PL.
22. As part of the PL plan, athletes are expected to develop and work towards their long-term transition plan using the support and guidance resources that British Para-Swimming provides



APPENDIX 2 - PARA-SWIMMING – ROAR INGREDIENTS

		Development Stage	Awareness	Apply	Achieve
		Development Level	<p><i>Development Level 1:</i> The swimmer requires guidance to execute.</p> <p><i>Level 2:</i> The swimmer is able to execute with some direction or prompting.</p>	<p><i>Level 3:</i> The swimmer has several strategies available but is not sure when and where to use them; may lack consistency.</p> <p><i>Level 4:</i> The swimmer has a range of strategies available and can use them consistently at the appropriate time.</p>	<p><i>Level 5:</i> The swimmer has a range of strategies available and can use them consistently at the appropriate time. The swimmer seeks feedback, is able to teach others and acts as a role model.</p>
Pillar		Why?			
<p>Willing to Train</p> <p><i>Means, motivation and opportunity to commit and to do what is required</i></p>	Commitment	Making the little gains requires a concerted effort by the swimmer over a sustained period of time.	<p>L1-Attends training but needs frequent reminders and direction.</p> <p>L2 – Training attendance and effort are consistent but some support may be needed to define what needs to be done and why.</p>	<p>L3 –Understands the need for holistic athlete development. However, prioritisation and application may be inconsistent and require support.</p> <p>L4– Applies all aspects of training and performance lifestyle to effectively develop as an elite athlete. Able to do this consistently, independently and without distraction.</p>	L5 –Commits fully to all aspects of training to be an elite athlete. Takes ownership, uses support network and adapts to various situations without distraction.
	Desire	The swimmer must have an aspirational goal and be prepared to do what is required to achieve it.	<p>L1- Enjoys swimming but not necessarily aligned to a long-term goal.</p> <p>L2 –Articulates long-term aspirations in swimming but support and prompting is required to apply individual goals relative to the development journey.</p>	<p>L3- Sets process goals but these are not necessarily aligned to the long-term goal. There is a reliance on others to develop and apply the Individual Athlete Plan (IAP).</p> <p>L4 – Process driven goals are aligned to the Individual Athlete Plan (IAP) with the swimmer actively involved in developing and reviewing their IAP in line with their seasonal and long-term goal.</p>	L5 – Process driven goals are aligned to the Individual Athlete Plan (IAP). The swimmer has ownership of developing, applying and reviewing their IAP in line with their seasonal and long-term goal. There is proactive engagement with coaching and support staff.
	Grit/Resilience	The swimmer must be able to overcome challenges and use these as development opportunities.	<p>L1 – Avoids challenges due to fear of mistakes but is able to overcome this with positive reinforcement.</p> <p>L2 – Understands why being challenged is important to development and is able to learn from experiences with support.</p>	<p>L3- Open to challenge but may need support to reflect and make the most of learning opportunities.</p> <p>L4 – Embraces challenge viewing it as opportunity to reflect and learn. Has strategies to adapt and effectively deal with difficult situations.</p>	L5 - Embraces challenge, viewing it as opportunity to reflect and learn. Able to adapt and effectively deal with difficult situations. Identifies and understands personal needs and is able to articulate these to support staff and coaches.
	Access to appropriate environment	Optimal development of the swimmer requires the right combination of training stimulus and competition.	<p>L1 –Has the means to access a training time and coaching.</p> <p>L2 – Identifies development needs with support and subsequently access appropriate training and coaching.</p>	<p>L3 – Identifies appropriate training, coaching and support required to become an elite athlete but may not be able to access this consistently.</p> <p>L4 – Makes informed decisions that contribute to being an elite athlete by ensuring access to appropriate training, coaching and support.</p>	L5 – Makes informed decisions that contribute to being an elite athlete by ensuring access to appropriate training, coaching and support. Takes responsibility for shaping the development environment to meet developmental needs.
	Thirst for Knowledge	Deeper understanding will allow the swimmer to make more meaningful contributions to their development, encourage ownership and avoid complacency.	<p>L1 – Engages in swimming and takes directions but does not ask questions.</p> <p>L2 – Asks questions if prompted and given the opportunity but these questions may lack purpose and clarity.</p>	<p>L3 – Demonstrates an understanding of self and the requirements of their event(s). However, appropriate sources of feedback may not have been identified and/or acting upon feedback requires guidance.</p>	L5 – Demonstrates a detailed knowledge of self and the requirements of their event(s). A range of feedback sources are employed to inform decision making. Purposeful feedback is actively sought from appropriate sources and effectively utilised.

				L4 –Demonstrates knowledge of self and the requirements of their event(s). A range of feedback sources are utilised to inform decision making.	
	Enjoyment/Fun	Enjoyment is at the heart of the swimmer's participation in the sport, encouraging them to help shape their development and the environment within which it takes place.	L1 – Goes swimming and the challenge of training is enjoyable. L2 – Enjoys swimming and embraces the challenge of training and competition. A lack of enjoyment may only be raised with prompting.	L3- Enjoys swimming and embraces the challenge of training and competition. Support may be required to recognise and address those times when failing to thrive. L4 – Thrives on the challenge of training and competition. Recognises when failing to thrive and uses strategies and support network to address the associated challenges.	L5 – Thrives on the challenge of training and competition Swimmer's level of self-awareness enables them to recognise a failure to thrive. Is able to utilise strategies and support network to help address and to adapt accordingly.
Owning your Performance <i>Encourage swimmers to develop the skills to proactively drive and own their performance</i>	Time Management	To be elite, the swimmer will be required to organise demands on their time and effectively prioritise swimming.	L1 – Attends training but relies on parents/support network. May have some clashes with social commitments, school etc. L2 – Plans their weekly schedule with prompting and guidance from others.	L3 – Takes responsibility for planning their weekly schedule. However, occasional inconsistencies may be evident and support may be needed to overcome challenges. L4 – Has ownership of their weekly schedule. Able to communicate the schedule effectively and adapt where necessary.	L5- Has ownership of their weekly schedule. Able to communicate the schedule effectively and adapt where necessary to appropriately balance multiple demands. Could be a role model or mentor to others.
	Communication skills	The swimmer will need to communicate with a range of people both verbally and non-verbally to gain information and articulate their own needs.	L1 – Knows the importance of communication but others are relied upon to communicate. L2- Personal needs can be communicated but requires questioning and prompting from others.	L3 – Different strategies of communicating to express own needs are utilised but may be inconsistent and lack clarity. L4 –Possesses a range of positive and effective strategies for communicating own needs and is able to use consistently relative to the situation.	L5 – Possesses a range of positive and effective strategies for communicating own needs and able to use these appropriately and consistently in relation to the situation. Listens to the needs of others and adapts accordingly. Could be a role model or mentor to others.
	Self-awareness	The swimmer needs to understand their own strengths, weaknesses and preferences to effectively evaluate their development and performances.	L1 – Discusses swimming broadly but unable to identify personal strengths and weaknesses. L2- Identifies personal strengths and weaknesses with prompting and guidance.	L3 – Aware of personal strengths and weaknesses and, with support, can suggest options to develop and manage these. L4 – Aware of personal strengths, weaknesses and developmental needs. Draws on a range of strategies to manage and develop these by engaging the support network.	L5 – Aware of personal strengths, weaknesses and developmental needs and is able to lead the support network to establish a range of strategies to manage and develop these.
	Personal Growth	The swimmer must be able to direct and influence those who impact on their support and environment to ensure they are able to train and compete optimally.	L1 – Responds appropriately when engaging other individuals but is unable to direct this process. L2 – Engages with others in a reactive manner to help shape an appropriate development environment.	L3 – Engages with others proactively to shape an appropriate development environment. L4 – Takes responsibility for leading and influencing others to shape an appropriate development environment.	L5 – Takes responsibility for leading and influencing others to shape an appropriate development environment. Able to support others and act as a role model.
	Growth Mindset	Continual development of the swimmer is essential to stay at the top and therefore understanding that ability is unlimited and a relentless self-drive are essential.	L1 –Understands that learning opportunities come from challenge and failure. L2 –With support, identifies, learning opportunities provided in times of challenge and failure.	L3 – Enjoys challenge and sees failure as a learning opportunity when appropriately supported. L4 - Embraces challenge and uses failure as a learning opportunity. Feedback is sought to develop and improve performance.	L5 – Challenge is embraced and failure used as a learning opportunity. Feedback is proactively sought to develop and improve performance. Can act as a role model by supporting others with their development.
	Accountability	The swimmer needs to understand that it is their performance and they have to take responsibility and be accountable for everything they do.	L1 – Follows instruction unquestioningly as the need to be accountable is not fully understood. L2 – Through guidance and support, the need to take responsibility for elements of development are being learnt.	L3 – Personal responsibility for decisions made is evident but responsibility for own development and performance can be inconsistent. L4 - Ownership and accountability are evident through driving of own programme. Recognition of personal accountability for decisions, development and performance.	L5 – Ownership and accountability are evident through driving of own programme. Recognition of personal accountability for decisions, development and performance. Critical challenge and feedback are accepted with behaviours being adapted accordingly.
	Training to Perform <i>The 'right' thing at the 'right' time to</i>	Consistency of quality training	Regular, relevant and repeated training stimulus allows the swimmer to build confidence in their ability to perform and affords the opportunity to maximise their potential.	L1–Attends training but needs frequent guidance and applies themselves inconsistently. L2 – Consistent training attendance and effort but some support may be required to define what needs to be done and why.	L3 –Understands the need for holistic athlete development. However, prioritisation and application may be inconsistent and require support

<i>deliver long term goals</i>				L4- Effective application to all aspects of training. Able to do this consistently, independently and without distraction.	
	Structured training and competition plan	The swimmer needs to have a road map for development and performance, supported by a robust process of plan-do-review, to enable achievement of age and stage specific goals.	L1 – Lacks awareness of an annual plan and is dependent on guidance provided by others. L2- Aware of the annual plan but implementation is directed by the coaches and support staff.	L3 – An annual plan, specific to goals, age and stage of development is being followed. The plan has been developed by the coach and support network with athlete contributions. L4 – An annual plan, specific to goals, age and stage of development is being followed. The plan has been developed in conjunction with the coach/support network and can be considered holistic in nature.	L5 – An individualised and adaptable annual plan is being followed. To support achievement of specific performance goals the development of the plan has been athlete-led with input from the coach and support network.
	Physical Literacy	Mastery of fundamental movement skills helps the swimmer to progress to swimming specific skills that can be performed repeatedly, confidently and with control.	L1 – Performs good fundamental movement patterns with direction. L2 – Performs good fundamental movement skills that facilitate development of physical literacy with support and prompting. Has an awareness of own movement quality.	L3 – Technical movements are executed in an effective and repeatable manner with minimal risk of injury but application lacks consistency. L4- Applies high quality, swimming-specific, technical and physical movements in the pool and on dryland in an adaptable, effective and repeatable manner whilst minimising the risk of injury.	L5 – Applies swimming-specific technical and physical movements in both the pool and dryland in an adaptable, effective and repeatable manner whilst minimising the risk of injury. Identifies strengths and weaknesses, gains feedback from within the support network and takes ownership of development as a result of a good awareness of own physical literacy. Could be a role model or mentor to others.
	Physical preparation and recovery	The swimmer needs to optimise the gains made from opportunities provided in training and competition environments.	L1– Follows instruction to prepare and recover for training and competition but demonstrates little understanding of why. L2 – Prepares and recovers for training and competition to an acceptable standard. Able to articulate the fundamental principles of preparation and recovery.	L3 – Draws upon a range of strategies to prepare and recover for training and competition. Delivered to a high standard but may require guidance from the support network to deliver these effectively and consistently. L4 – Draws upon a range of strategies to prepare and recover for training and competition. Applied effectively and consistently to an excellent standard by proactively utilising the support network.	L5 - Identifies and applies a range of strategies to be best prepared and recover optimally for training and competition. Seeks feedback and leads the support network to find new solutions where necessary.
	Environment	Optimal development requires the swimmer to be exposed to the right stimulus and access appropriate expertise.	L1 – Can access a training time and coaching in a motivational setting. L2 – Identifies development needs with support and subsequently accesses the appropriate training, coaching and support. Embraces challenge to facilitate learning and engages in reflective practices.	L3 – Identifies the appropriate training, coaching and support to become an elite athlete but may be inconsistent in approach. Understands why calculated risks need to be taken and reflects effectively upon experiences. L4 – Makes rational decisions to ensure access to appropriate training, coaching and support relevant to being an elite athlete. Prepared to take calculated risks in the training environment and understands that this will contribute to learning. Reflects effectively upon experiences.	L5 – Makes informed decisions to ensure access to appropriate training, coaching and support in relation to becoming an elite athlete. Confident to take calculated risk in the training environment and understands that this will contribute to learning. Reflects effectively upon experiences and responsibility is taken for shaping the performance environment for themselves and others.
Experience to Perform <i>Exposure to competition situations and environments that enable learning and development of skills to deliver racing performance</i>	Thriving under pressure	The swimmer needs to be able to perform under the most challenging of circumstances to achieve developmentally positive outcomes.	L1 – Enjoys the experience of competition with limited awareness of expectation. L2 – Enjoys the experience of competition whilst aware of agreed personal goals.	L3- Enjoys the experience of competition and strives to achieve goals. However, there is inconsistency in approach and support is required to identify learning opportunities. L4 – Thrives in competition and is able to meet goals consistently through use of a number of coping strategies. Uses reflective practice and applies learning from the experience.	L5 - Thrives in major competition arenas and meets goals consistently by identifying and utilising appropriate coping strategies. Problem-solves and adapts in the moment or for future learning.
	Delivering a race	The swimmer must be able to understand and execute a race plan to support the achievement of lifetime best performance.	L1 – Executes a race but with no structured plan or direction. L2 – Is learning to deliver a race and is able to plan – do – review with support and guidance.	L3 – Plans, delivers and reviews a race, although support is needed to maintain a consistent approach. L4 – Plans, delivers and reviews a race consistently.	L5 – Plans, delivers and reviews a race consistently. Engages and utilises the appropriate support network in the feedback process and makes recommendations to adapt and progress the race plan.

				Collaborates with the support network to make recommendations to adapt and progress the race plan.	
Delivering the competition	The swimmer must understand the environment so that optimal performances can be delivered over the duration of a competition.	<p>L1 – Attends competitions and enters multiple races but with no plan to manage self through the competition schedule.</p> <p>L2 – Is learning to deliver a competition by entering multiple races. A plan is developed in conjunction with support network provides guidance on preparation and recovery throughout the duration of the competition.</p>	<p>L3 – Delivers a competition but may still be inconsistent. Support and guidance required to develop a plan that optimises preparation and recovery throughout the competition. The plan may not be executed to a high standard.</p> <p>L4 – Consistently delivers a competition to a high standard with appropriate strategies to optimise preparation and recovery throughout. Actively engages the support network.</p>	L5 - Consistently delivers a competition to an elite standard with appropriate and adaptable strategies that optimise preparation and recovery throughout. Actively engages the support network to obtain feedback.	
Competition exposure/ Strategy	To meet performance goals the swimmer must be provided with appropriate developmental opportunities within competition environments.	<p>L1 – Has little understanding of why particular competitions are being attended; and/or competition is viewed as an outcome of training as opposed to a developmental need.</p> <p>L2 – Understands the importance of exposure to a range of competitions as part of development. Appropriate competitions are identified with guidance from a coach/support staff.</p>	<p>L3 – Attends a range of competitions with specific goals. However, full understanding of which competitions are most appropriate may be lacking and requires guidance from the coach/support staff.</p> <p>L4 – Identifies and attends appropriate competitions to maximise learning around specific goals through appropriate engagement of support network.</p>	L5 – Responsibility is taken for leading the development of the competition strategy to maximise learning around specific goals. The support network is actively consulted to gain feedback relating to the competition strategy.	
Support network	A deeper understanding of the wider network enables the swimmer to draw on appropriate support and expertise.	<p>L1 –The coach is the main source of support and a limited awareness of other support personnel exists.</p> <p>L2- The coach is the main source of support but assistance from others is identified and utilised with prompting.</p>	<p>L3 – A support network exists and is utilised but guidance is required to optimise the resources effectively.</p> <p>L4 – A support team network with clear roles is present and utilised appropriately. Ownership is evident when applying received expertise. Strategies are implemented consistently and independently.</p>	L5 – Responsibility is taken for leading the support network to maximise performance. A understanding of who, what, when, why and how to utilise the network for different scenarios is apparent as is a commitment to seeking further performance development opportunities to refine the best solution for their individual needs.	