



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

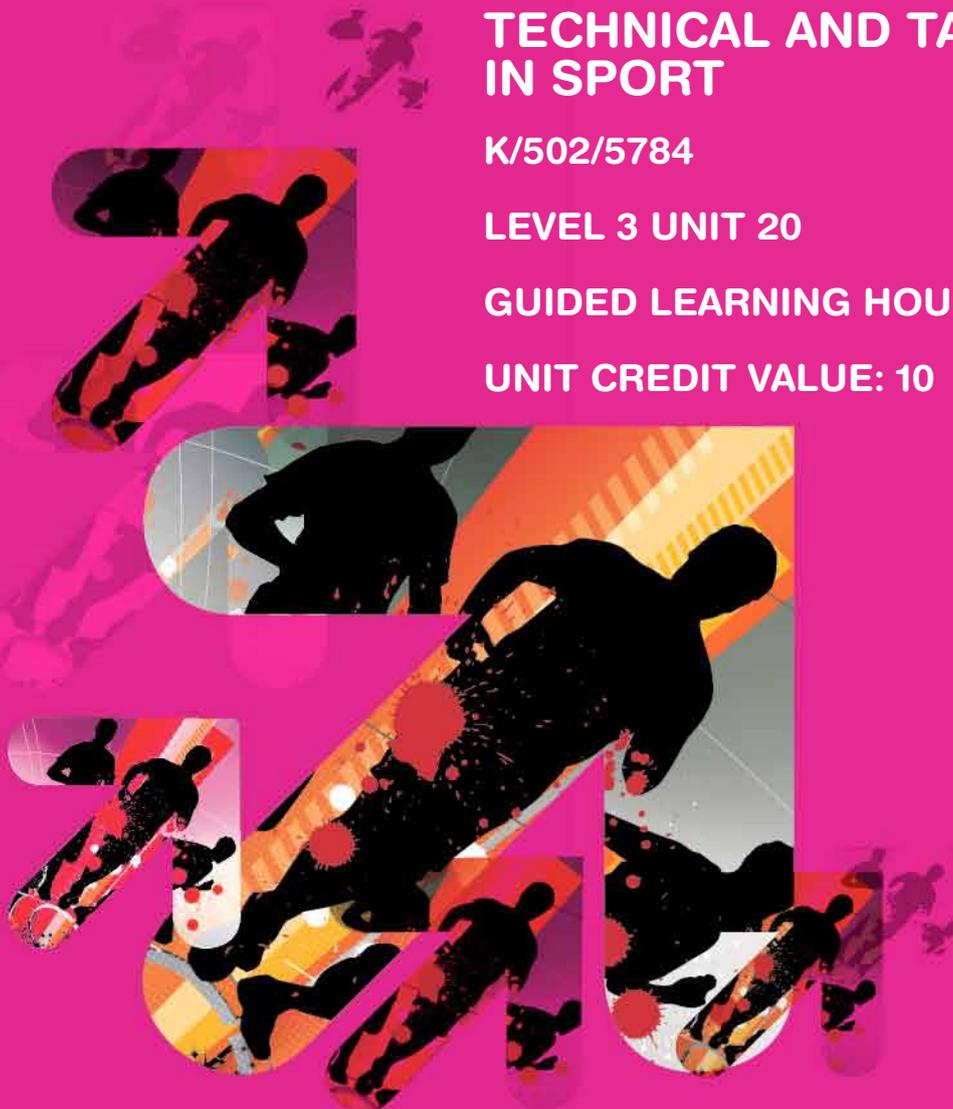
TECHNICAL AND TACTICAL SKILLS IN SPORT

K/502/5784

LEVEL 3 UNIT 20

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



TECHNICAL AND TACTICAL SKILLS IN SPORT

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LEVEL 3

AIM OF THE UNIT

To improve performance development, sports performers need to understand technical and tactical demands required for a particular sport. The aim of this unit is to enable learners to assess these requirements both in elite performers and themselves.

PURPOSE OF THE UNIT

All sports performers require some form of technical and tactical ability and should be aware that a grasp of both technical and tactical aspects are required to enable them to compete and improve.

Some technical skills can be generic and simplistic and used across all sports (e.g. running, jumping, throwing and catching). Other technical skills are specific to only a few sports, or even just one sport; these include the tennis serve, the golf swing and the sprint start.

Tactics are objectives based on actions and strategies which when planned will contribute to overall success and improvement in performance. In sport those objectives are predominantly to win or to gain an advantage. Tactics can depend on a number of factors such as opposition, styles of play, players available for selection, playing surfaces and possibly even weather. All performers, from grass roots to Olympians must have some understanding of tactics. Elite sports performers such as Olympians will work constantly to stay at this level and this is often done with the help of coaches and technological aids.

In this unit, learners will look at the technical skills and tactics required to perform in selected sports. This will lead to studying individual performers and examining their abilities in the areas that their sports require. Learners will then have the opportunity to consider their own abilities in training, games and competitive situations over a period of time. As learners develop their sporting capabilities, it is important that they continually assess and monitor the ways in which they, as individuals and within teams, can improve. Finally, learners will consider their development, technically and tactically by producing a plan to help them optimise their own sports performance in a selected sport.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand the technical skills and tactics demanded by selected sports	P1 explain the technical and tactical demands of three contrasting sports		
2 Be able to assess the technical and tactical ability of an elite sports performer	P2 produce an observation checklist that can be used to assess the technical and tactical ability of a performer in a selected sport		
	P3 use an observation checklist to assess the technical and tactical ability of an elite performer, in a selected sport, identifying strengths and areas for improvement	M1 critically compare the technical and tactical ability of an elite performer against a peer in a selected sport	D1 analyse the changes in the technical and tactical abilities of an elite performer during their career
3 Be able to assess their own technical and tactical ability	P4 use an observation checklist to assess own technical and tactical ability, in a competitive situation for a selected sport, identifying strengths and areas for improvement	M2 assess own technical and tactical ability using a range of methods	D2 critically compare own technical and tactical abilities against an elite performer in a selected sport
	P5 complete a four-week log of own technical and tactical ability in a selected sport, identifying strengths and areas for improvement	M3 review changes in own technical and tactical ability over time	
	P6 produce a development plan of own technical and tactical ability, based on identified strengths and areas for improvement		

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

LO1 Understand the technical skills and tactics demanded by selected sports

Technical skills: i.e. continuous/simplistic (e.g. walking, running, swimming, rowing), serial (e.g. long jump, triple jump, dribbling in football), discrete (e.g. golf swing, board diving, throw-in in football, tennis serve).

Tactics: i.e. appropriate to selected sports (e.g. positioning, (attacking and defending) choice of strokes and/or shots, variation, conditions, use of space, weather conditions).

Log: (e.g. diary of specific training sessions including skills, techniques and tactics covered, competition analysis including strengths and weaknesses during a competitive match, coach analysis after competitions and training), areas for improvement (e.g. attacking and defending, specific skills and techniques, fitness, specific practices that could improve own performance).

Development plan: i.e. SMART (specific, measurable, achievable, realistic, time-bound) targets, improvement of technical weaknesses and tactical awareness, resources (e.g. physical, human, training and development courses, access to coaches and coaching, availability and accessibility of competitions).

LO2 Be able to assess the technical and tactical ability of an elite sports performer

Observation checklist: i.e. performance profile (e.g. technical skills, appropriate selection and application of skills, tactical awareness, application of tactics, ability to defend, ability to attack, shot/stroke selection).

Elite performer: (e.g. professional athletes, national representatives, national champions, international champions).

Assessment: i.e. use of (e.g. observation checklist or performance profiling), strengths (e.g. specific skills, specific techniques, tactical awareness, fitness levels, ability to read the game), areas for improvement (e.g. attacking, defending, specific skills, specific techniques, fitness), development (e.g. training, competition, specific coaching/coaches, observational analysis, assessment, technical guidance, nutritional guidance, psychological guidance, fitness guidance).

LO3 Be able to assess their own technical and tactical ability

Assessment: i.e. competitive situation, use of observation checklist or performance profiling (e.g. technical skills, selection and application of skills, tactical awareness, application of tactics), range of methods (e.g. video replay, motion capture, peer observation), strengths (e.g. specific skills, and techniques, tactical awareness, fitness levels, ability to read the game), areas for improvement (e.g. attacking and defending, specific skills and technique) fitness.

DELIVERY GUIDANCE

LO1 When covering technical and tactical demands in sport, learners should be encouraged to observe a variety of sports, both team and individual, so that they understand the range of skills and tactics required in each sport and how they differ depending on any number of factors (e.g. playing conditions etc). Observations could be through live analysis or video observation of sport performers from a variety of sports in games and competitive situations. Observation enables learners to identify specific skills and tactical requirements in a sport.

LO2 and **LO3** From these observations, learners should be able to produce an observational checklist for player analysis. Tutors could support this by producing examples of athletic performance, analysis checklists or performance profiling. These might be available from coaches or could be tutor produced. Learners should be advised to complete a number of practice analyses using these examples and appropriate guidance given on where and how to improve.

Once the observation checklist has been produced, learners should be able to select an elite sports performer, for example, a professional athlete, national representative, national champion or international champion. Tutors should ensure that learners have access to either live competitive performances or training sessions of the selected performer; or that they have access to DVD/videos of the performer in action. It is essential that sufficient footage is obtained to allow the learner to be able to make judgements. Tutors could give learners strategies of how to discover strengths and weaknesses in performance; learners may also work with their sport-specific coaches in completing this task.

For the next part of the unit, learners need to complete a four-week training diary. Tutors will have to be sympathetic to competitive seasons and consider this when delivering the unit. During this stage of the unit tutors should monitor the training logs to ensure that learners are completing them effectively and that they are targeting the appropriate elements as stated in the Unit content. Learners should be advised that they need to be critical of their performance during this period.

Learners should be given guidance on a variety of methods of analysis currently in use when completing their self-analysis, and then they should select the method that is most appropriate for the sport in which they participate.

Tutors should avoid producing mass coach observations of each learner in the group, and allow learners to collate their own analysis from their own sport-specific coaches. These analyses may be more relevant to learners' specific sports and enable them to become more self-critical.

Finally, learners could work with coaches and/or the tutor to discuss relevant and specific practices that could improve their performance. Learners should then be able to produce a development plan, both from the analysis of their own performance in a competitive situation and their performances over time (training log, training diary). In the final part of the unit it may be useful, although not compulsory, for learners to complete a National Governing Body coaching award in their specific sport. Through completing an award learners could gain the knowledge of how to improve their own and others, basic skills in a selected sport.

GUIDANCE ON ASSESSING THE SUGGESTED TASKS

The table below shows suggested scenarios that cover the pass, merit and distinction criteria in the assessment and grading grid.

Criteria	Assignment title	Scenario	Assessment
P1 and P2	Technical and tactical demands	Learners could watch a series of contrasting sports performances (compiled by tutor) and asked to comment on technical and tactical demands of each performance. Following on from the discussion, learners could either focus on one performance or choose to observe a live sports performance and consider a plan of action designed to improve performance.	Group discussion observed and recorded by tutor/coach and an observation report completed which could be a witness statement. Written development plan individually produced.
P3, M1 and D1	Elite performance	Using recent footage of a competitive performance by an elite performer and a peer, learners could critically compare the two performers.	Individual presentation referring to footage and suggesting differences. To meet M1 learners would need to compare these differences and to meet D1 would need to justify activities in the development plan.
P4, M2, P5, P6, M3 and D2	Personal performance	Working in pairs, learners could observe and film each other performing competitively in their selected sport, identifying strengths and weaknesses. Following the observations learners could complete a four week training plan and complete a diary or a log of performance. Using evidence from the completed training diary, learners could identify strengths and weaknesses and then construct a development plan.	Individual presentation referring to observations and suggesting a development plan based on strengths and weaknesses. To meet M2 learners would need to explain these strengths and weaknesses in more detail. Written training log. Individual presentation referring to footage and suggesting a development plan based on strengths and weaknesses. To meet M3 learners would need to explain these strengths and weaknesses and to meet D2 would need to compare their own technical and tactical ability with an elite performer.

RESOURCES

Books

- Soccer Strategies (Defensive and Attacking tactics)* - Jones and Tranter (Amazon books 2012) ISBN 7861987439365
- 4-4-2 versus 4-3-3*- Tossani (First Stone Publishing 2012) ISBN 9780736067543
- Getting Started in Track and Field Athletics: Advice and Ideas for Children, Parents and Teachers* – Barber G (Trafford Publishing, 2005) ISBN 9781412065573
- Coaching Basketball: Technical and Tactical Skills* – Mgee K (Human Kinetics Europe, 2007) ISBN 9780736047050
- Canon of Judo: Classic Teachings on Principles and Techniques* – Mifune K (Kodansha International Ltd, 2004) ISBN 9784770029799
- Tennis: A Complete Guide to Tactics and Training – Sporting Skills* – Parkhurst A (First Stone Publishing, 2005) ISBN 9781904439479
- Coaching for Long-term Athlete Development* – Stafford I et al (Sports Coach UK, 2005) ISBN 9781987439236

Journals

4-4-2

Academy Soccer Coach

Websites

- The British Olympic Association www.olympics.org.uk
- Amateur Swimming Association www.britishswimming.org.uk
- Badminton Association of England www.badmintonengland.co.uk
- British Cycling www.britishcycling.org.uk
- British Gymnastics www.british-gymnastics.org
- Coachwise www.coachwise.co.uk
- The Lawn Tennis Association www.lta.org.uk
- Prozone www.pzfootball.co.uk
- www.safesport.co.uk
- www.sportscoachuk.org
- www.sportscoachuk.org/coaches/resource-bank
- www.1st4sport.com
- www.coachwise.ltd.uk

MAPPING WITHIN THE QUALIFICATION TO OTHER UNITS

- Unit 2:** Sports Coaching
- Unit 3:** Current Issues in Sport
- Unit 7:** Practical Team Sports
- Unit 11:** Practical Individual Sports
- Unit 13:** Leadership in Sport



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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