



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN SPORT

ANALYSIS OF SPORTS PERFORMANCE

M/502/5754

LEVEL 3 UNIT 16

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



ANALYSIS OF SPORTS PERFORMANCE

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LEVEL 3

AIM OF THE UNIT

Sport participation and spectating has developed in previous years. Performance is being scrutinised by armchair fans as well as professionals whose aim is to analyse and improve performance of sport performers in order for them to compete more effectively and/or at higher levels. By completing this unit, learners will have a better understanding of analysis methods and also resources required to achieve these goals.

PURPOSE OF THE UNIT

For elite sports performers even the smallest margins in time and/or distance can result in winning or losing or success and failure. This can have a massive impact on them, emotionally and psychologically. There is a huge amount of time, dedication, investment and reward involved in sport today, and therefore sport performers, coaches, and managers need to understand the importance of observing, analysing and evaluating sports skills and techniques when trying to enhance performance.

It is important that all performances are analysed if they are to improve; why were you faster, stronger today than you were yesterday? What has changed? Diet? Preparation time? Routine? These are some of the factors which need to be considered.

If no evaluation takes place after performance then the performers may continue to make the same errors, prepare poorly or not be able to take full advantage of opportunities when they arise. Coaches, athletes and sports performers must have a thorough understanding of the demands of the sporting activity such as human movement, physiology, and

the athlete's psychological make-up, as well as the technical and tactical requirements to be successful. All of these when combined will contribute to the development of elite performers.

Importantly it is how these concepts and factors are applied and interact within sports performance that allows for the analysis of performance. From this, learners should understand that sports performance is dependent on a multitude of factors for success.

Another important aspect of this unit is the level of analysis, knowledge and analytical resources available to different types of sports performers.

For example, a person may take part in an aerobic session so that the tutor can assess their aerobic endurance and provide some advice and guidance. In comparison, an elite athlete will have access to the full range of scientific support, such as sports psychologists, physiologists with human performance laboratories, and comprehensive biomechanical analysis using various information technology hardware and software and this combination of expertise and equipment will be invaluable in the analysis process.

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 Know the performance profile of a sporting activity	P1 describe the performance profile of a selected sporting activity		
	P2 describe five factors that may influence the performance of an athlete		
2 Be able to analyse sporting performance	P3 perform an assessment of a selected athlete undertaking sporting activity using three components of their performance profile, with tutor support	M1 identify potential differences between performance in training and competition activities	D1 assess the performance of a selected athlete undertaking sporting activity in competition using components of their performance profile
3 Be able to provide feedback to athletes regarding performance	P4 provide feedback to the athlete based on the assessment of their performance, with tutor support	M2 use a variety of methods to provide feedback to an athlete, both during and after their performance	D2 justify feedback provided to an athlete
4 Understand the purpose and resources required for analysing different levels of sporting performance	P5 explain the purpose of, and the resources required for, analysis at two different levels of sports performance	M3 evaluate resources required for analysis at different levels of sports performance	D3 justify choices of resources required for analysis at different levels of sports performance

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 Know the performance profile of a sporting activity

Sporting activity: i.e. individual based, (e.g. javelin, diving), specific position in a team (e.g. quarterback, net minder), specific action, (e.g. tennis serve, volleyball smash).

Performance profile: i.e. technical and tactical (e.g. shooting, tackling, heading, striking, positional play, style of play); physical – both health and sports-related fitness; physiological (e.g. resting and working heart rate, warm-up, cool-down, lung function) psychological (e.g. motivation, anxiety, arousal, attention, confidence, aggression, relaxation, concentration).

Factors influencing performance: i.e. intrinsic (e.g. age, lifestyle, diet, previous training regime, mentors, motivation, confidence, ability level) extrinsic (e.g. group dynamics, group cohesion, peer pressure, weather conditions, location, temperature, time of day).

LO2 Be able to analyse sporting performance

Performance profile assessment: i.e. technical and tactical (e.g. notational analysis, tally charts) physical (e.g. multi-stage fitness test, repeated anaerobic sprint test) motor (e.g. T-run, Illinois agility run) physiological (e.g. heart rate monitor, peak flow) psychological (e.g. performer/coach interviews, questionnaires, observation).

LO3 Be able to provide feedback to athletes regarding performance

Feedback: (e.g. strengths, weaknesses, areas for improvement) SMART targets (specific, measurable, achievable, realistic, time bound) goals (e.g. short-, medium- and long-term) recommendations (e.g. skills training, strength, speed, agility training) psychological training (e.g. concentration, anxiety and arousal control)).

LO4 Understand the purpose and resources required for analysing different levels of sporting performance

Levels of performance: i.e. foundation (e.g. school children, teenagers, beginners) participation (e.g. local league player, out-of-school club, social), performance level (e.g. district, county, regional or national standard), elite (e.g. National, Olympic/ world-class athlete/professional).

DELIVERY GUIDANCE

Tutors could introduce the unit by instigating and leading a group discussion on what factors may influence sports performance e.g. "does success bring confidence or does confidence bring success?" The use of such questions and examples of suitable factors would provide an excellent starting point. Sky Sports analysis of performance, or tennis analysis from Wimbledon could also be used.

Although learners may have covered the basic principles from different disciplines they have experience or knowledge of, there is a clear need for an applied input from tutors.

As the assessments are designed to be practical, it is important for tutors to dedicate time to the application and methodology of data collection. It is vital that learners are taught a variety of techniques required for collecting and manipulating data, for example how to record a multi-stage fitness test score and convert to a VO₂ max result (ml/kg/min).

To support the theoretical work, tutors should expose learners to as many and varied practical sessions as possible. For example, learners may investigate the performance of the school or college football team. Learners may interview the players before and after the game to gain a psychological insight. In addition, tactical aspects may be assessed, for example the amount of possession, score, goals/corners/free kicks conceded etc.

As with all elements within the unit, it is essential that learners are exposed to as many real-life sporting situations as possible. This exposure could centre on feedback and level of analysis. Building on the football example, learners could provide feedback in the form of a presentation to the team or individual through a formal post-match meeting. In comparison, other learners may write a small report, which could be offered to the rugby coach for future use. If verbal feedback is provided this must be supported by an appropriate tutor witness statement.

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	Performance profile	Learners could watch a series of sports performances chosen by the tutor to encourage discussion around components of performance profile. Learners could choose a performer, either live or on film and attempt to describe their performance profile referring to five relevant factors.	Tutor led group discussion focussing on current sport performances. Learners could be encouraged to comment on components which make up the performance profile. The process could be recorded or a witness statement constructed.
P3, M1 and D1	Analyse sporting performance	Learners could choose a performer who they have access to and using recognised performance profiling techniques produce a case study which analyses their performance.	Written case study with grade awarded dependant on the amount of support required.
P4, M2 and D2	Provide feedback to athletes	Using the performer in the previous task, learners could provide verbal feedback, written feedback (training plan) or through video analysis, based on their performance. This feedback could be supported by written data to elaborate on comments made.	Filmed evidence of feedback session supported by data/ notes which elaborate on comments made. To meet D2 justification of the feedback is required.
P5, M3 and D3	The purpose and resources required for analysing sporting performance	Using the performer identified in the previous task and at least one other at a different level, learners could identify resources most suitable for analysing each performer.	Written assignment which shows an understanding of analysis resources required and to meet D3 a justification of why these resources are applicable to each performer.

RESOURCES

Books

Performance Assessment for Field Sports: Physiological, Psychological and Match Notational Assessment in Practice - Carling C, Reilly T and Williams A (Taylor and Francis, 2008) ISBN 9780415426848

An Introduction to Sports Coaching: From Science and Theory to Practice Jones R, Hughes M and Kieran Kingston K – (Routledge, 2007) ISBN 9780415411318

Introduction to Sports Biomechanics Bartlett R – (Routledge, 2006) ISBN 9780415339940

Journals

Peak Performance

International Journal of Performance Analysis in Sport

Websites

British Association of Sport and Exercise Sciences
www.bases.org.uk

Sportdevelopment.co.uk www.sportdevelopment.org.uk

Sports Coach UK www.sportscoachuk.org

Talent Ladder (Gifted & Talented/TASS) www.talentladder.org

Talented Athlete Scholarship Scheme (TASS) www.tass.gov.uk

UK Sport www.uk sport.gov.uk/talent

www.sportscoachuk.org

www.sportscoachuk.org/coaches/resource-bank

www.sportengland.org

www.1st4sport.com

www.coachwise.ltd.uk

MAPPING WITHIN THE QUALIFICATION TO OTHER UNITS

Unit 3: Current Issues in Sport

Unit 4: The Physiology of Fitness

Unit 5: Sports Nutrition

Unit 7: Practical Team Sports

Unit 11: Practical Individual Sports



CONTACT US

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

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