

Cambridge TECHNICALS LEVEL 3

SPORT AND PHYSICAL ACTIVITY

Cambridge
TECHNICALS
2016

Unit 5

Performance analysis in sport and
exercise

F/507/4456

Guided learning hours: 60

Version 2 - revised September 2016

*changes indicated by black line

LEVEL 3

UNIT 5: Performance analysis in sport and exercise

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Guided learning hours: 60

Essential resources required for this unit: For LO2, learners will need access to an individual participant to performance profile.

For LO4, learners will need access to an individual participant and a team of participants; the individual and team will need to be involved in competitive sporting situations.

For LO3 and LO4, it would be beneficial for learners to have access to tools used for performance analysis, such as video recording equipment or computer software.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

For elite sports performers, even the smallest margins in time and/or distance can mean the difference between winning and losing, success and failure.

Even for performers who are not competing at the top level, the desire to improve and 'be the best that I can be' means that analysing performance and getting constructive feedback is an important part of participating in sport and exercise.

This unit will give you the skills and knowledge required to carry out performance profiling and analysis and deliver feedback to the performers in a manner that is suitable for them.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

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 in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand performance profiling	<p>1.1 What is performance profiling? (e.g. a method that can be used by coaches and performers to help achieve optimum performance)</p> <p>1.2 The main objectives of performance profiling (e.g. to identify weakness, to help in planning appropriate interventions, to maximise performance, to support motivation and adherence, to monitor progress, etc.)</p> <p>1.3 The performance profiling process, i.e.</p> <ul style="list-style-type: none"> • coach introduces the participant to the performance profiling process and gets 'buy-in' • participant identifies the characteristics of a successful performer for the given sport (e.g. confidence, concentration, commitment, control, physical fitness, sports specific skills and techniques) • participant rates each characteristic in terms of level of importance for success (e.g. 1 = not important, up to 10 = vitally important) • participant rates each characteristic in terms of their own current level of achievement • coach and participant analyse the results to identify focus areas <p>1.4 Why and how the performance profiling process may be adapted, i.e.</p> <ul style="list-style-type: none"> • the participant is over-critical in their review of themselves • the participant is over-generous in their review of themselves • coach rates performer against each characteristic • peer/observer rates performer against each characteristic

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>1.5 Different methods of recording performance profiling results (e.g. spider diagram, pie chart, bar graph, table, etc.)</p> <p>1.6 The ways in which focus areas that are identified by performance profiling might be improved upon (e.g. gap analysis, action planning, target setting, SMART targets, etc.)</p>
<p>2. Be able to carry out performance profiling</p>	<p>2.1 To carry out a personal performance profiling exercise for a sport of their choice, i.e.</p> <ul style="list-style-type: none"> • select an appropriate sport to profile • identify characteristics of a successful performer in the chosen sport (e.g. confidence, concentration, commitment, control, physical fitness, sports specific skills and techniques) • rate each characteristic in terms of level of importance for success in the chosen sport (e.g. 1 = not important, up to 10 = vitally important) • rate their own current level of achievement for each characteristic • analyse the results to identify focus areas <p>2.2 To carry out a performance profiling exercise for another person by rating their level of achievement for the identified characteristics of their selected sport</p> <p>2.3 To display performance profiling results in a range of different ways (e.g. spider diagram, pie chart, bar graph, table, etc.)</p> <p>2.4 To plan for improvement in the weaker areas identified by performance profiling, using an appropriate method (e.g. gap analysis, action planning, target setting, SMART targets, etc.)</p>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
3. Be able to analyse performance	<p>3.1 What 'analysis of performance' is and its importance in improving performance</p> <p>3.2 Methods that can be used to analyse sports performance, i.e.</p> <ul style="list-style-type: none"> • observation • video • software/apps • data mining/analysis <p>3.3 Pros and cons of different methods of performance analysis (e.g. cost, ease of use)</p> <p>3.4 To match the most appropriate methods of analysis to a variety of given sports and situations, i.e.</p> <ul style="list-style-type: none"> • a team performance in an invasion game in a competitive match situation • an individual participant within a team invasion game in a competitive match situation • a participant in an individual sport/activity in a competitive/performance situation <p>3.5 Use of different methods to analyse, i.e.</p> <ul style="list-style-type: none"> • appropriate to the sport • appropriate to the situation <p>3.6 To analyse different types of sports performance, i.e.</p> <ul style="list-style-type: none"> • a team performance in an invasion game in a competitive match situation • an individual participant within a team invasion game in a competitive match situation • a participant in an individual sport/activity in a competitive/performance situation
4. Be able to give feedback on sports performance	<p>4.1 Selection and use of appropriate feedback methods for a range of sporting situations, i.e.</p> <ul style="list-style-type: none"> • one-to-one verbal feedback after the session • positive reinforcement during the session through 'praise phrases' and positive body language (thumbs up, etc.) • use of video/visual feedback after the session • self-evaluation • team or group feedback • peer evaluation

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand performance profiling	*P1: Explain the performance profiling process and its purpose	M1: Explain reasons why and how the performance profiling process may be adapted	
	P2: Evaluate the different methods of recording performance profiling results		
2. Be able to carry out performance profiling	*P3: Undertake a personal performance profiling exercise for a selected sport	M2: Justify the rating of a participant's level and the method of recording performance profiling results	D1: Create an action plan for improvement of weaker areas, including SMART targets and opportunities for review
	P4*: Undertake a performance profiling exercise for another participant in a selected sport		
	P5: Record performance profiling results in a suitable format		
3. Be able to analyse performance	*P6: Select and use method(s) of analysing performance for a variety of given sports and situations	M3: Compare and contrast methods of analysing performance in relation to a variety of given sports and situations justifying choices	D2: Analyse whether other methods may have been more suitable for the identified situations on reflection, based on outcomes
		M4: Justify choice of methods for analysing performance and feedback for the identified situations	
4. Be able to give feedback on sports performance	*P7: Select and use feedback method(s) for the identified situations		

SYNOPTIC LEARNING AND ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more details. We have indicated in this unit where these links are with an asterisk and provided more detail in the assessment guidance section below.

ASSESSMENT GUIDANCE

LO1 Understand performance profiling

Learners need to understand what performance profiling is and why it is used as well as methods of recording the results of performance profiling exercises. For M1, learners must consider the four areas outlined in the Teaching Content as to how and why performance profiling might be adapted. For this LO, learners may draw on learning from Unit 18, Practical skills in sport and physical activity

LO2 Be able to carry out performance profiling

Learners must complete a performance profiling exercise on themselves and on another participant. These exercises do not have to be for the same sport and can be in either individual or team sports. The results should be recorded in a format suitable to the sport and the participant. For M2, learners should provide justification as to why they rated the other participant's performance as they did and also, why they chose the method of recording the results that they did. For D1, the plan to improve weaker areas can be either for themselves or the other participant. For this LO, learners will benefit from drawing on learning from mandatory unit 2, Sports coaching and activity leadership – LO6 Be able to deliver sports and activity sessions and LO7 Be able to review sports and activity sessions. Learners may also draw on learning from Unit 18, Practical skills in sport and physical activity and Unit 19, Sport and exercise psychology

LO3 Be able to analyse performance

Learners should select and use a method of performance analysis for at least one sport from each of the given situations. For M3, learners should compare the methods of analysing performance in relation to at least two sports from the given situations. For this LO, learners will benefit from drawing on learning from mandatory unit 2, Sports coaching and activity leadership – LO6 Be able to deliver sports and activity sessions. Learners may also draw on learning from Unit 10, Biomechanics and movement analysis and Unit 18, Practical skills in sport and physical activity and Unit 19, Sport and exercise psychology

LO4 Be able to give feedback on sports performance

Learners should select a method of feedback and provide feedback to the participants of each of the given situations. For M4, learners must justify both the methods of analysis and of feedback for each of the given situations. For D2, learners must analyse whether other methods of both analysis and feedback would have been more appropriate for the given situations. For this LO, learners will benefit from drawing on learning from mandatory unit 2, Sports coaching and activity leadership – LO7 Be able to review sports and activity sessions

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma and Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the Sports Coaching specialist pathway.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work experience or work placements that develop skills and knowledge relevant to the qualification.	Learners could gain experience in sports teams/clubs alongside the coach/manager, assisting in their analysis of performance and giving appropriate feedback to players/performers.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners could gain knowledge and experience of analysis of performance software/programmes through visits and demonstrations by professionals involved in this industry (e.g. dartfish, prozone, sportstech, etc.).
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Professional or well-respected and experienced coaches could offer skills/tactics and technique master classes across different sports.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Industry experts could review and support learners as they carry out performance profiling, analyse performance and/or give feedback.

To find out more

ocr.org.uk/sport

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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