



**BTEC National Diploma in Sport &
Exercise Sciences
(QCF Level 3)**

Unit 11 – Analysis of Sports Performance

Student Name:

Centre Number: 65355

Unit Goals – By the end of this unit you should:

1. Know the performance profile of a sporting activity.
2. Be able to analyse sporting performance.
3. Be able to provide feedback to athletes regarding performance.
4. Understand the purpose and resources required for analysing different levels of sporting performance.

Please relate to this table below throughout the Unit. This table will help you when checking over your work to show you what is required to gain the following grades.

Grading Criteria and Tasks

Task	Pass	Merit	Distinction
Task 1	P1 Describe the performance profile of a selected sporting activity	M1 Explain the performance profile of a selected sporting activity	D1 Analyse the performance profile of a selected sporting activity
	P2 Describe five factors that may influence the performance of an athlete		
Task 1 Deadline – 03.10.14			
Task 2	P3 Perform an assessment of a selected athlete undertaking sporting activity using three components of their performance profile, with tutor support	M2 Independently perform an assessment of a selected athlete undertaking sporting activity using three components of their performance profile	D2 Analyse the performance of a selected athlete using three components of their performance profile.
	P4 Provide feedback to the athlete based on the assessment of their performance, with tutor support	M3 Independently provide feedback to the athlete based on the assessment of their performance.	
Task 2 Deadline – 24.10.14			
Task 3	P5 Explain the purpose of, and the resources required for, analysis at two different levels of sports performance.		
Task 3 Deadline - 14.11.14			

Unit Content & Key Words

The following words below are key when working through this unit. Please ensure that you are developing your knowledge in these areas so that you will maximise your grade in this unit. (Please tick through these as you complete the unit)

Knowledge Area: 1

Know the performance profile of a sporting activity

Sporting activity: individual based, eg archery, shooting; specific position, eg goalkeeper; specific action, eg tennis serve

Performance profile: (1) technical and tactical, eg shooting, crossing, catching, passing, tackling, heading, dribbling, striking, positional play, style of play; (2) physical (health- and sports-related fitness); (3) physiological, eg heart rate, warm-up, cool-down, lung function; (4) psychological, eg motivation, anxiety, arousal, attention, confidence, aggression, relaxation, concentration; (5) biomechanical (quantitative and qualitative), eg linear displacement, velocity of release

Factors influencing performance: intrinsic, eg age, health, diet, previous training, motivation, confidence, ability level; extrinsic, eg group dynamics, group cohesion, temperature, time of day

Knowledge Area: 2

Be able to analyse sporting performance

Performance profile assessment: technical and tactical, eg notational analysis, tally charts; physical, eg multi- stage fitness test, repeated anaerobic sprint test; motor, eg T-run, Illinois agility run; physiological, eg heart rate monitor, peak flow; psychological, eg interviews, questionnaires; biomechanical, eg recording

Knowledge Area: 3

Be able to provide feedback to athletes regarding performance

Feedback: strengths; areas for improvement; SMART (specific, measurable, achievable, realistic, time- bound) targets; goals (short-, medium- and long-term); recommendations, eg skills training, training for specific components of fitness, technique coaching specific to movement, psychological training (concentration, anxiety and arousal control)

Knowledge Area: 4

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

Levels of performance: foundation, eg school children, beginners; participation, eg Saturday league player, out-of-school club; performance, eg county or national standard; elite, eg Olympic/world-class athlete/ professional

Purpose: eg talent identification, monitoring current fitness level, identification of strengths and areas for improvement, performance assessment, recovery after injury, assessment of health status, squad selection, goal setting

Resources: eg fiscal, equipment, IT software, time, facilities, human, scientific support and equipment

We suggest that as you are completing the unit you tick off these key words so that you are aware of what you have completed as well as what you need to do to complete this unit.

Unit Resources

To help complete the Unit, the student will have to undertake research into the information provided by the teacher. Below are some useful resources that can be accessed.

Textbooks

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

Bull S – *Sport Psychology: A Self-Help Guide* (Crowood, 2004) ISBN 9781852235680

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

Hall S – *Basic Biomechanics* (Mcgraw-Hill Education, 2002) ISBN 9780071240628 Hughes

M and Franks I – *Notational Analysis of Sport* (Routledge, 2004) ISBN 9780415290050

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

Journals

Peak Performance

Websites

British Association of Sport and Exercise Sciences	www.bases.org.uk
Sport England	www.sportengland.org
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.uksport.gov.uk/talent
Youth Sport Trust	www.youthsporttrust.org

Please use this format when completing your **BIBLIOGRAPHY** at the end of each task. Please use more resources, but these above are a starting point!!!

Unit Scenario



Prozone are the global leaders in sports analysis and have supported many elite teams to achieve international glory. You are a member of the Prozone team and your main role is to carry out personal analysis of private sports performance clients. These clients can come from any sport and this is important new business for Prozone who have traditionally worked in rugby and football.



This new area of business has been driven by the Team Sky approach to finding and making marginal gains to enhance overall performance. This marginal gains philosophy has driven this boom area of new business as individuals look to maximise their sports performance. Your clients can range from elite / professional athletes or could include amateur performers. At £1,000 per assessment this is not cheap and you are expected to produce a report of the highest quality.

Task 1

Know the performance profile of a sporting activity.

To achieve the pass criteria you must:

- Describe the performance profiles of a sport of your choice. Consider specific techniques within this sport, as there may be specific requirements. To attain P1 don't forget to describe the physical, mental, tactical and biomechanical factors as part of the performance profile. Criteria M1 and D1 build on this descriptive work.
- Write a report describing at least five factors that can have an effect on performance. To attain P2 you must fully describe both physical and psychological factors that can affect sporting performance and give examples from your chosen sport to enhance your description.
- This provides evidence for **P1 and P2**

To achieve the merit criteria you must:

- Having described what is required in order to perform in the sport of your choice, discuss these factors with a performer from your chosen sport, making sure you explain each factor fully. To help you and the performer, prepare a report that fully explains the profile you have outlined. The report will be posted online to ensure the performer can review your report before the meeting.
- To attain M1 you should fully explain why each aspect of the performance profile is important and how being able to measure each component will allow a training programme to be developed.
- This provides evidence for **M1**

To achieve the distinction criteria you must:

- The performer is keen to understand how the profile you have outlined will help them improve in their sport. Analyse each aspect of the profile fully, and as part of your report explain the effect this may have on successful performance. To attain D1 you should fully examine each aspect of the profile and begin to reflect on how you would develop a suitable training programme for your selected athlete.
- This provides evidence for **D1**

Task 1	P1 Describe the performance profile of a selected sporting activity	M1 Explain the performance profile of a selected sporting activity	D1 Analyse the performance profile of a selected sporting activity
	P2 Describe five factors that may influence the performance of an athlete		
Task 1 Deadline – 03.10.14			

Task 2

Analyse sporting performance and provide feedback to athletes regarding their performance.

To achieve the pass criteria you must:

- Having outlined the various factors that can affect performance in your chosen sport, produce a performance profile for your chosen sport to help them recognise what is required to improve. You should consider at least three components of their performance profile. To attain P3 you should also make specific recommendations for the sports person and describe why you have suggested these proposals. Fully consider their performance profile and identify at least three components that can be addressed by them.
- Having completed a performance assessment for your sports person, it is important that you give clear feedback. This may be in the form of a short presentation or interview, and should allow the player to ask questions. This may be done with the support of a tutor.
- This provides evidence for **P3 and P4**.

To achieve the merit criteria you must:

- To gain the merit grading criterion, you should perform this profile without tutor support.
- To gain the merit grade you should give your feedback independently, without the help of a tutor.
- This provides evidence for **M2 and M3**.

To achieve the distinction criteria you must:

- To assist the sports person, prepare a report that fully analyses three of the factors outlined in their performance profile. This analysis is designed to help the athlete improve, and should give clear feedback as well as making recommendations on areas that need to be addressed and how they could improve them. These recommendations must suitably reflect the performance level of your sports person.
- This provides evidence for **D2**.

Task 2	<p>P3 Perform an assessment of a selected athlete undertaking sporting activity using three components of their performance profile, with tutor support</p>	<p>M2 Independently perform an assessment of a selected athlete undertaking sporting activity using three components of their performance profile</p>	<p>D2 Analyse the performance of a selected athlete using three components of their performance profile.</p>
	<p>P4 Provide feedback to the athlete based on the assessment of their performance, with tutor support</p>	<p>M3 Independently provide feedback to the athlete based on the assessment of their performance.</p>	
Task 2 Deadline – 24.10.14			

Task 3

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

To achieve the pass criteria you must:

- To help your athlete, prepare a presentation that outlines and describes the purpose of analysis for their sport at two different levels (for example, foundation and excellence) and the resources that would be required to complete this analysis at the two performance levels.
- To attain P5 be realistic. If you are working at the foundation level you may not have the expensive, technological resources available to you. How can you overcome this? What types of analysis can you perform at this level that do not require advanced technology?
- This provides evidence for **P5**.

Task 3	P5 <u>Explain</u> the purpose of, and the resources required for, analysis at two different levels of sports performance.		
Task 3 Deadline - 14.11.14			