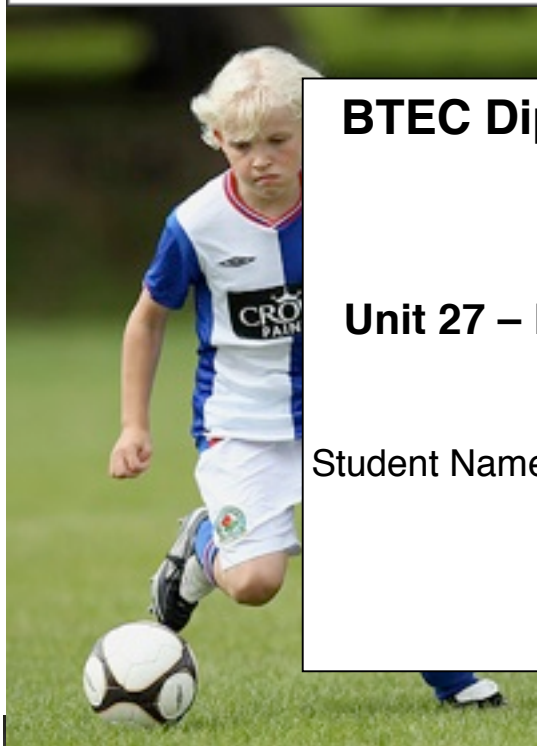


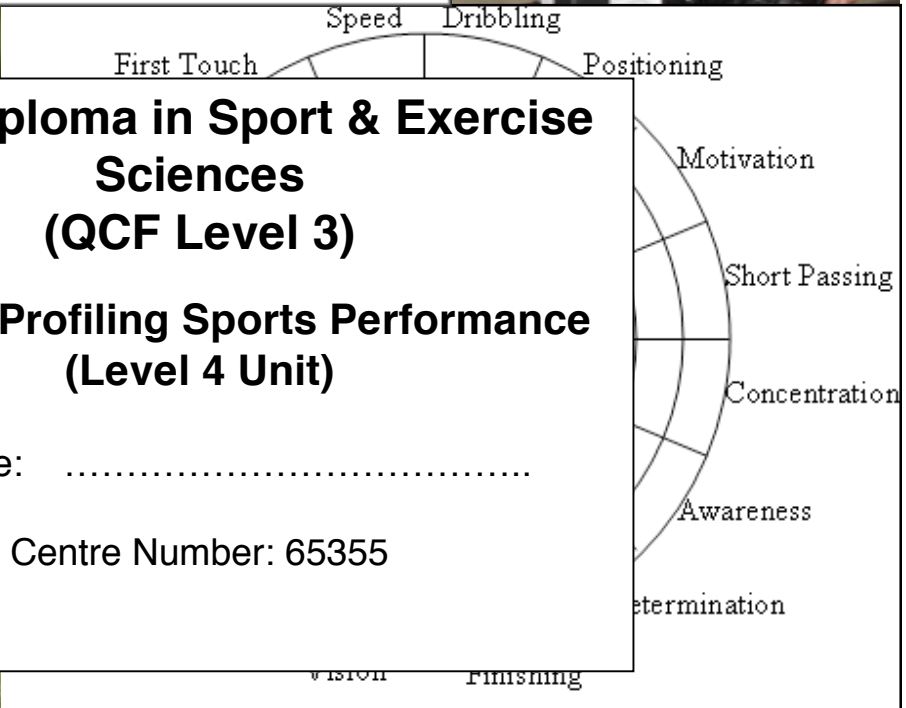
Figure 1: assessment of backhand strokes by tennis player and coach



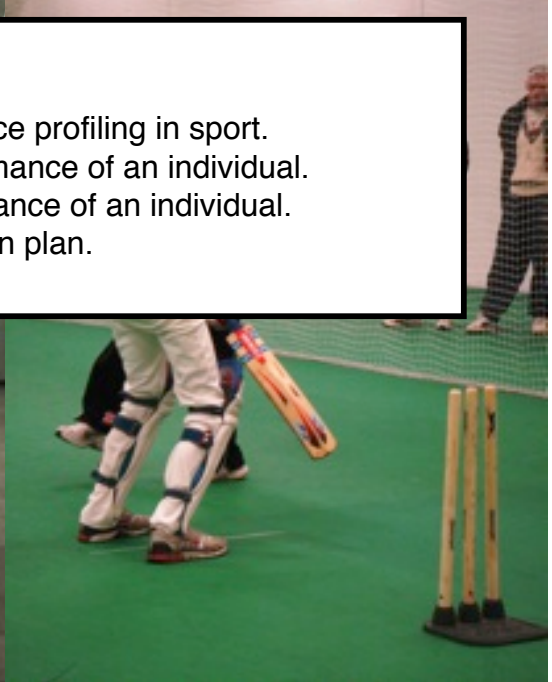
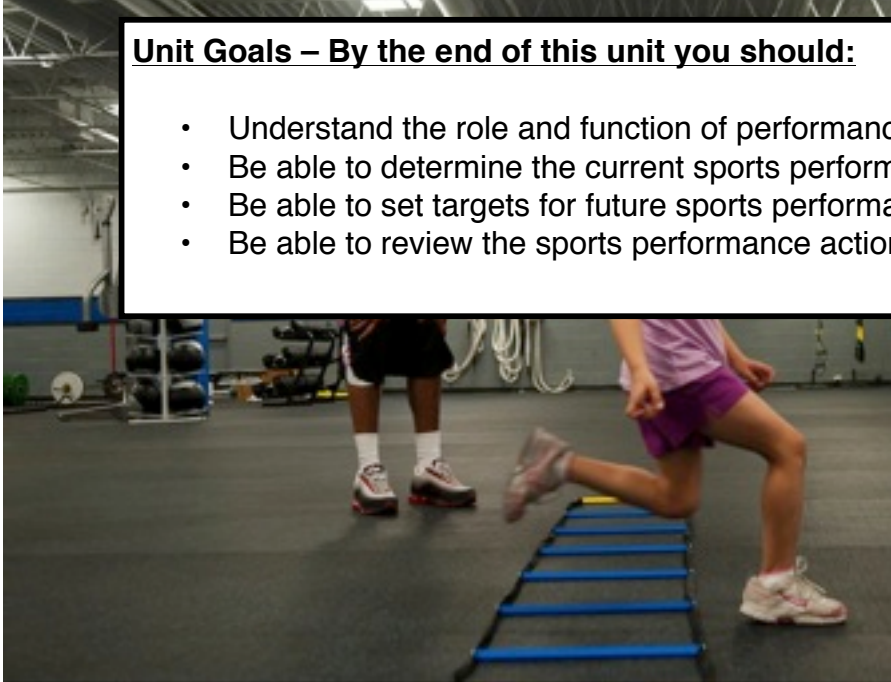
BTEC Diploma in Sport & Exercise Sciences
(QCF Level 3)
Unit 27 – Profiling Sports Performance
(Level 4 Unit)

Student Name:

Centre Number: 65355



- Unit Goals – By the end of this unit you should:**
- Understand the role and function of performance profiling in sport.
 - Be able to determine the current sports performance of an individual.
 - Be able to set targets for future sports performance of an individual.
 - Be able to review the sports performance action plan.



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 Explain the role and function of performance profiling in sport.		
	P2 Explain the different traits required for an individual to achieve excellence in their chosen sport.		
Task 1 Deadline - 05.12.14			
Task 2	P3 Use performance profiling to assess the current sports performance of an individual, taking into account the performer's own profile of performance.		
	P4 Describe the strengths of the performance and areas for improvement.	M1 Explain the strengths of the performance and areas for improvement.	D1 Critically Analyse the strengths of the performance and areas for improvement.
	P5 Assess the appropriateness of coaching techniques used during the profiling process, maintaining a coaching log.		
Task 2 Deadline – 19.12.14			
Task 3	P6 Explain agreed targets with an individual to improve their future sports performance.	M2 Justify the targets to improve future sports performance of an individual.	
	P7 Devise an eight-week sports performance action plan for an individual, including contingency procedures for possible barriers to achievement.		
	P8 Implement an eight-week sports performance action plan for an individual.		
	P9 Use performance profiling to monitor and evaluate performance throughout the duration of the plan.	M3 Adapt the plan to meet the changing needs of the performer.	
Task 3 Deadline – 13.03.15			
Task 4	P10 Review progress and achievements, using evaluation criteria to describe the success of performance.	M4 Review progress and achievements, using evaluation criteria to explaining the success of performance.	D2 Review progress and achievements, using evaluation criteria to analyse the success of performance.
Task 4 Deadline – 27.03.15			

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)

Task 1 Understand the role and function of performance profiling in sport.

Role: eg building relationships, promoting opportunities, developing awareness, defining goals.

Function: eg to quantify perceptions of the coach, to quantify perceptions of the performer, holistic approach to personal development and training, improving sports performance.

Traits for excellence: physical fitness, eg aerobic fitness, flexibility, muscular endurance, strength, speed, body composition; skill-related fitness, eg balance, co-ordination, reaction time, power, agility; psychological, eg concentration, use of skills, control of anxiety; technical, eg tactics, sport-specific.

Task 2 Be able to determine the current sports performance of an individual.

Performance profile: establishing traits, eg physical fitness, skill-related, psychological, technical; observing performance, eg direct, indirect; quantify and analyse performance; feedback from the sports performer, eg prior experience, current levels of training, commitment and effort, considering traits for excellence; sports performer self-profile; agree and establish current profile.

Coaching techniques: support mechanism for the sports performer, eg physical environment; goal setting (analysis of performance profiles); exploring with the sports performer any difficulties in achieving goals; reaching agreement; recording summaries, eg agreements, interactions; reflective practice; communication skills, eg verbal, non-verbal; objects of reference; the use of human and technological aids to communication; coaching styles, eg command, reciprocal, problem solving, guided discovery.

Coaching log: record of coaching techniques used; diary of the profiling process, eg details of observations, meetings, discussions, concerns, actions arising, outcomes, points for future discussion.

Task 3 Be able to set targets for future sports performance of an individual.

Targets: SMART (specific, measurable, achievable, realistic, time-related) targets; timescale, eg short-, medium-, long-term, seasonal; development of attributes, eg physical fitness, skill-related, psychological, technical, tactical.

Future sports performance: eg access to alternative training opportunities, improved sporting ability, other competition opportunities.

Sports performance action plan: targets (set and agree); aims; objectives; resources; periodisation (macro, meso, micro cycles); schedule of different activities; training regime; training and competition opportunities; diet, eg nutritional requirements, fluid replacement; key dates.

Barriers: eg injury, weather, means of travel and costs of travel, inability to achieve targets, illness, lack of equipment and other resources, money, availability and accessibility of resources, psychological issues (motivation levels, anxiety and stress, confidence), other distractions (personal relationships).

Task 4 Be able to review the sports performance action plan.

Monitor: use performance profiling to monitor performance against targets; use of assessments and feedback; skill and knowledge acquisition; adapting action plan; adherence to action plan.

Evaluation criteria: post action plan performance profile; against targets; SWOT (strengths, weaknesses, opportunities, threats) analysis; factors affecting performance; recommendations for future, eg recognised courses and programmes, professional qualifications; modification of plan; quality of performance (of performer, of self).

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.

Practical Resources

As this Year 13 unit should be building upon what had been completed practically in throughout your course of study. For this unit you must have access to a fellow Sports Science programme member or academy or other sports performer. You need to work closely with this individual to ensure that performance profiling and action planning is accurate throughout and therefore be a worthwhile experience for both performer and yourself as a sports performance coach. You will also have access to all Sports Academy programme provisions as well as advice from our coaching/teaching staff.

Textbooks

- Allen M B, (2005). *Sports Exercise and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited Inc)
- Bull S J, (1999). *Sport Psychology – A Self Help Guide* (Crowood Press)
- Butler R J, (1996). *Performance Profiling* (Coachwise Ltd)
- Carling C J, Williams A M and Reilly T, (2008). *Performance Assessment for Field Sports: Physiological, Psychological and Match Notational Assessment in Practice* (Routledge)
- Crispfield P, (1998). *Analysing Your Coaching* (Coachwise Ltd)
- Crispfield P and National Coaching Foundation, (1996). *Coaching Sessions: A Guide to Planning and Goal Setting* (Coachwise Ltd)
- Cross N and Lyle J, (1999). *Coaching Process: Principles and Practice for Sport* (Butterworth-Heinemann)
- Davis R J, Bull C R, Roscoe J V and Roscoe D A, (1994). *Physical Activity and the Study of Sport* (Mosby)
- Dosil J, (2005). *Psychology of Sport: A Guide for Sport Specific Performance Enhancement* (John Wiley and Sons)
- Ericsson K A, (1996). *The Road to Excellence: Acquisition of Expert Performance in the Arts and Sciences, Sports and Games* (Lawrence Erlbaum Associates)
- Foxon F and National Coaching Foundation, (1999). *Improving Practices and Skills* (Coachwise Ltd)
- Franks I and Hughes M, (2004). *Notational Analysis of Sport: Systems for Better Coaching and Performance* (Routledge)
- Gummerson T, (2005). *Coaching Champions: Developing Young Sports People – Youth Coaching* (A&C Black)
- Gummerson T, (1992). *Sports Coaching and Teaching* (A&C Black)
- Hardy L, Jones G and Gould D, (1996). *Understanding Psychological Preparation for Sport: Theory and Practice of Elite Performers* (John Wiley and Sons Ltd)
- Jones R L, Hughes M and Kingston K, (2007). *An Introduction to Sports Coaching: From Science and Theory to Practice* (Routledge)
- Martens R, (2004). *Successful Coaching* (Human Kinetics Europe)
- National Coaching Foundation, (1997). *The Successful Coach: Guidelines for Coaching Practice* (Coachwise Ltd)
- Newton J and Henderson J, (1998). *Coaching Cross Country Successfully* (Human Kinetics)
- Reilly T and Williams M, (2003). *Science and Soccer* (Routledge)
- Saif M, (2000). *Practices and Training Sessions of the World's Top Teams and Coaches* (Reedswain)
- Smith N C and Golding S, (1997). *Sports Analysis in Coaching* (Manchester Metro. University Crewe & Alsager Faculty Dept of Exercise and Sport Science)
- Watson A W S, (1996). *Physical Fitness and Athletic Performance; A Guide for Students, Athletes and Coaches* (Longman)

Journals

- American College of Sport Medicine's Health and Fitness Journal*
- British Journal of Sports Medicine*
- Exercise and Sport Sciences Reviews*
- International Journal of Sports Science and Coaching*
- Journal of Applied Physiology, Nutrition and Metabolism*
- Medicine and Science in Sports and Exercise*
- Pediatric Exercise Science*
- Research Quarterly for Exercise and Sport*

Websites

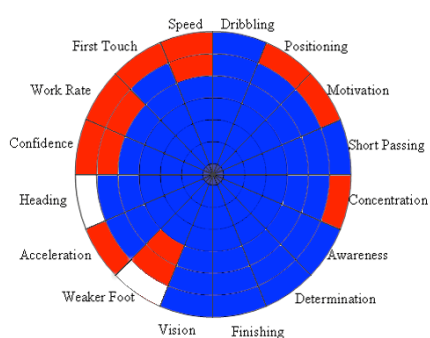
- <http://www.brianmac.co.uk/perprofile.htm> (Performance Profiling)
- <http://www.pponline.co.uk/encyc/performance-profiling-strengths-and-weaknesses-in-athletes-27> (Peak Performance)
- <http://www.bodybuilding.com/fun/peak44.htm> (Performance Profiling as a coaching tool)
- http://www.peterharrisoncentre.org.uk/Research%20Digest/Performance%20Profiling_Helen%20Alfano.pdf (Profiling in Disability Sport)
- <http://www.coachescolleague.com/articles/performance-profiling> (Performance Profiling - an Introduction)

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

As a sports performer to develop your performance you should always look for the fine percentage incremental factors that can put you a step ahead of your opponents and therefore develop your performance to the next level. So the question must be how can this be achieved?

Well, one technique to use is Performance Profiling. Performance Profiling is a method for individuals and teams to assess their physical, technical and psychological strengths and areas for development. In this unit you will take the role of a Worthing College Performance Programme coach, and will take a holistic approach to embrace Performance Profiling. You will select a member of the class or Performance Programme, who you will work closely with to ensure continuous development in their performance throughout the period that this unit is delivered.



During the unit as a Performance Profiler you will gain a base of understanding in terms of the role, function and importance of Performance Profiling, which will allow you to observe and analyse the performance of your selected performer throughout your professional relationship. However you must realise that Performance Profiling is not a one-way process, so you will need to consider **feedback** from your performer as well as their perceptions on their level of performance. This two way process will be vital so that effective performance goals can be set and if agreed by both parties, achieved and therefore performance developed.



Why Study this Unit?

This unit is extremely relevant to those students who are looking to enter the sports coaching/teaching/development sector. This is because you will be developing a number of skills including; planning and delivering Performance Profiling, communicating with a fellow high level sports performer, evidence collecting, observation, analysis, planning and delivering an effective performance development programme for an individual. A holistic approach should be applied to this unit to ensure that results and recommendations are realistic and will aid both theoretical and practical understanding.

Task 1

To understand the role and function of performance profiling in sport. Before looking after the development of a performer you will need to understand the role and function of performance profiling, so that you can give the correct advice as well as administering this technique correctly.

Grading

P1	Explain the role and function of performance profiling in sport.
P2	Explain the different traits required for an individual to achieve excellence in their chosen sport.

Grading Definitions and Work Expectations

Explain Give a detailed account to give the meaning of something with reasons; include the 'how' and 'why' of the topic of interest.

P1	To achieve this criteria students can complete by written or typed report or podcast. The information provided will be discussing the role and function of performance profiling ideally making it understandable to your Performance Programme athlete.
P2	To achieve this criteria students will need to complete a template, which will allow you to explain 5 physical, 5 skill-related, 5 psychological and 5 technical traits/factors that are important in achieving excellence in the sport you have chosen.
Tutor Time	As this unit is a Level 4 unit students are advised to work independently, but if further advice is required students must liaise with their level 4 unit tutor, who will set bespoke deadlines and targets to ensure that performance is maximised.



Task 2

To be able to determine the current sports performance of an individual. This is where you will need to select you performer to work with. You are required to introduce and complete the Performance Profiling process and collect evidence that will aid your eight week sports performance action plan and therefore develop the performance of your performer.

Grading Definitions and Work Expectations

P3	Use performance profiling to assess the current sports performance of an individual, taking into account the performer’s own profile of performance.
P4	Describe the strengths of the performance and areas for improvement.
P5	Assess the appropriateness of coaching techniques used during the profiling process, maintaining a coaching log.
M1	Explain the strengths of the performance and areas for improvement.
D1	Critically Analyse the strengths of the performance and areas for improvement.

Assess To estimate or judge the value, character, etc., of; evaluate: to assess one's efforts.

Describe Give a detailed account of something; think of it as painting a picture with words. BTEC National Diploma Sport Textbook. (2007, pp. ix)

Explain Give a detailed account to give the meaning of something with reasons; include the ‘how’ and ‘why’ of the topic of interest.

Critically Analyse Give your opinion of the subject of interest – consider all the evidence and then write about both the advantages and disadvantages.

P3	To complete this criteria the student will need to select a performer that they are to work with for the rest of the unit. From this the student will introduce the process to the performer and go through the Performance Profiling process, creating and using relevant templates.
P4 M1 D1	From the information gathered in P3 students will need to go into detail of the performers strengths and areas for development, which were highlighted in the Performance Profiling process. This can be completed either through written report or podcast evidencing that a two way conversation has taken place.
P5	This Performance Profiling process will take place over a minimum of two weeks. During this time you will need to produce a coaching log, that will include coaching techniques used to assess the performer. The coaching log could be electronically stored as well as implementing video analysis in training and matches. Discussion should also take place with a coach to advise on techniques and the coaching log process.
Tutor Time	As this unit is a Level 4 unit students are advised to work independently, but if further advice is required students must liaise with their level 4 unit tutor, who will set bespoke deadlines and targets to ensure that performance is maximised.

Task 3

To be able to set targets for the future sports performance of an individual. In your role of Performance Profiler you will now continue to work closely with your performer to agree targets and implement an eight week performance action plan. You will also need to consider potential barriers to achievement, with solutions to overcome these barriers. During this process it is vital that you monitor your performer and this will be achieved by effectively using the Performance Profiling procedure and adaptations made to enhance performance development. This task will test you on many levels so make sure that knowledge developed in Tasks 1 & 2 are taken into this vital part of the unit.

P6	Explain agreed targets with an individual to improve their future sports performance.
P7	Devise an eight-week sports performance action plan for an individual, including contingency procedures for possible barriers to achievement.
P8	Implement an eight-week sports performance action plan for an individual.
P9	Use performance profiling to monitor and evaluate performance throughout the duration of the plan.
M2	Justify the targets to improve future sports performance of an individual.
M3	Adapt the plan to meet the changing needs of the performer.

Grading

Grading Definitions and Work Expectations

Explain	Give a detailed account to give the meaning of something with reasons; include the 'how' and 'why' of the topic of interest.
Devise	Plan or invent (a complex procedure, system, or mechanism) by careful thought.
Implement	Put (a decision, plan, agreement, etc.) into effect.
Monitor	Observe and check the progress or quality of (something) over a period of time; keep under systematic review.
Evaluate	Give evidence to support the good and bad points of the topic and then give your opinion based upon the evidence.
Justify	Give supported reasons for your view to explain how you have arrived at these conclusions.
Adapt	Make (something) suitable for a new use or purpose; modify.

P6 M2	To achieve these criteria students will need to take information from the Performance Profiling findings and in agreement with their performer set three targets for the performer to achieve after their eight week sports performance action plan. Student to produce their own specific templates in line with previous work. These targets will need to be justified through reasoning as to why they have been chosen.
P7 P8 P9	From the targets chosen for P6 & justified for M3 students will now devise an eight week sports performance action plan for their chosen performer. Students will devise their own specific templates to include training programme content, contingency planning with solutions and any additional comments or information to show the plan was implemented. This could be backed up further with video evidence of technical and physiological sessions for example. Progress should also be tracked by using the Performance Profiling process every 2-3 weeks of the sports performance action plan and ensure evaluation takes place each week.
M3	To achieve this criteria the student needs to highlight where the plan has been adapted and provide reasons why this has taken place. This can be completed by annotation on action plan templates. This could also be reinforced through professional discussion.
Tutor Time	As this unit is a Level 4 unit students are advised to work independently, but if further advice is required students must liaise with their level 4 unit tutor, who will set bespoke deadlines and targets to ensure that performance is maximised.

Task 4

To be able to review the sports performance action plan. As a high level sports coach and performance profiler it is vital that you continuously evaluate the processes that you undertake and this performance action plan is no different. You will need to use all the information collected during this unit to highlight progress made and potential success that has taken place. You will need to provide information on why you feel that this programme has been a success or not.

Grading

P10	Review progress and achievements, using evaluation criteria to describe the success of performance.
M4	Review progress and achievements, using evaluation criteria to explaining the success of performance.
D2	Review progress and achievements, using evaluation criteria to analyse the success of performance.

Grading Definitions and Work Expectations

Review Examine or assess (something) with the possibility or intention of instituting change if necessary.

Describe Give a detailed account of something; think of it as painting a picture with words. BTEC National Diploma Sport Textbook. (2007, pp. ix)

Explain Give a detailed account to give the meaning of something with reasons; include the 'how' and 'why' of the topic of interest.

Analyse Explore the main ideas of the subject. Explain the importance of each idea and how they are related.

P10 M4 D2	To achieve these criteria students need to show how the performer has progressed in relation to the Performance Profiling criteria set in Task 1. This will be backed up with real examples from the whole process along with analysing key factors that were vital to the action plans success or failure.
Tutor Time	As this unit is a Level 4 unit students are advised to work independently, but if further advice is required students must liaise with their level 4 unit tutor, who will set bespoke deadlines and targets to ensure that performance is maximised.