

# Unit 27: Profiling Sports Performance

<b>Unit code:</b>	<b>K/600/0023</b>
<b>QCF Level 4:</b>	<b>BTEC Higher National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit enables the learner to explore the role and function of performance profiling in sport and the application of profiling to the design, monitoring and evaluation of a sports performance action plan.

## ● Unit introduction

Performance profiling is an effective method of enriching an individual's physical, psychological and technical skill development. Performance profiling is widely used by sports coaches and trainers to enhance an individual's sports performance. In this context, the sports coach helps to promote and develop physical, psychological and technical traits through a mix of observation, education and demonstration of effective performance.

In this unit, learners will adopt the role of the sports coach and will be directly involved with profiling the sports performance of an individual over an eight-week period. Performance profiling will be used to identify and develop specific fitness-related, skill-related, psychological and technical attributes of an individual in order to enhance their sports performance. This unit is designed to develop the sports coaching skills and leadership qualities gained during the first year of study at BTEC National level.

The unit focuses on the holistic role of performance profiling and how effective profiling can be used alongside coaching skills and techniques to enhance the sports performance of an individual. Performance profiling enables the sports coach and performer to work collaboratively to consider, evaluate and agree performance goals. The process helps to develop and enhance the two-way relationship between coach and sports performer. This unit will give learners an understanding of the two-way profiling process and the importance of fully considering the needs of the sports performer.

In their coaching role, learners will need to ensure that the sports performer has the opportunity to feedback and contribute to their profile and performance goals. Consideration will need to be given to the physical, skill-related, psychological and technical traits that are important for the sports performer to achieve excellence in their sport. Traits will need to be discussed and agreed with the performer before incorporating these into the profiling process.

In their coaching role, learners will work closely with an individual sports performer in order to observe, analyse and quantify sports performance by direct or indirect observation of the performer in action. This will result in the development of a performance profile. Learners will then need to compare and contrast their own observations and analysis of performance with feedback from the sports performer. It will be important to employ effective communication and analytical skills, because any discrepancies between their own perceptions and those of the individual sports performer will need to be discussed and resolved. Areas for improvement and training goals should be discussed, understood and agreed by both parties.

The final part of the unit enables learners to design and implement an eight-week sports performance action plan for the individual based on the results of the performance profile. Learners will need to use profiling throughout the duration of the plan to monitor the performance of the individual, adapting the plan as necessary to meet the changing needs of the performer. Learners will then re-evaluate the individual's sports performance and analyse the extent to which training goals have been achieved, providing recommendations for future training and development.

Learners could use and apply the knowledge and skills gained from studying this unit to bridge the gap between college/school and progression to further study at undergraduate degree level or a professional qualification in the sport and exercise sciences or related areas. This unit is of benefit to learners who are interested in working with others in sport, in particular teaching, leadership and coaching of athletes or sports performers.

## ● Learning outcomes

### **On completion of this unit a learner should:**

- 1 Understand the role and function of performance profiling in sport
- 2 Be able to determine the current sports performance of an individual
- 3 Be able to set targets for future sports performance of an individual
- 4 Be able to review the sports performance action plan.

# Unit content

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## 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

## 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

## 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)

## 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)

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> explain the role and function of performance profiling in sport		
<b>P2</b> explain the different traits required for an individual to achieve excellence in their chosen sport		
<b>P3</b> use performance profiling to assess the current sports performance of an individual, taking into account the performer's own profile of performance [IE1, IE2, IE3, IE4, IE5, IE6, TW1, TW2, TW3, TW4, TW5, TW6, RL1, RL4, EP4, EP5]		
<b>P4</b> describe the strengths of the performance and areas for improvement [IE4, IE6, TW1, TW2, TW3, TW4, TW5, TW6, RL1, EP4, EP5]	<b>M1</b> explain the strengths of the performance and areas for improvement	<b>D1</b> critically analyse the strengths of the performance and areas for improvement
<b>P5</b> assess the appropriateness of coaching techniques used during the profiling process, maintaining a coaching log [TW1, TW2, TW3, TW4, TW5, TW6, CT3, CT5, RL4, RL5, RL6, EP4, EP5]		
<b>P6</b> explain agreed targets with an individual to improve their future sports performance [IE1, IE3, IE4, IE5, IE6, TW1, TW2, TW3, TW4, TW5, TW6, CT6, SM1, SM2, SM3, SM4, SM7, RL1, RL2]	<b>M2</b> justify the targets to improve future sports performance of an individual	

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P7</b> devise an eight-week sports performance action plan for an individual, including contingency procedures for possible barriers to achievement [IE4, IE5, IE6, TW1, TW2, TW3, TW4, TW5, TW6, CT3, CT6, SM1, SM2, SM3, SM4, SM7, RL2, EP1, EP2, EP3]		
<b>P8</b> implement an eight-week sports performance action plan for an individual		
<b>P9</b> use performance profiling to monitor and evaluate performance throughout the duration of the plan	<b>M3</b> adapt the plan to meet the changing needs of the performer	
<b>P10</b> review progress and achievements, using evaluation criteria to describe the success of performance. [RL1, RL2, RL3, RL4, RL6]	<b>M4</b> review progress and achievements, using evaluation criteria to explain the success of performance.	<b>D2</b> review progress and achievements, using evaluation criteria to analyse the success of performance.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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## Essential guidance for tutors

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### Delivery

Delivery of this unit may be integrated with other units across the BTEC Level 3 Nationals in Sport/Sport and Exercise Sciences programme of study. The unit should be delivered in the second year of study. Learners will need to apply their coaching skills and techniques gained during their first year of study.

Learners will adopt the role of the sports coach and will work directly and independently with an individual to enhance their sports performance. It is extremely important that learners give due consideration to the selection of the individual, ensuring that they can gain access to the individual to assess their sports performance on a regular basis over a period of several weeks. Learners should be encouraged to choose an individual whose sport they are interested in and who they already have knowledge and understanding of. The individual sports performer selected could participate in a team sport. The individual could be selected from another local college, school or sports club, or they might be recommended to the learner by another person, such as a sports coach. Alternatively, the individual may be drawn from another group within the centre. It may be possible for learners to select a peer, as long as the individual fits the requirements outlined here. The individual may perform at any given level, for example novice, beginner, club, regional level etc. However, the individual must participate regularly in their sports activity (at least two to three times per week) and, after initial assessment, must be able to give their commitment to an eight-week sports performance action plan which will be designed and implemented by learners. Learners must be able to regularly, directly or indirectly, observe the performer in action. Learners must be aware of the risks associated with the sport they will be focusing on (see links to *Unit 3: Assessing Risk in Sport*).

Although a major part of the unit delivery focuses on learners practically using performance profiling to assess the sports performance of the individual, the unit must be supported by theoretical input from tutors. Tutors will need to supervise and oversee learners throughout the delivery of the unit. Learners must understand concepts relating to the role and function of performance profiling in sport before they can practise and apply the practical technique to the performance enhancement of an individual. Learners will need to understand the specific traits required for an individual to be able to achieve excellence in their sport. Delivery of this part of the unit could be conducted through a variety of methods including case studies, direct observation of an experienced coach in action and/or working with a peer, observing their sports performance and considering how performance could be enhanced.

Determining the current sports performance of an individual will require learners to adopt an autonomous coaching role by selecting and working directly with a sports performer over an extended period of time. It is important that learners have sufficient time to prepare for and practise the performance profiling technique before putting this into action. Learners will need to prepare a performance profile for the individual, establishing key physical fitness, skill-related, psychological and technical traits required for their sport. By directly or indirectly observing the sports performance(s) of the individual, learners will be able to complete the profile and assess current performance.

The profiling process will require learners to take into account the performer's own profile of their sports performance, leading to the discussion and agreement between the learner and individual of the resulting current profile. This will enable learners to identify strengths and areas for improvement. Throughout the profiling process, learners will be required to assess the appropriateness of the coaching techniques they have used, including the recording of agreements, interactions, and the use of communication skills and coaching styles.

Learners should then set and agree targets with the individual to help improve their sports performance and design an eight-week sports performance action plan. Throughout the delivery of this unit, learners must develop and maintain their coaching relationship with the individual, who should be actively involved in the assessment of their own performance, the development of targets and the resulting sports performance action plan. Learners will need to explore any possible barriers that the individual might have which could prevent them from adhering to the sports performance action plan. Contingency procedures should be established by learners to ensure the individual is able to adhere to the sports performance action plan which will be implemented for a period of eight weeks.

Throughout the duration of the sports performance action plan, learners will be required to use performance profiling to monitor and evaluate sports performance and progress of the individual, making adaptations to the plan to meet the changing needs of the performer.

Following completion of the eight-week action plan, learners will be required to conduct a post-performance profile and review the progress and achievements of the individual. Learners need to use evaluation criteria (as stated in the *Unit content*) to describe the success of the performance.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and assessment overview.
<b>Assignment 1: Profiling Sports Performance (P1, P2, P3, P4, M1, D1, P5, P6, M2, P7, P8, P9, M3, P10, M4, D2).</b> Tutor introduces the whole-unit assignment brief. Interactive lecture: introduction to performance profiling.
The role and function of performance profiling: learner activity using case studies and practice observation of peer sports performance.
Exploring traits for excellence in sport: research activity and presentation.
Coaching skills: learner selection of sports performer and considerations including building an effective coaching relationship – includes individual tutor support and learner activity to prepare coaching log.
Tutor introduction to performance profiling – leading to learner activity on preparing performance profiling template(s).
Observation and analysis of individual sports performer: learner activity on completing and analysing performance profiles, including time allocated to obtain performers self-profile.
Introduction to target setting: interactive lecture applying learner research on individual sports performer and small group work.
Working with an individual sports performer: learner preparation for interview, SWOT analysis, discussion of profiles.
Collating information to assess current sports performance: group activities and workshop.
Setting and agreeing targets with an individual sports performer – learner activity.
Exploring barriers to training – learner research activity.
Designing an effective sports performance action plan: the essential features – interactive lecture.
Exploring evaluation criteria: interactive lecture and group discussion.

### Topic and suggested assignments/activities and/assessment

Implement and monitor the action plan – learner activity includes time allocated for observation of performer in action and production of profiles.

Post action plan performance profiling – learner observation of sports performer.

Learner workshop: collating information and preparation of the portfolio of evidence.

Review of reflective practice of unit and assessment.

## Assessment

Assessment for this unit requires learners to generate evidence of the performance profiling process, working directly with an individual sports performer of their choice. Assessment evidence generated could be collated into a portfolio of evidence. This unit could then be assessed through evidence presented in the learner's portfolio.

The learner portfolio could include video and photographic evidence of observations and assessment of sports performance via profiling. The portfolio could also include the coaching log which should diarise observations and discussions between learner and performer, as well as documenting the coaching techniques and styles employed throughout the profiling process. The portfolio could also include evidence showing the implementation and monitoring of the eight-week sports performance action plan.

For P1 and P2, learners are required to explain the role and function of performance profiling and the traits required for an individual to achieve excellence in their sport. Evidence for these criteria could be in the form of a case study and individual presentation. Tutors should complete a witness statement to support this assessment activity. Following on from this activity, learners can start to build their portfolio of evidence to support their role as a coach in the performance enhancement of an individual through the use of performance profiling. In selecting the individual to work with, learners must ensure that they can gain regular access to them to observe their sports performance over a duration of several weeks.

Learners will be required to generate specific evidence in their portfolio to meet the unit assessment and grading criteria. They need to:

- establish a performance profile for the individual and provide evidence in the form of completed performance profiles to provide an assessment of current sports performance. Learners must agree and establish the resulting profile with performer. To achieve this, learners need to gain feedback from the individual sports performer which will include the production of the performer's own self-profile (P3). Additional evidence could include video analysis or a written summary from conducting an interview with the sports performer
- use the completed performance profiles to describe the strengths of performance and the areas for improvement (P4). Written evidence could be provided here, which provides clear links to the profiles and to the traits required by the sports performer for their particular sport. For M1, learners need to explain the strengths of the performance and areas for improvement. For D1, which builds on M1, learners need to critically analyse the strengths of the performance and areas for improvement. In their critical analysis, learners need to consider and make use of all the available evidence, and give precise and detailed information to support their views and conclusions
- maintain a coaching log throughout the profiling process, documenting and assessing the appropriateness of their coaching techniques and styles used when working with the performer (P5). In essence, the log will act as their coaching diary and should be used to record details of observations, meetings, discussions, concerns, actions arising, outcomes and points for future discussion

- provide evidence to show that targets have been set and agreed with the individual sports performer. Written evidence could be provided here, collating evidence from dialogue with the performer. The individual sports performer should be fully consulted throughout the target-setting process. Learners should explain the agreed targets set (P6) and how these will improve the individual's sports performance. In order to meet M2, which builds on P6, learners need to justify the targets set to improve the future sports performance of the individual. Learners need to give reasons or evidence to support why these targets were selected. Assessment evidence could be provided in the form of a video recording of a discussion between the learner and the individual, supported by an observation record from the tutor. Alternatively, learners could provide a written account explaining how the targets were set and agreed with the individual, and this can be included in the portfolio of evidence. After establishing and agreeing targets with the sports performer, learners will need to use collated information in order to design the sports performance action plan
- devise a sports performance action plan for the individual (P7), to be implemented for a period of eight-weeks. The action plan could be included in the learner portfolio of evidence and should clearly document the targets, aims and objectives, resources, periodisation, schedule of activities and training regime, training and competition opportunities, dietary issues and key dates. Learners will need to design a suitable template and format for the action plan. Any barriers which might prevent the individual from completing the plan will also need to be considered
- implement the eight-week sports performance action plan for an individual (P8)
- monitor the individual throughout the duration of the sports performance action plan (P9). Evidence for this will be provided in the form of a series of performance profiles and resulting modifications made to the plan to meet the performer's needs (M3)
- review the progress and achievements of the individual sports performer by using evaluation criteria to describe the success of performance (P10). Evidence to meet this criterion will include production of a post-action plan performance profile, analysis against targets set and recommendations for future training and performance. In order to meet M4, learners should review progress and achievements, using evaluation criteria (as stated in the *Unit content*) to provide explanation and analysis (D2) of the success of performance.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, M1, D1, P5, P6, M2, P7, P8, P9, M3, P10, M4, D2	Profiling Sports Performance	Learners adopt the role of the sports coach and use performance profiling to enhance the sports performance of a selected individual.	Presentation. Witness statement. Portfolio of evidence to include observations, coaching log and written summaries.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite and the BTEC Sport and Exercise Sciences sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 3 Sport	Level 3 Sport and Exercise Sciences
Assessing Risk in Sport	Sport and Exercise Psychology
Sports Coaching	Analysis of Sports Performance
Practical Team Sports	Sports Coaching
Practical Individual Sports	Practical Individual Sports
Outdoor and Adventurous Activities	Practical Team Sports
Leadership in Sport	Outdoor and Adventurous Activities
Psychology for Sports Performance	
Analysis of Sports Performance	
Rules, Regulations and Officiating in Sport	
Technical and Tactical Skills in Sport	
The Athlete's Lifestyle	

This unit links with the National Occupational Standards (NOS) for:

- Coaching, Teaching and Instructing at Level 3
- Achieving Excellence in Sports Performance at Level 3.

### Essential resources

Learners will require access to video recording equipment to provide evidence towards the profiling process. Access to appropriate sports facilities will also be required. Learners will need access to an individual sports performer who they will work with and coach over a period of several weeks.

### Employer engagement and vocational contexts

The unit could be delivered by integrating it with a sports coaching work placement. This would be desirable but is not essential to meet the unit assessment and grading criteria. Learners would benefit from working alongside, or observing, an experienced coach in action. Liaising with outside agencies in sport, for example, schools and clubs or National Governing Bodies, would provide additional opportunity to demonstrate coaching skills and expertise in a real-world setting.

## Indicative reading for learners

### Textbooks

- Allen M B – *Sports Exercise and Fitness: A Guide to Reference and Information Sources* (Libraries Unlimited Inc, 2005) ISBN 9781563088193
- Bull S J – *Sport Psychology – A Self Help Guide* (Crowood Press, 1999) ISBN 9781852235680
- Butler R J – *Performance Profiling* (Coachwise Ltd, 1996) ISBN 9780947850364
- Carling C J, Williams A M and Reilly T – *Performance Assessment for Field Sports: Physiological, Psychological and Match Notational Assessment in Practice* (Routledge, 2008) ISBN 9780415426855
- Crispfield P – *Analysing Your Coaching* (Coachwise Ltd, 1998) ISBN 9781902523149
- Crispfield P and National Coaching Foundation – *Coaching Sessions: A Guide to Planning and Goal Setting* (Coachwise Ltd, 1996) ISBN 9780947850357
- Cross N and Lyle J – *Coaching Process: Principles and Practice for Sport* (Butterworth-Heinemann, 1999) ISBN 9780750641319
- Davis R J, Bull C R, Roscoe J V and Roscoe D A – *Physical Activity and the Study of Sport* (Mosby, 1994) ISBN 9780723419723
- Dosil J – *Psychology of Sport: A Guide for Sport Specific Performance Enhancement* (John Wiley and Sons, 2005) ISBN 9780470863558
- Ericsson K A – *The Road to Excellence: Acquisition of Expert Performance in the Arts and Sciences, Sports and Games* (Lawrence Erlbaum Associates, 1996) ISBN 9780805822311
- Foxon F and National Coaching Foundation – *Improving Practices and Skills* (Coachwise Ltd, 1999) ISBN 9781902523132
- Franks I and Hughes M – *Notational Analysis of Sport: Systems for Better Coaching and Performance* (Routledge, 2004) ISBN 9780415290050
- Gummerson T – *Coaching Champions: Developing Young Sports People – Youth Coaching* (A&C Black, 2005) ISBN 9780713673357
- Gummerson T – *Sports Coaching and Teaching* (A&C Black, 1992) ISBN 9780713635751
- Hardy L, Jones G and Gould D – *Understanding Psychological Preparation for Sport: Theory and Practice of Elite Performers* (John Wiley and Sons Ltd, 1996) ISBN 9780471957874
- Jones R L, Hughes M and Kingston K – *An Introduction to Sports Coaching: From Science and Theory to Practice* (Routledge, 2007) ISBN 9780415411318
- Martens R – *Successful Coaching* (Human Kinetics Europe, 2004) ISBN 9780736040129
- National Coaching Foundation – *The Successful Coach: Guidelines for Coaching Practice* (Coachwise Ltd, 1997) ISBN 9780947850166
- Newton J and Henderson J – *Coaching Cross Country Successfully* (Human Kinetics, 1998) ISBN 9780880117012
- Reilly T and Williams M – *Science and Soccer* (Routledge, 2003) ISBN 9780415262323

Saif M – *Practices and Training Sessions of the World's Top Teams and Coaches* (Reedswain Inc, 2000)  
ISBN 9781890946340

Smith N C and Golding S – *Sports Analysis in Coaching* (Manchester Metro. University Crewe & Alsager  
Faculty Dept of Exercise and Sport Science, 1997) ISBN 9780952474258

Watson A W S – *Physical Fitness and Athletic Performance; A Guide for Students, Athletes and Coaches*  
(Longman, 1996) ISBN 9780582091108

### **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**

American College of Sports Medicine

[www.acsm.org](http://www.acsm.org)

British Association of Sport and Exercise Sciences

[www.bases.org.uk](http://www.bases.org.uk)

Human Kinetics

[www.humankinetics.com](http://www.humankinetics.com)

Peak Performance Sports

[www.peaksports.com](http://www.peaksports.com)

Sport Science

[www.sportsci.org](http://www.sportsci.org)

Sports Coach UK

[www.sportscoachuk.org](http://www.sportscoachuk.org)

Sports Search

[www.sportssearch.org](http://www.sportssearch.org)

Top End Sports

[www.topendsports.com](http://www.topendsports.com)

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	<p>using performance profiling to assess the current sports performance of an individual, taking into account the performer's own profile of performance</p> <p>describing the strengths of the performance and areas for improvement</p> <p>explaining agreed targets with an individual to improve their future sports performance</p> <p>devising an eight-week sports performance action plan for an individual, including contingency procedures for possible barriers to achievement</p>
<b>Creative thinkers</b>	<p>assessing the appropriateness of coaching skills used during the profiling process, maintaining a coaching log</p> <p>explaining agreed targets with an individual to improve their future sports performance</p> <p>devising an eight-week sports performance action plan for an individual, including contingency procedures for possible barriers to achievement</p>
<b>Reflective learners</b>	<p>using performance profiling to assess the current sports performance of an individual, taking into account the performer's own profile of performance</p> <p>describing the strengths of the performance and areas for improvement</p> <p>assessing the appropriateness of coaching skills used during the profiling process, maintaining a coaching log</p> <p>explaining agreed targets with an individual to improve their future sports performance</p> <p>devising an eight-week sports performance action plan for an individual, including contingency procedures for possible barriers to achievement</p> <p>reviewing progress and achievements, using evaluation criteria to describe the success of performance</p>
<b>Team workers</b>	<p>using performance profiling to assess the current sports performance of an individual, taking into account the performer's own profile of performance</p> <p>describing the strengths of the performance and areas for improvement</p> <p>assessing the appropriateness of coaching skills used during the profiling process, maintaining a coaching log</p> <p>explaining agreed targets with an individual to improve their future sports performance</p> <p>devising an eight-week sports performance action plan for an individual, including contingency procedures for possible barriers to achievement</p>
<b>Self-managers</b>	<p>explaining agreed targets with an individual to improve their future sports performance</p> <p>devising an eight-week sports performance action plan for an individual, including contingency procedures for possible barriers to achievement</p>

Skill	When learners are ...
<b>Effective participators</b>	using performance profiling to assess the current sports performance of an individual, taking into account the performer's own profile of performance describing the strengths of the performance and areas for improvement assessing the appropriateness of coaching skills used during the profiling process, maintaining a coaching log devising an eight-week sports performance action plan for an individual, including contingency procedures for possible barriers to achievement.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	observing an experienced coach in action discussing the selection of an individual sports performer
<b>Creative thinkers</b>	observing an experienced coach in action
<b>Reflective learners</b>	practising the performance profiling technique with their peers
<b>Team workers</b>	practising the performance profiling technique with their peers.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching the role and function of performance profiling in sport preparing the performance profile
Manage information storage to enable efficient retrieval	completing the performance profile of an individual sports performer
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching the role and function of performance profiling in sport
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching the role and function of performance profiling in sport
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	preparing a presentation explaining the role and function of performance profiling and traits for achieving excellence preparing the performance profile completing the performance profiling process
Bring together information to suit content and purpose	maintaining a coaching log of techniques used
Present information in ways that are fit for purpose and audience	preparing a presentation explaining the role and function of performance profiling and traits for achieving excellence devising an eight-week sports performance action plan.