

Unit 27: Technical and Tactical Skills in Sport

Unit code:	K/502/5784
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to enable learners to assess their own and others technical and tactical skills, and plan their own development.

● Unit introduction

All sports require some form of technical ability, and in order to use these technical abilities and be able to perform, tactics are required. The performer of a sport should be aware of both the technical and tactical requirements.

Some skills can be general and can be used across all sports; these include running, jumping, throwing and catching. Other skills are specific to only a few sports, or even just one sport; these include the volleyball serve, the golf swing and the sprint start used in athletics.

Tactics are actions and strategies planned to achieve an overall objective – in sport that objective is predominantly to win. Tactics can depend on a number of factors such as opposition, players available for selection, the importance of the game/match and possibly even weather. Even the greatest players in the world must have tactical awareness and consider such factors.

As learners develop their sporting capabilities, it is important that they continually assess the ways in which they as individuals and within teams can improve. Elite sports performers work constantly to stay on top of their game and this is often done with the help of coaches and technological aids.

In this unit, learners will look at the technical skills and tactics required in selected sports. This will lead to looking at individual performers and their abilities in the areas that their sports demand. Learners will then consider their own abilities in competitive situations and over a period of time.

Finally, learners will consider their development, technically and tactically, producing a plan to help them optimise their own sports performance in a selected sport.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the technical skills and tactics demanded by selected sports
- 2 Be able to assess the technical and tactical ability of an elite sports performer
- 3 Be able to assess their own technical and tactical ability.

Unit content

1 Understand the technical skills and tactics demanded by selected sports

Technical skills: eg continuous (walking, running, swimming, rowing, cross country skiing), serial (high jump, triple jump, pole vault, dribbling in football, 400 metre hurdle race), discrete (golf swing, snooker shot, board diving, putting in golf, throw-in in football)

Tactics: appropriate to selected sports eg positioning, choice of strokes and shots, variation, conditions, use of space

2 Be able to assess the technical and tactical ability of an elite sports performer

Observation checklist: performance profile eg technical skills, selection of skills, application of skills, tactical awareness, application of tactics, ability to defend, ability to attack, shot selection

Elite performer: eg professional athletes, national representatives, national champions, international champions

Assessment: use of observation checklist or performance profiling; strengths eg specific skills, specific techniques, tactical awareness, fitness levels, ability to read the game; areas for improvement eg attacking, defending, specific skills, specific techniques, fitness; development eg training, competition, specific coaching/coaches, observational analysis, assessment, technical guidance, nutritional guidance, psychological guidance, fitness guidance

3 Be able to assess their own technical and tactical ability

Assessment: competitive situation; use of observation checklist or performance profiling eg technical skills, selection of skills, application of skills, tactical awareness, application of tactics; strengths eg specific skills, specific techniques, tactical awareness, fitness levels, ability to read the game; areas for improvement eg attacking, defending, specific skills, specific techniques, fitness

Log: eg diary of specific training sessions (including skills, techniques and tactics covered), competition analysis (strengths and weaknesses during a competitive match, coach analysis after competitions and training), areas for improvement eg attacking, defending, specific skills, specific techniques, fitness, specific practices that could improve own performance

Development plan: SMART (specific, measurable, achievable, realistic, time-bound) targets; improvement of technical weaknesses and tactical awareness; resources eg physical, human, fiscal; courses; coaches; competitions

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:
P1 explain the technical and tactical demands of three contrasting sports [IE2, IE4, CT1, CT2, CT3, SM2, EP1]	M1 compare and contrast the technical and tactical demands of three contrasting sports	
P2 produce an observation checklist that can be used to assess the technical and tactical ability of a performer in a selected sport [IE1, CT1, CT2, CT3, TW1, TW2, SM1, SM2, EP1, EP2, EP3]		
P3 use an observation checklist to assess the technical and tactical ability of an elite performer, in a selected sport, identifying strengths and areas for improvement [CT1, CT4, IE1, IE4, SM2, RL1, RL5, EP2, EP4]	M2 explain strengths and areas for improvement, in technical and tactical ability, of the selected elite sports performer, and make suggestions relating to development	D1 justify development suggestions made for the selected elite sports performer regarding areas for improvement
P4 use an observation checklist to assess own technical and tactical ability, in a competitive situation for a selected sport, identifying strengths and areas for improvement [RL1, RL2, RL3, RL4, RL5, IE1, IE2, CT2, EP4]	M3 explain strengths and areas for improvement, in own technical and tactical ability in a competitive situation	
P5 complete a four-week log of own technical and tactical ability in a selected sport, identifying strengths and areas for improvement [EP3, EP4, RL4, CT1, CT2, CT3, IE3, SM1, SM2, SM3, SM5, SM6]	M4 explain identified strengths and areas for improvement of own technical and tactical ability in a selected sport	

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:
<p>P6 produce a development plan of own technical and tactical ability, based on identified strengths and areas for improvement. [TW5, EP4, RL2, RL3, RL5, CT4, CT6, IE3, IE6]</p>	<p>M5 relate development plan to identified strengths and areas for improvement in own technical and tactical ability.</p>	<p>D2 justify suggestions made in personal development plan.</p>

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.

Key	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

Delivery

When delivering this unit, tutors should work closely with coaches (if the tutor is not already the specialist coach for the learners) to ensure that their valuable skills and knowledge are used to full effect.

When covering technical and tactical demands in sport, learners should be encouraged to observe a variety of sports, so that they understand the range of skills and tactics required in each sport. When investigating technical and tactical demands, observations could be through live analysis or video observation of sport performers from a variety of sports in competitive situations. Observation enables learners to identify specific skills and tactical requirements in a sport.

The next step in delivering the unit should be the production of the observational checklist for player analysis. Tutors could support this by producing examples of athletic performance, analysis checklists or performance profiling. These might be available from coaches or could be tutor produced. Learners should be advised to complete a number of practice analyses using these examples.

Once the observation checklist has been produced, learners should, with tutor supervision select an elite sports performer; for example, a professional athlete, national representative, national champion or international champion. Tutors should ensure that learners have access to either live competitive performances or training sessions of the selected performer; or that they have access to DVD/videos of the performer in action. Tutors could give learners strategies of how to discover strengths and weaknesses in performance; learners may also work with their sport-specific coaches in completing this task.

For the next part of the unit, learners are expected to complete a four-week training diary. Tutors will have to be sympathetic to competitive seasons and consider this when delivering the unit. During this stage of the unit tutors should simply monitor the training logs to ensure that learners are completing them effectively and that they are targeting the appropriate elements as stated in the *Unit content*. Learners should be advised that they need to be critical of their performance during this period.

Learners should be introduced to a variety of methods of analysis when completing their self-analysis, and then they should select the method that is most appropriate for the sport in which they participate. Tutors should avoid producing mass coach observations of each learner in the group, and allow learners to collate their own analysis from their own sport-specific coaches. These analyses may be more critical and precise for learners' specific sports and enable them to become more self-critical.

Finally, learners could work with coaches and the tutor to discuss the specific practices that could improve their performance. Learners should then produce a development plan, both from the analysis of their own performance in a competitive situation and their performances over time (training log).

In the final part of the unit it may be relevant for learners to complete a National Governing Body coaching award in their specific sport. Through completing an award learners could gain the knowledge of how to improve their own and others, basic skills in a selected sport.

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 and overview of the unit
Assignment 1: Technical and Tactical Demands of Three Sports (P1, M1). Tutor introduces the assignment brief
Investigate the variety of technical skills covering various sports
Investigate tactics used in sports and observe various forms of tactics in action
Investigate the technical requirements of three different sports through observation and investigation
Investigate the tactical requirements of three different sports through observation and investigation
Assignment 2: Technical and Tactical Analysis of an Elite Sports Performer (P2, P3, M2, D1). Tutor introduces the assignment brief
Methods of assessing technical and tactical demands
The requirements of an observation checklist to undertake a performance profile of an individual sports performer
Completion of observation checklist that could be used to assess sports performance in a sport. Includes time allocated to individual learner study
Undertake an observation checklist of an elite sports performer in action
Carry out an observation analysis of an elite sports performer in action.
Carry out a summary of the observation, identifying the strengths and areas for improvement of the selected sports performer.
Produce a development plan of the action required to enhance the performance of the elite sports performer, including; nutritional guidance, psychological guidance, technical guidance and fitness guidance as appropriate
Assignment 3: Technical and Tactical Self-analysis (P4, M3, P5, M4, P6, M5, D2). Tutor introduces the assignment brief
Carry out self-analysis on own performance using an observation checklist/performance profile
Carry out a summary of your observation, identifying the strengths and areas for improvement of own performance
Produce a development plan of the action required to enhance the performance of their own performance in a selected sport, including; technical weaknesses and tactical awareness. The development plan should identify methods of improving each area of weakness highlighted
Four-week log of technical and tactical development; learners to maintain a diary logging each training session attended, competitive situations; identifying strengths and areas for improvement
Introduce the concept of SMART and goal setting
Produce a development plan that targets areas for technical and tactical improvement identifying goals and SMART targets
Review of reflective practice of unit and assessment

Assessment

Criteria P1 and M1 are linked and could be assessed together. The method of assessment could be a formal report or a presentation to a suitable audience.

For P1, learners need to explain the technical and tactical demands of three contrasting sports, explaining each specific technique and tactical demand, their importance and function. The explanation should include how each technique and tactical demand should be applied correctly, providing examples of elite performers for each selected sport. The explanation should also include the importance of applying a technique correctly and how application can and has enhanced performance of the selected examples.

For M1, learners have to compare and contrast the three sports and the technical and tactical demands for each. The comparison could be in the form of a table that includes similarities and differences of the three sports selected. The table should then be explained by learners to expand the information provided.

Criteria P2, P3, M2 and D1 require learners to observe an elite performer in their selected sport, either in a live performance or on DVD/video. In this assessment, learners must produce an observation checklist (P2) to assess the technical and tactical ability of a sports performer. The checklist should be personalised to their own sport. The checklist should be designed and handed in as a blank document and not as a completed checklist.

For P3, learners should complete at least one observation of a selected elite sports performer. Learners also need to identify strengths and realistic areas for improvement for the sports performer. These strengths and areas for improvement should be drawn from the completed observation.

For M2, learners need to explain each of the strengths and areas for improvement and state how improving in these areas could enhance performance. The detail within this section of the assessment could also target D1, if learners justify how the development in the specific areas for improvement could improve overall performance and success of the elite athlete or sports performer.

For P4, learners need to complete an observation checklist of their own performance in a selected sport. This should be done after they have recorded themselves participating in a competitive situation where the camera only records the performer for the duration of the game/competition. Learners must then produce a summary of their strengths and areas for improvement. For M3 they need to explain their findings.

For P5, learners are required to keep a training diary. At the end of each training session, for four weeks, learners should complete a log of their technical and tactical developments. Learners should identify specific strengths and areas for improvement for each session.

For M4, learners must explain the technical and tactical strengths identified within the four-week training period, stating why they think each element was a strength. They should also explain why they think specific areas of their performance require improvement or development to enhance sports performance.

The final stage of the assessment requires learners to bring all the assessment tasks together to produce a development plan. The development plan revolves around the principle of SMART targets, and learners could produce this as a report for their head coach to assess.

For P6, learners must produce a development plan and identify strengths and areas for improvement in their own technical and tactical ability. The plan should include specific practices, courses, coaches and competitions that are going to assist in the development of their SMART targets.

For M5, learners need to relate how completing practices, courses and undertaking coaching and development will enhance their own performance in their selected sport.

To conclude the assessment and meet grading criterion D2, learners must justify the suggestions made in their personal development plan and give examples of how the suggestions in the plan will be met and how they could become attainable. Learners will need to give reasons or evidence to support how they arrived at these conclusions.

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, M1	Technical and Tactical Demands of Three Sports	You are shadowing an experienced sports coach in the development of athletes and sports performers. Assess the technical and tactical demands of three sports.	Report or presentation Witness statement
P2, P3, M2, D1	Technical and Tactical Analysis of an Elite Sports Performer	Produce an observation checklist and complete a technical and tactical analysis of an elite sports performer. Assess the performance of the performer.	Observation checklist Report
P4, M3, P5, M4, P6, M5, D2	Technical and Tactical Self-analysis	Complete a self-analysis; undertake training to develop technical and tactical ability. Produce a development plan targeting strengths and areas for improvement.	Report Training log/diary Development plan

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

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
Technical Skills and Tactical Awareness for Sport	Practical Individual Sports	Practical Individual Sports
Practical Sport	Practical Team Sports	Practical Team Sports
	Talent Identification and Development in Sport	Analysis of Sports Performance
	Rules, Regulations and Officiating in Sport	Sports Coaching
	Analysis of Sports Performance	Profiling Sports Performance
	Sports Coaching	
	Sports Leadership	
	Profiling Sports Performance	

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

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

Essential resources

Learners will need access to equipment used for observation and analysis, for example digital or video cameras and research facilities.

Employer engagement and vocational contexts

This unit focuses on the concept of assessing sports performers at a variety of levels and requires learners to make judgements on the performance of technical and tactical ability. Centres are encouraged to develop links with local professional clubs and elite sports performers. This could be via talks, performance analysis demonstrations, or visits to training venues and competition venues to discuss the variety of methods used to assess technical and tactical analysis in a variety of sports.

Indicative reading for learners

Textbooks

Adams M et al – *BTEC Level 3 National Sport (Performance and Excellence) Student Book* (Pearson, 2010)
ISBN 9781846906510

Adams M et al – *BTEC Level 3 National Sport Teaching Resource Pack* (Pearson, 2010) ISBN 9781846906541

Carling et al – *Performance Assessment for Field Sports: Physiological, Psychological and Match Notational Assessment in Practice* (Routledge, 2008) ISBN 9780415426855

Hill et al – *In Pursuit of Excellence: A Student Guide to Elite Sports Development* (Routledge, 2007)
ISBN 9780415423540

Journals

International Journal of Sports Science and Coaching

Journal of Sports Sciences

Physical Education Review

Websites

Amateur Swimming Association	www.britishswimming.org
Australian Institution of Sport	www.ausport.gov.au/ais
Badminton Association of England	www.badmintonengland.co.uk
British Cycling	www.britishcycling.org.uk
British Gymnastics	www.british-gymnastics.org.uk
The British Olympic Association	www.olympics.org.uk
Coachwise	www.coachwise.co.uk
Coachwise 1st4Sport	www.1st4sport.com
DartFish	www.dartfish.com
The Lawn Tennis Association	www.lta.org.uk
Prozone	www.pzfootball.co.uk
Scottish Institute of Sport	www.sisport.com
UK Athletics	www.ukathletics.net
UK Sport	www.uksport.gov.uk

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 ...
Independent enquirers	<p>explaining the technical and tactical demands of three contrasting sports</p> <p>producing an observation checklist that can be used to assess the technical and tactical ability of a performer in a selected sport</p> <p>using an observation checklist to assess the technical and tactical ability of an elite performer, in a selected sport, identifying strengths and areas for improvement</p> <p>using an observation checklist to assess own technical and tactical ability, in a competitive or training situation for a selected sport, identifying strengths and areas for improvement</p> <p>completing a four-week log of own technical and tactical ability in a selected sport, identifying strengths and areas for improvement</p> <p>producing a development plan of own technical and tactical ability, based on identified strengths and areas for improvement</p>
Creative thinkers	<p>explaining the technical and tactical demands of three contrasting sports</p> <p>producing an observation checklist that can be used to assess the technical and tactical ability of a performer in a selected sport</p> <p>using an observation checklist to assess the technical and tactical ability of an elite performer, in a selected sport, identifying strengths and areas for improvement</p> <p>using an observation checklist to assess own technical and tactical ability, in a competitive or training situation for a selected sport, identifying strengths and areas for improvement</p> <p>completing a four-week log of own technical and tactical ability in a selected sport, identifying strengths and areas for improvement</p> <p>producing a development plan of own technical and tactical ability, based on identified strengths and areas for improvement</p>
Reflective learners	<p>using an observation checklist to assess the technical and tactical ability of an elite performer, in a selected sport, identifying strengths and areas for improvement</p> <p>using an observation checklist to assess own technical and tactical ability, in a competitive or training situation for a selected sport, identifying strengths and areas for improvement</p> <p>completing a four-week log of own technical and tactical ability in a selected sport, identifying strengths and areas for improvement</p> <p>producing a development plan of own technical and tactical ability, based on identified strengths and areas for improvement</p>
Team workers	<p>producing an observation checklist that can be used to assess the technical and tactical ability of a performer in a selected sport</p> <p>producing a development plan of own technical and tactical ability, based on identified strengths and areas for improvement</p>

Skill	When learners are ...
Self-managers	<p>explaining the technical and tactical demands of three contrasting sports</p> <p>producing an observation checklist that can be used to assess the technical and tactical ability of a performer in a selected sport</p> <p>using an observation checklist to assess the technical and tactical ability of an elite performer, in a selected sport, identifying strengths and areas for improvement</p> <p>completing a four-week log of own technical and tactical ability in a selected sport, identifying strengths and areas for improvement</p>
Effective participators	<p>explaining the technical and tactical demands of three contrasting sports</p> <p>producing an observation checklist that can be used to assess the technical and tactical ability of a performer in a selected sport</p> <p>using an observation checklist to assess the technical and tactical ability of an elite performer, in a selected sport, identifying strengths and areas for improvement</p> <p>using an observation checklist to assess own technical and tactical ability, in a competitive or training situation for a selected sport, identifying strengths and areas for improvement</p> <p>completing a four-week log of own technical and tactical ability in a selected sport, identifying strengths and areas for improvement</p> <p>producing a development plan of own technical and tactical ability, based on identified strengths and areas for improvement.</p>

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 ...
Independent enquirers	<p>researching the technical and tactical requirements in three different sports</p> <p>investigating various developmental methods to enhance technical and tactical skills within a selected sport</p>
Creative thinkers	<p>developing the observation checklist to assess technical and tactical ability of sports performers</p>
Reflective learners	<p>practising the observation and notional analysis on various sports performers, assessing strengths and areas for improvement</p>
Team workers	<p>practising player analysis on a variety of elite sports performers commenting on technical and tactical strengths and areas for improvement</p>
Self-managers	<p>following observation analysis procedures and completing checklists appropriately</p>
Effective participators	<p>participating in specific sports to carry out self-analysis of technical and tactical ability.</p>

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	producing an observation checklist completing results and formulating graphs and charts as appropriate
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	producing an observation checklist completing notational analysis of a sports performer in action completing results and formulating graphs and charts as appropriate
Bring together information to suit content and purpose	completing results and formulating graphs and charts as appropriate
Mathematics	
Identify the situation or problem and the mathematical methods needed to tackle it	completing results and formulating graphs and charts as appropriate
Select and apply a range of skills to find solutions	completing results and formulating graphs and charts as appropriate completing notational analysis of a sports performer in action completing tally charts to record a players technical and tactical performance
Draw conclusions and provide mathematical justifications	completing results and formulating graphs and charts as appropriate
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	providing feedback to selected sports performers regarding their development and technical and tactical performance
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching the skills, techniques and tactics required in a variety of sports
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing a logbook that identifies performance in various training sessions and competitive situations describing the technical and tactical requirements of three different sports describing the strengths and areas for improvement of a selected individuals technical and tactical performance describing their own technical and tactical strengths and areas for improvement in a selected sport.