Unit title	Unit 32: Sports Performance Analysis
Guided learning hours	60
Number of lessons	30
Duration of lessons	2 hours
Links to other units	
Unit 28: Fitness Testing Unit 33: Rules, Regulations and Officiating in Sport.	

Key to learning opportunities			
AW	Assignment writing	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**GW**	Group work

Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim A: Examine methods for analysing sports performance				
1	Introduction to the unit **A1** Performance profiling • Aims of performance profiling	TP GW	• **Tutor presentation:** outline the nature of the learning aims and the assessment task that learners will be expected to complete, using the specification, ensuring they understand relevant key terms from the specification. • **Tutor presentation:** introduce learners to the concept of performance profiling and the benefits it can have for the performer and the coaching team. ○ Tutor will also cover the role this analysis plays in the development programme of the performer • **Paired activity:** learners to work in pairs to discuss the different areas that could be assessed within a chosen sport, identifying the areas of performance required to be successful in that sport (technical, tactical, physical, psychological) • **Plenary:** groups to feedback their thoughts and discuss how they have identified what these key areas are related to their chosen sport	Unit specification Presentation
2	**A1** Performance profiling • Performance profile construction	TP GW	• **Tutor presentation:** introduce learners to the different qualitative and quantitative approaches that could be applied to the performance profiling process and what this means for how the data can be used to assess performance • **Group activity:** learners will work in groups to determine the specific characteristics they would want to assess within an assigned sport (each group would be issued a different sport). ○ the groups would be expected to offer a mix of qualitative & quantitative measures which would be	Group sports assignments Flip charts and pens to develop their profiling protocol

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			prioritised based on the impact of the characteristic to the performance of the sport ○ they would start to link to the types of tests that they may have completed as part of the course, to highlight how they might collect this data • **Plenary:** learners will present their proposals to another group and take feedback which they can build into their original proposal	
3	**A1** Performance profiling • Performance profiling cycle	TP GW	• **Tutor presentation:** presentation runs through a case study of a sports performer and how the performance profile cycle works ○ including the communication between the performer and coach ○ analysis of initial profiles – identifying areas for further development ○ examples of how the profiling data can be displayed and communicated • **Tutor-led discussion:** lead the learners in a discussion around the cases study and invite them to share their own experiences of undergoing sports related profiling/assessment	Presentation based on case study information
4	**A1** Performance profiling • Performance profiling cycle	GS	• **Guest speaker:** high level sports performer or coach who will provide first-hand account of the performance profiling cycle and how it influences their training and development and subsequent performance. ○ they could also provide insight into how effective communication can enhance the process	Access to performer/coaching speaker

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5	**A2** Methods of analysis • Cardiorespiratory tests	TP GW	• **Tutor presentation:** tuutor provides an overview of the Cardiorespiratory system and the role that it plays in the performance of a range of sporting activities • **Group activity:** learners will work in small groups and be assigned 2 examples of tests (list includes; Astrand Treadmill Protocol, YMCA cycle ergometer test, Wingate Anaerobic Test, Astrand cycle ergometer maximal test, Cooper 12-minute run, 1.5 mile running test, Harvard Step Test, Queen's College Step Test) o they will be expected to research the nature of the protocol and determine the suitability for a sports performer o they should also comment on the validity, accuracy, reliability, ease of use, cost, health and safety, and accessibility of different tests. • **Tutor-led discussion:** lead the learners in a discussion around what they have researched about the tests & determine which tests are most appropriate based on the type of data they derive	Presentation Relevant materials for the group task Computers for internet research
6	**A2** Methods of analysis • Muscular assessment	V	• **Visit:** group visit to a local gym where the strength & conditioning/ fitness staff will provide an overview of the processes they follow when assessing muscular endurance, power & strength • **Group activities: l**earners will experience some of the different tests that sports performers undergo to assess performance level • **Tutor-led discussion:** lead the learners in a discussion around the gym-based experiences and how these tests relate to sports performance	Transport to external venue Organisation of session delivery by the gym staff to hit the brief

Lesson	Topic	Lesson type	Suggested activities	Resources
7	**A2** Methods of analysis • Skill related assessments • Health related assessments	TP GW	• **Tutor presentation:** presentation reviews the concepts of skill related fitness and health related fitness and why these are important for sports performance • **Group activities:** learners will work in groups and perform a range of skill and health related fitness assessments on each other ○ these tests should include flexibility, balance and stability tests (Skill related) and BMI, skinfold and bioelectrical impedance tests (health related) • **Tutor-led discussion:** lead the learners in a discussion around the nature of the tests, and how relevant they would be for performers across a range of sports and how accuracy, validity and reliability would be controlled	Presentation Test protocol Resources required for tests – tape measures, sit and reach box, goniometers, stopwatches, scales, BIA test equipment (scales/bodystat), skinfold calipers, recording sheets
8	**A2** Methods of analysis • Functional movement screening	GS GW	• **Guest speaker:** physio who works with sports performers could offer insight into the tests they undertake to screen for potential movement issues in relation to the body's mechanics • **Group activities:** learners could work in groups to undertake some of the functional screening tests • **Tutor-led discussion:** lead the learners in a discussion around how this functional testing relates to the assessment of sports performance and how it could be used to develop performers core strength and prevent injuries	Access to physio guest speaker
9	**A2** Methods of analysis • Field tests	TP GW	• **Tutor presentation:** presentation reviews the concepts of field testing & why these tests are important for sports performance • **Group activities:** learners will work in groups and undertake a range of field-based assessments on each other (e.g. Illinois Agility	Presentation Test protocol Resources required for tests – tape measure, cones,

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			Test, Pro-agility Shuttle, Arrowhead Agility Drill, 40 m, 60 m, 100 m sprints • **Tutor-led discussion:** lead the learners in a discussion around the nature of the tests, and how relevant they would be for performers across a range of sports and how accuracy, validity and reliability would be controlled	stopwatch, recording sheets
10	**A3** Techniques for sports analysis • Quantitative measures	TP GW	• **Tutor presentation:** presentation reviews the quantitative methods available to analyse sports performance, including the use of match statistics and performance checklists (derived in play and in isolated skill situations) and the principles behind GPS tracking software • **Group activities:** learners are asked to work in groups to review some sets of GPS data taken from team sports performances o Learners are asked to draw some conclusions from the data that could be feedback to the coach/team following the game to aid future performances • **Plenary:** learners will present their reviews back to the group and discuss the wider usage of this type of information to aid performance	Presentation GPS data sets
11	**A3** Techniques for sports analysis • Notational analysis	TP GW	• **Tutor presentation:** presentation reviews the concept of notational analysis and how it has developed. Tutor will provide an example of how a notational analysis could be developed for a racket sport (such as tennis or badminton) o tutor will explain the potential for different areas for assessment within the performance (such as study of tactical/technical performance quantification,	Presentation Access to tennis/badminton courts & equipment Notational analysis sheets

Lesson	Topic	Lesson type	Suggested activities	Resources
			movement patterns of an individual, positional play, technical, selections, technique selection, success rates) • **Group activities:** learners will work in groups to complete a notational analysis on a racket sports activity. Members of the group will compete in a short tennis or badminton game, with the other group members completing a notational analysis of performance ○ these roles will continue to be rotated so that each group member undertakes a notational analysis • **Tutor-led discussion:** lead the learners in a discussion around their experience of the notational analysis, how the results could be shared with coaches & performers, its accuracy, reliability & validity	
12	**A3** Techniques for sports analysis • Video analysis	TP GW	• **Tutor presentation:** presentation reviews the role that video analysis plays in performance analysis, including the ability to complete notational analysis in a non-live situation, slow motion technique analysis, widescreen tactical analysis of team sports, the use of evaluation software • **Group activities:** learners will work in groups where at least 1 group member will be videoed completing an isolated sports skill (kicking a ball, tennis serve, bowling a ball etc) ○ the group will then analyse the video and draw some performance-based conclusions about the recording • **Tutor-led discussion:** lead the learners in a discussion around the analysis process and what value it can add in the improvement of technique.	Presentation Environment & equipment to undertake technical skill Capacity to video record (phones/video camera)

Lesson	Topic	Lesson type	Suggested activities	Resources
			○ what methods did the learners use to derive their conclusions (comparison to ideal technical model, checklist of key technical components etc) ○ relevance of qualitative judgements in contrast to the quantitative measures (halo & horn effect) ○ assess validity, accuracy, reliability, ease of use, cost, health and safety, and accessibility.	
13-14	Assessment of learning aim A	AW	• **Individual activity:** time allocated for learners to write Assignment 1. Learners to be given access to computers with internet access, textbooks, journals and magazines.	Assignment brief Computers for internet research and assignment completion
Learning aim B: Explore ideal models, benchmarks and protocols for performance analysis				
15	**B1** Information sources to establish ideal performance models and benchmarks • Ideal performance models	GW	• **Tutor presentation:** introduces the concept of the ideal performance model for qualitative analysis ○ how can the ideal performance model be established (videos, pictures, commentary) ○ how can coaches upskill themselves to be able to identify the ideal performance model (Coaching courses, Academic papers, journals, documents) • **Paired activity:** in pairs, learners will be tasked to define an ideal performance model in an isolated sports skill and provide evidence of accuracy and the sources of evidence used ○ pairs to present their models back to the rest of the group & discuss the research process and availability of current information	Presentation Relevant materials for the group task Computers for internet research

Lesson	Topic	Lesson type	Suggested activities	Resources
16	**B1** Information sources to establish ideal performance models and benchmarks • Performance benchmarks	GW	• **Tutor presentation:** reviews the concept of performance benchmarks for quantitative analysis – these could include fitness assessment data or time related data for timed event (athletics, cycling etc), national/international records, Olympic qualifying times, age group records etc o how are benchmarks derived and what role do they play in the analysis of performance? • **Paired activity:** in pairs, learners will be provided a set of performance data for a sports performer and tasked to analyse this performance against accepted performance benchmarks o pairs to present their analysis back to the rest of the group & discuss the relevance of the data in relation to overall performance, the research process and availability of current information	Presentation Relevant materials for the group task: performance data sets Computers for internet research
17	**B2** Protocols and materials for performance analysis • Planning performance measures	GS	• **Guest speaker:** performance analyst from a governing body/local sports organisation/club to provide some insight into how they plan their analysis programme. They should advise as to how they: o devise the benchmark assessment protocols o plan benchmark tests around seasonal requirements o ensure they have the required resources for the testing o how they ensure assessment accuracy, reliability & validity • **Group activities:** learners will work in groups to provide a plan for the steps they would take to assess performance in a chosen sport • **Tutor-led review:** groups to feedback their plans and discuss the differences & similarities across the range of sports	Access to performance analyst speaker

Lesson	Topic	Lesson type	Suggested activities	Resources
18-19	• Assessment of learning aim B	AW	• **Individual activity:** time allocated for learners to write Assignment 2. Learners to be given access to computers with internet access, textbooks, journals and magazines.	Assignment brief Computers for internet research and assignment completion

Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim C: Carry out an analysis of sports performance of an individual athlete or team				
21-22	**C1** Carrying out a sport analysis	IS AW	• **Individual activity:** time allocated for learners to complete the performance analysis via gym or lab-based tests, video review, observation of live performance, notational analysis	Resources aligned to learners' chosen testing/analysis protocol
23-24	**C2** Collating and presenting analysis results	IS AW	• **Individual activity:** time allocated for learners to complete the performance analysis of their testing protocol	Data collected in analysis

Lesson	Topic	Lesson type	Suggested activities	Resources
Learning aim D: Review the collected analysis data and provide feedback to individual athlete or team				
25	**D1** Comparing data to benchmarks and ideal model • Drawing conclusions	TP GW	• **Tutor presentation:** review process of drawing conclusions from evidence from analysis, what evidence to use, identifying patterns in performance, mis match between technical process & outcome, differentials between benchmarks and measured performance • **Group activities:** learners will work in groups to conclude findings from some examples of technical performance recorded on video ○ learners will compare technical performance against the ideal performance model and make some development suggestions • **Tutor led review:** discussion of the process and what areas to look for in the comparisons of technique	Presentation Access to IT facilities for video analysis task Example technical video recordings
26	**D2** Providing feedback to an athlete on performance • Methods of feedback	TP GW	• **Tutor presentation:** review the methods of delivering feedback to performers (verbal, written visual) • **Paired activity:** in pairs, learners will manipulate data sets to determine the most effective way to represent the data so it can be communicated and digested by the performers ○ once the data has been represented graphically, pairs will take turns to role play the delivery of the findings of the data (as it the other person was the performer) • **Tutor led review:** discussion of how best to represent the data and then how the feedback was best communicated (especially in the areas for development)	Presentation Access to IT facilities for data presentation task Example data sets
27	**D2** Providing feedback to an athlete on performance	TP GW	• **Tutor presentation:** recap on the goal setting process (short, medium and long-term goals) and how to use the performance analysis to set SMART targets	Presentation Example data sets

Lesson	Topic	Lesson type	Suggested activities	Resources
	• Goal setting		○ process vs outcome goals that are aligned to ideal performance model & benchmark data • **Paired activity:** in pairs, learners will take the performance data and analysis from the previous session and derive SMART goals to be communicated to the performer	
28-30	Assessment of learning Aims C&D	AW	• **Individual activity:** time allocated for learners to write Assignment 3. Learners to be given access to computers with internet access, textbooks, journals and magazines.	Assignment brief Computers for internet research and assignment completion

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