

Access to Higher Education Unit

This unit forms part of an Access to HE Diploma. If delivering the graded version of this unit, please refer to the Provider Handbook for details on grading descriptors and the application of these across units within your programme.

Unit Title: Performance Analysis in Sport and Exercise

Graded Unit Reference Number: GA33SPO16

Ungraded Unit Reference Number: GA33SPO16

Module: Sports and Exercise

Level: 3

Credit Value: 3

Minimum Guided Learning Hours: 30

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand performance profiling	1.1 Explain what performance profiling is. (e.g. a method that can be used by coaches and performers to help achieve optimum performance)
	1.2 Explain the main objectives of performance profiling (e.g. to identify weakness, to help in planning appropriate interventions, to maximise performance, to support motivation and adherence, to monitor progress, etc.)

	<p>1.3 Examine the performance profiling process, i.e.</p> <ul style="list-style-type: none"> • coach introduces the participant to the performance profiling process and gets 'buy-in' • participant identifies the characteristics of a successful performer for the given sport (e.g. confidence, concentration, commitment, control, physical fitness, sports specific skills and techniques) <ul style="list-style-type: none"> • participant rates each characteristic in terms of level of importance for success (e.g. 1 = not important, up to 10 = vitally important) • participant rates each characteristic in terms of their own current level of achievement • coach and participant analyse the results to identify focus areas
	<p>1.4 Analyse the performance profiling process and how it may be adapted, i.e.</p> <ul style="list-style-type: none"> • the participant is over-critical in their review of themselves • the participant is over-generous in their review of themselves • coach rates performer against each characteristic • peer/observer rates performer against each characteristic
	<p>1.5 Examine the different methods of recording performance profiling results</p> <p>(e.g. spider diagram, pie chart, bar graph, table, etc.)</p>
	<p>1.6 Identify the ways in which focus areas that are identified by performance profiling might be improved upon</p> <p>(e.g. gap analysis, action planning, target setting, SMART targets, etc.)</p>

<p>2. Be able to carry out performance profiling</p>	<p>2.1 Analyse a personal performance profiling exercise for a sport of their choice, i.e.</p> <ul style="list-style-type: none"> • select an appropriate sport to profile • identify characteristics of a successful performer in the chosen sport (e.g. confidence, concentration, commitment, control, physical fitness, sports specific skills and techniques) • rate each characteristic in terms of level of importance for success in the chosen sport (e.g. 1 = not important, up to 10 = vitally important) • rate their own current level of achievement for each characteristic • analyse the results to identify focus areas
	<p>2.2 To analyse a performance profiling exercise for another person by rating their level of achievement for the identified characteristics of their selected sport</p>
	<p>2.3 To produce performance profiling results in a range of different ways (e.g. spider diagram, pie chart, bar graph, table, etc.)</p>
	<p>2.4 To plan for improvement in the weaker areas identified by performance profiling, using an appropriate method (e.g. gap analysis, action planning, target setting, SMART targets, etc.)</p>
<p>3. Be able to analyse performance</p>	<p>3.1 Explain what 'analysis of performance' is and its importance in improving performance</p>
	<p>3.2 Identify methods that can be used to analyse sports performance, i.e.</p> <ul style="list-style-type: none"> • observation • video • software/apps • data mining/analysis
	<p>3.3 Identify the pros and cons of different methods of performance analysis</p> <p>(e.g. cost, ease of use)</p>

	<p>3.4 To discover the most appropriate methods of analysis to a variety of given sports and situations, i.e.</p> <ul style="list-style-type: none"> • a team performance in a team game in a competitive match situation • an individual performance within a team game in a competitive match situation • a performance by a participant in an individual sport/activity in a competitive/performance situation
	<p>3.5 Identify the use of different methods to analyse sport, i.e.</p> <ul style="list-style-type: none"> • appropriate to the sport • appropriate to the situation
	<p>3.6 To analyse different types of sports performance, i.e.</p> <ul style="list-style-type: none"> • a team performance in an invasion game in a competitive match situation • an individual participant within a team invasion game in a competitive match situation • a participant in an individual sport/activity in a competitive/performance situation
<p>4. Be able to give feedback on sports performance</p>	<p>4.1 Identify feedback methods for a range of sporting situations, i.e.</p> <ul style="list-style-type: none"> • one-to-one verbal feedback after the session • positive reinforcement during the session through 'praise phrases' and positive body language (thumbs up, etc.) • use of video/visual feedback after the session • self-evaluation • team or group feedback • peer evaluation