Assessment Brief 1

Movement Analysis

SHOOTING IN FOOTBALL (SOCCER)

**Coursework Assessment Criteria for:**

Assessment 1: A method for the Qualitative Analysis of a sport technique (50%)

**Introduction**

You will complete a written report (maximum of 4-sides of A4) outlining a method for the accurate and reliable qualitative analysis of a sport skill in your chosen sport. This assessment focusses on your research skills in the area of performance analysis and critical problem-solving skills in the selection of appropriate methods for measuring a sport technique and reporting its findings to a coach or athlete.

(Learning Outcomes 1 and 2)

**Content of Coursework**

**Coursework 1: A method for the Qualitative Analysis of a sport technique (50%)**

The written report should include the following sections:

* **Introduction** – Present a rationale for the measurements which should be made of the sport technique, drawing upon citation from the literature, perhaps from a variety of sports which can inform your own.
* **Methods** –Write this in the ***past tense*** since you have already undergone a pilot test of the method to acquire example data. Detail the protocol (warm-up, activities, order, when measurements were collected, frequency or reassessment) and procedures used to make measurements. Describe the methods of analysis, such as the criteria for grading or performing a needs analysis for technique development.
* **Example Results** – Provide an example of some pilot data that can demonstrate the measurements that would be collected and how it can inform a coach about an athlete’s performance and in particular areas where they might require additional development.

**You should make use of relevant literature to support your work.**

Please ensure that you undertake the appropriate ethical review and risk assessment actions when obtaining example video and images. You must not use footage of athletes under 18 years of age for this assignment. You are advised to use other students on the model.

# Formative Assessment

You will complete a range of formative (non-assessed support) tasks that may include peer review, self-tests, class discussion and presentation in order to practice skills required for this assessment. For more information on the benefits of formative assessments please follow this link:

# Assessment checklist

This brief checklist is designed to help you avoid some of the common mistakes which can lose you marks on your coursework. After you have completed your coursework assignment, then check through your work and ‘tick off’ each point once you are sure you have fully addressed that aspect.

|  |  |
| --- | --- |
| [ ]  | Have you submitted your work on Turnitin by the due date? |
| [ ]  | Have you supported your work with relevant literature? |
| [ ]  | Have you correctly cited these references? |
| [ ]  | Have you correctly presented these references alphabetically using the APA/Harvard style?  |
| [ ]  | Have you proof read your work and checked your spellings and punctuation? |
| [ ]  | Have you utilised the assessment rubric to ensure you have correctly addressed the coursework grading criteria?  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Exceptional First** | **First****(1st)** | **Upper second (2i)** | **Lower second (2ii)** | **Third****(3rd)** | **Unsatisfactory** | **Fail** | **Nothing of Merit****(0-4%)** |
| **100 – 90%** | **89 – 70 %** | **69 – 60 %** | **59 – 50 %** | **49 – 40 %** | **35-39 %** | **34 - 5 %** |
| **LO1 -** Describe and explain processes that underpin the analysis of individual sporting techniques. | Independently utilises exceptional research skills in sport or exercise to determine appropriate and possibly novel methods exploited from other sports to propose methods of analysis. | Employs excellent research skills to define methodologies/analyses to accurately and reliably analyse sports performance.Evidences excellent diagnostic, analytical and creative skills to define a method capable of identifying a causal relationship. | Proposes a very good method of scientific investigation, appropriate to a sport setting which could generate accurate, reliable and fair measurements of sports performance.Incorporates some non-taught diagnostic, analytical and creative skills. Critically discusses the measured variables and their relevance. | Some independent ideas and good evidence of a theoretical basis in the design of a system for analysing sport performance.Incorporates mainly taught diagnostic and analytical skills with some evidence of creativity in design.Only limited evidence of analysis solutions being sport or athlete-centered. | Using predominantly non-sport-specific practices but these are satisfactory to produce mostly accurate data.Occasionally methods of analysis are informed by research but this is not extensive. Incorporates only taught diagnostic and analytical skills. | Unsatisfactory non-sport-specific practices are proposed which have extensive deficiencies in accuracy, reliability and fairness.The system implemented introduces extensive errors which prevent appropriate athlete and/or team analysis. Insufficient evidence of diagnostic and analytical skills. | Non-sport-specific or scientific practices are identified which have extensive deficiencies in accuracy, reliability and fairness.No evidence of evidence-led approaches to diagnostics. | Nothing of merit. |
| **LO2**– Apply practical skills in the analysis of individual sporting technique in defined sporting contexts. | Exceptional use of measurement tools to provide accurate and reliable data which can effectively inform an athlete’s development.  | Attention to accuracy and reliability, with consideration for maintaining ecological validity where possible. Evidence of excellent organisation and participant/coach involvement. | Very good methods of data collection which avoid risk and account for ethical considerations and evidence good organisation on the part of the student. Sufficient body of data to support proposed findings, or coach interventions. | Data collection avoids risk and accounts for ethical considerations. Organisation on the part of the student ensures good data quality to identify opportunities for athlete development. | Involvement in operation of equipment but report evidences limited understanding of protocols and sources of error. A very small body of data has been collected. | Limited evidence of the application of analysis skills taught on the module. An insufficient sample of data has been collected to support an athlete or coach. Impossible to be confident of the findings which are presented. | Little or no data, and lacking at least one independent variable. Typically, only presents outcome variables which offer no useful information for a coach to develop an athlete. | Nothing of merit. |