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Module:
Research Project

Title of Study:
Curriculum Development Project

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Overview

To introduce an analysis module into a degree program for sports coaching and performance earlier in the curriculum, several logistical considerations need to be addressed:

Target Audience:

Adjustment is intended for undergraduate students majoring in sports performance and coaching, with similar fields falling under this category. This module caters to individuals who are passionate about understanding the intricate details of sports performance and coaching methodologies. It welcomes students eager to delve into the analytical aspects of sports science, providing them with valuable skills and knowledge to excel in their chosen profession.

Curriculum Content:

Establishing the analysis module's exact content is crucial for providing students with a comprehensive understanding of sports analytics. This could encompass a wide array of subjects, including methods for collecting data, statistical analysis techniques, performance evaluation methodologies, and result interpretation strategies. Moreover, integrating practical components into the curriculum allows students to apply analysis techniques to real-world sports scenarios or datasets, enhancing their practical skills and problem-solving abilities.

Timing:

Introducing this module into the degree program in the second year and continuing it through to the third year ensures a structured progression of learning. By building upon foundational knowledge acquired in earlier coursework, students can seamlessly transition into more advanced topics in subsequent years. This timeline

also allows sufficient time for students to grasp complex concepts and refine their analytical skills before venturing into more specialized areas of study.

Location/Format:

Delivery of the module in person facilitates interactive learning experiences and fosters collaboration among students. Since the necessary software is installed on the laptops provided for the lessons, access to resources is limited to the classroom environment. This format ensures that students have hands-on experience with the tools and technologies essential for sports analysis while receiving guidance and support from instructors.

Integration with Existing Curriculum:

Aligning the analysis module with the overall goals and learning outcomes of the degree program is paramount for coherence and relevance. By integrating seamlessly with existing coursework, the module reinforces key concepts and enhances students' understanding of the broader curriculum. This holistic approach ensures that students develop a well-rounded skill set that prepares them for success in the field of sports performance and coaching.

Faculty and Resources:

Given that this module is scheduled once a week, there is no immediate need to hire additional staff or provide extensive training to existing faculty members. The required software, Hudl SportsCode, will be readily available on the laptops provided in the classroom, facilitating seamless integration into the learning environment. Faculty members can leverage their expertise to guide students through the curriculum, providing mentorship and support as needed.

Assessment and Evaluation:

Developing effective assessment methods is essential for evaluating student learning and mastery of the analysis skills taught in the module. By incorporating a diverse range of assessment strategies, such as practical assignments, case studies, and examinations, instructors can gauge students' comprehension and application of analytical concepts. Additionally, providing timely feedback enables students to identify areas for improvement and refine their skills progressively throughout the course.

Delivery

An analysis module added early in the curriculum for a degree programme in sports coaching and performance calls for careful consideration of numerous logistical factors (Holt et al., 2019). The target audience, which is usually undergraduate students pursuing degrees in sports-related fields, must first be identified (Holt et al., 2019). According to Hughes et al. (2019), the module should cover performance analysis techniques, data collection methods, and statistical analysis. It should also include practical components that allow students to apply these skills in real-world sports scenarios. Choosing the best time for the module, ideally in the first or second year, guarantees that students can acquire fundamental skills while getting ready for more difficult subjects in the future (Cale & Harris, 2018). When it comes to format and location, delivery options include in-person methods; essential resources such as laptops and game footage should be taken into account (Hughes et al., 2019). Determining faculty expertise and resource availability, as well as ensuring alignment with programme goals and integration with the current curriculum, are critical tasks (Cale & Harris, 2018). It is ensured that the module will continue to improve and be more effective in advancing students' comprehension and application of analysis in sports coaching and performance by establishing strong assessment methods and feedback mechanisms, such as practical assignments and student evaluations (Holt et al., 2019).

Resources

Using resources like sports code software and match footage can significantly improve students' learning experiences when integrating an analysis module into a degree programme in sports coaching and performance (Fisher et al., 2020). Students can gain practical experience in evaluating sports performance data and gaining insightful conclusions by using sports code software, such as OnForm and Hudl (Groom et al., 2017). Students can learn to code and analyse match footage by incorporating these tools into their coursework, which will enhance their comprehension of player performance, game tactics, and strategic decision-making (Groom et al., 2017).

For the purpose of skill development and practical application, match footage—whether from live games or recorded sessions—must be accessed (O'Donoghue, 2010). Students can watch real-world examples of coaching strategies, player techniques, and game dynamics through the careful selection and analysis of match footage (O'Donoghue, 2010). Furthermore, by using match footage in coursework, students can practise spotting patterns, trends, and areas for development, which will eventually help them become more adept at analysis and making decisions (Fisher et al., 2020).

Students receive practical experience in sports analysis through the integration of sports code software and match footage into the curriculum, which equips them for careers in coaching, performance analysis, and sports management (Fisher et al., 2020).

Rational

There are various important justifications, backed by academic research, for the incorporation of an analysis module into a degree programme for sports coaching and performance. First off, early curriculum integration of analytical skills is in line with the changing needs of the sports industry, where data-driven decision-making is becoming more and more common (Bennett, 2018). According to Bennett (2018), students who possess the skill of analysing performance data are more equipped to tackle the demands of contemporary coaching and performance analysis roles.

Moreover, critical thinking and problem-solving abilities are developed early on and are crucial for success in the sports sector (Piggott et al., 2017). Analytical thinking, according to research, improves coaches' capacity to recognise athletes' performance strengths and shortcomings and create specialised training plans in response (Piggott et al., 2017).

In addition, incorporating analysis into the curriculum gives students a comprehensive grasp of performance and coaching in sports, connecting theory to real-world application (Greenwood et al., 2019). Students can improve their overall coaching efficacy by learning about the nuances of sports tactics, player dynamics, and strategic decision-making through the analysis of performance data and match footage (Greenwood et al., 2019).

The ability of an analysis module to improve students' critical thinking abilities, get them ready for the demands of the sports industry, and give them a thorough understanding of sports coaching and performance is the main justification for including it in the curriculum.

Course aim and learning outcomes

A degree programme in sports coaching and performance's curriculum and learning objectives are created to accomplish a number of broad objectives that support students' overall growth and career preparation in the sports industry:

Developing Expertise in Sports Coaching: The programme aims to provide students with the academic understanding and hands-on training required to succeed in the role of sports coach. This entails being aware of player development techniques, successful communication techniques, and coaching principles.

Improving Performance Analysis Skills: The programme attempts to develop students' capacity to evaluate sports performance data by incorporating analysis modules into the curriculum. Proficiency with sports code software, match analysis, and extracting insightful information to guide coaching decisions are examples of learning outcomes.

Encouraging Critical Thinking and Problem-Solving: The curriculum strives to cultivate students' critical thinking skills so they can recognise obstacles in sports performance and coaching and come up with creative solutions. This entails assessing various strategies, analysing complex situations, and coming to well-informed conclusions.

Promoting Ethical and Professional Conduct: The programme seeks to promote in students the value of integrity, respect, and fairness in sports coaching and performance environments. It also aims to instill ethical principles and professional standards in them. Understanding moral conundrums in coaching, abiding by codes of conduct, and encouraging sportsmanship are a few examples of learning objectives.

Getting Ready for a Wide Range of Career Options: The course work attempts to set students up for a wide range of employment options in the sports sector, such as positions in performance analysis, coaching, sports management, and sports science research. Learning objectives could centre on fostering the growth of transferable abilities like adaptability, leadership, and teamwork.

Encouraging Professional Development and Lifelong Learning: The program's goal is to help students develop a culture of ongoing professional growth and lifelong learning. The capacity to participate in reflective practice, look for chances for additional training and education, and keep up with developments in sports performance and coaching are a few examples of learning outcomes.

In summary, the curriculum seeks to equip students with a thorough education that integrates theory with practical skills, moral values, and a dedication to lifelong learning, enabling them to become capable and morally upright professionals who can meaningfully contribute to the sports industry.

Skills and knowledge

Students who enrol in a degree programme focused on sports performance and coaching gain a variety of abilities and knowledge that are necessary for success in the sports business. Of them are:

Coaching Principles: According to Cushion et al. (2012), students gain a thorough understanding of coaching theories, approaches, and best practices. They acquire strong coach-athlete relationships, motivational techniques, and efficient communication strategies (Potrac et al., 2013).

Performance Analysis Skills: Students gain expertise in gathering, evaluating, and interpreting performance data through modules that incorporate sports code software and match footage analysis (O'Donoghue, 2010). They acquire the ability to recognise trends, patterns, and opportunities for athletes' performance to be improved (Hughes et al., 2019)

Sports Science Knowledge: Students learn about nutrition, psychology, biomechanics, and sports physiology, which broadens their comprehension of the variables affecting athletic performance (Hoffman, 2012). With this information, they can create training plans that are based on research and customised for the needs of specific athletes (Baechle & Earle, 2008).

Leadership and Management Skills: According to Chelladurai and Saleh (1980), the curriculum develops students' leadership skills by teaching them how to manage team dynamics, inspire and motivate athletes, and navigate organisational structures in the sports industry.

Ethical Decision-Making: Students investigate ethical issues in sports performance and coaching, gaining knowledge to preserve honesty, equity, and sportsmanship in their professional endeavours (Shariff & Fox, 2013). According to Jones et al. (2017), they recognise the significance of supporting moral standards and encouraging an inclusive and respectful culture.

Research and Critical Thinking: Students gain the capacity to appraise scientific literature, analyse data, and make contributions to evidence-based practice in sports performance and coaching by developing their research and critical thinking skills (Holt et al., 2019).

Students who acquire these skills and knowledge will be prepared to pursue a variety of career paths in the sports industry, such as positions in performance analysis, coaching, sports management, and sports science research.

Professional Standards

It is necessary to take into account the distinct context and demands of the Welsh higher education sector when recommending professional teaching standards to the Welsh Government. The following essential elements could be found in such standards:

Welsh Language Proficiency: Professional teaching standards should address the need for educators to be proficient in Welsh, given the significance of the Welsh language in Wales. Standards might include possibilities for professional development in teaching Welsh, support for instruction in the medium, and expectations for the bilingual delivery of instructional materials.

Pedagogical Competencies: Effective teaching strategies, such as lesson planning, student engagement, and assessment techniques, should be outlined in professional teaching standards. These requirements ought to take into account varied student populations and modern pedagogical strategies.

Subject Knowledge and Scholarship: The significance of educators' scholarly involvement and subject-specific knowledge should be emphasised in standards. This include conducting research or other scholarly activities, keeping up with industry developments, and incorporating new information into lesson plans.

Diversity and Inclusive Education: Standards should support inclusive education strategies that cater to students' varied needs, including those who have different learning preferences, skill levels, and cultural backgrounds. Teachers ought to show that they are aware of diversity-related issues and put inclusive learning practices into practice.

Digital Literacy and Technology Integration: Standards should include requirements for educators' proficiency with digital literacy and their capacity to successfully incorporate technology into teaching and learning activities, given the growing use of technology in higher education. This could include using online communication tools, multimedia resources, and learning management systems.

Assessment and Feedback Practices: Standards should cover teachers' capacity to create impartial and useful assessment tasks, give students timely and helpful feedback, and use assessment results to guide instructional and learning enhancements. Assessment strategies that encourage student participation and support learning objectives ought to be prioritised.

Professional Development and Reflection: Workshops, conferences, and peer collaboration are examples of ongoing professional development activities that standards should promote for educators. Teachers should also exhibit a dedication to reflective practice by routinely assessing the efficacy of their instruction and looking for areas in which they can improve.

The Welsh Government can encourage the development of excellent teaching practices and guarantee successful learning outcomes for students throughout the nation by creating thorough professional teaching standards that are specific to the Welsh higher education context.

Content delivery

Good pedagogical techniques and resources are essential when teaching sports analysis material in a degree programme. The foundation is made up of interactive lectures that introduce students to the theoretical ideas and methodological techniques of sports analysis. To improve student understanding and retention, these lectures should include visuals like videos and real-world examples that show important concepts (Potrac et al., 2013; Mayer, 2014).

Students can learn how to use sports code software and analyse match footage by participating in practical workshops, which offer invaluable practical experience. In addition to gaining technical proficiency, students can solve problems in small groups and engage in collaborative learning through these workshops (O'Donoghue, 2010; Vygotsky, 1978).

The delivery of content must include case studies and projects in addition to lectures and workshops. Fostering critical thinking and independent research skills is achieved by assigning case studies and projects that require students to apply analysis techniques to real-world sports scenarios. Educators foster a deeper engagement with the subject matter by setting challenging goals for students to accomplish, such as coming up with novel analysis methods or solving intricate sports-related problems (Hughes et al., 2019; Cushion et al., 2012).

By sharing their experiences and insights, guest speakers from the sports industry, such as coaches or performance analysts, can enhance the educational process. These exchanges help close the knowledge gap between theory and practice by giving students insightful perspectives from the industry and networking opportunities (Gucciardi et al., 2009; Chelladurai & Saleh, 1980).

Students' learning and skill development are guided throughout the course by formative feedback and assessment, which are essential components of content delivery. Teachers should give students timely feedback so they can monitor their development and pinpoint areas for growth. Effective evaluation of students' comprehension and application of sports analysis principles should be conducted through a range of assessment techniques, including written reports, presentations, and practical assignments (Nicol & Macfarlane-Dick, 2006; Race, 2015).

Teaching strategies

Sports analysis teaching methods are varied and designed to hold students' attention. According to Potrac et al. (2013), interactive lectures are an essential approach that provide students with the chance to explore theoretical ideas and methodological techniques in sports analysis. Multimedia components like movies and real-world examples are added to these lectures to improve student comprehension and provide visual aids for important concepts (Mayer, 2014).

Practical workshops that give students first-hand experience with sports code software and match analysis are a great addition to lectures (O'Donoghue, 2010). Through peer learning exercises and small group discussions, these workshops encourage active learning in students, fostering teamwork and problem-solving abilities (Vygotsky, 1978).

Along with workshops, students can also apply analysis techniques to practical sports scenarios through case studies and projects (Hughes et al., 2019). As they propose creative ways to analysis or take on challenging sports-related problems, students gain the ability to think critically while carrying out independent research through these assignments (Cushion et al., 2012).

Guest speakers from the sports industry, such as coaches or performance analysts gives students important insights and industry perspectives (Gucciardi et al., 2009). Their contributions enhance the educational process and provide students with an insight into the real-world uses of sports analysis. Encouraging industry placements and networking opportunities increases students' exposure to the field and offers helpful career guidance (Chelladurai & Saleh, 1980).

Throughout the course, students' skill development is guided by formative feedback, which is essential to the learning process (Nicol & Macfarlane-Dick, 2006). Teachers give students timely feedback so they can monitor their development and pinpoint areas for growth. Students' understanding and execution of sports analysis principles are effectively assessed through a range of assessment methods, such as written reports, presentations, and practical assignments (Race, 2015).

PowerPoint presentations continue to be a widely used teaching strategy in modern classrooms, providing a number of advantages for teachers and students alike. New studies are still being conducted to determine how well PowerPoint works as a tool for improving learning outcomes. The guiding ideas behind its application are still useful for modern teaching methods. Multimedia components like pictures, movies, and animations can improve student interest and memory of the material (Al-Zahrani, 2015). Additionally, information processing and understanding can be aided by organising PowerPoint slides with a clear visual hierarchy and organisation (Lee & Lim, 2019). In order to maximise the effectiveness of PowerPoint as a teaching tool in contemporary classrooms, educators should continue to be aware of best practices for PowerPoint design and delivery, despite the tool's widespread use.

These teaching strategies help teachers create a dynamic and productive learning environment that equips students for careers in performance analysis, sports coaching, and related fields.

Assessment strategies

In sports analysis education, assessment techniques are essential for precisely measuring students' understanding and proficiency. According to O'Donoghue (2018), performance assessments make up hands-on assignments where students apply sports analysis methods to actual situations, like evaluating match footage or creating plans for performance enhancement. With the help of this practical approach, students can not only show that they are proficient in gathering, evaluating, and interpreting performance data, but they can also gain real-world experience that will help them in the workplace. Students are able to navigate complex sports scenarios and make well-informed decisions based on data analysis, which develops critical thinking and problem-solving skills. Performance evaluations also inspire students to use their imaginations and come up with original ideas for improving their athletic performance.

Written assignments are yet another useful method of assessment (Biggs and Tang, 2011). Students can demonstrate their theoretical grasp of sports analysis concepts through assignments like research papers, literature reviews, and case studies. Teachers can guarantee that students engage deeply with academic literature and evidence-based practice in addition to demonstrating research skills, critical thinking, and effective communication of findings by establishing clear assessment criteria and guidelines. Students are encouraged to examine various viewpoints, evaluate intricate theories, and present their ideas in a logical manner through written assignments. Additionally, as students take charge of their research projects and delve into specific sports analysis topics, they promote independent learning and academic autonomy.

According to Diaz and King (2018), reports and presentations give students the chance to effectively communicate their findings. Students show that they can effectively and clearly communicate complex information by planning and delivering reports or presentations on

sports analysis subjects. Topping (1998) suggests that incorporating peer evaluation and feedback enhances presentation skills and encourages collaborative learning. Through reports and presentations, students may improve their oral communication abilities, build their public speaking confidence, and interact with a variety of audiences. They also encourage students to effectively organise their thoughts, synthesise information from various sources, and reply positively to inquiries and criticism.

According to Murray and Carman (2017), practical exams offer an additional means of evaluation where students show that they are competent with sports code software, match analysis, and performance data interpretation in a timed environment. A thorough evaluation of students' application of knowledge and practical skills is ensured by incorporating a mix of written responses, oral explanations, and practical tasks. Exams that are designed to mimic real-world situations are called practicals, and they force students to use their theoretical knowledge and analytical abilities under pressure. They evaluate students on their ability to swiftly make well-informed decisions, efficiently prioritise tasks, and clearly communicate their conclusions.

According to Cambridge Assessment (2019), portfolio assessment enables students to gather samples of their work, such as project proposals, analysis reports, and reflective journals, to show how much they have learned over time. According to Nicol and Macfarlane-Dick (2016), educators can promote cognitive awareness and self-regulated learning by supporting students' self-assessment practices. Portfolios function as all-inclusive archives of students' accomplishments, exhibiting their progression and maturation over the duration of the programme. Students are motivated to critically evaluate their educational experiences, pinpoint opportunities for growth, and establish objectives for their future progress. Furthermore, because students continue to update and improve their portfolios outside of the classroom, portfolios encourage lifelong learning habits.

Essential Reading

"Sports Performance Analysis: A Data-Driven Approach" by Peter O'Donoghue

This book offers a thorough introduction to data analysis methods and sports code software, among other sports performance analysis techniques. To improve understanding, it covers important ideas, real-world applications, and case studies.

Mike Hughes and Ian Franks' "Performance Analysis in Football: A Critical Review"

This article provides information on how performance analysis is used in football, including how match video analysis is done using sports code software. The significance of data analysis methods for enhancing team productivity is covered.

Benjamin C. Alamar's book "Sports Analytics: A Guide for Coaches, Managers, and Other Decision Makers"

A thorough introduction to sports analytics is given in this book, which covers subjects like statistical analysis, data visualisation, and decision-making procedures. It provides helpful guidance and relevant examples for data analysis and the use of sports code software.

"Introduction to Sports Biomechanics: Analysing Human Movement Patterns" written by Roger Bartlett

Sports biomechanics, which is closely related to sports analysis, is discussed in this textbook. It includes movement analysis principles, data collection strategies, and interpretation techniques that can be used with sports code software.

Peter O'Donoghue's book "Research Methods for Sports Performance Analysis"

This book offers guidelines on research techniques designed with sports performance analysis in mind. It covers methods for gathering data, designing experiments, and doing statistical analysis—all of which are critical for carrying out analysis in the sports industry.

Students can use these readings to gain a strong foundation in sports analysis concepts, methods, and techniques for their practical application assignment. To further enhance comprehension and bolster analysis results, pertinent research papers, journal articles, and internet sources unique to the selected sport or analysis topic should be investigated.

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Appendix

Timetable

Period	Activity
First Term	
Week 1-2	Module Introduction and Overview
Week 3-8	Lectures and Seminars on Analysis Fundamentals
Week 9-10	Practical Workshops: Introduction to Sports Code Software and Data Analysis Techniques
Week 11-12	Application of Analysis Techniques in Sports Contexts: Case Studies and Group Projects
Week 13	Half Term Break
Week 14-16	Advanced Analysis Methods: Guest Lectures and Workshops
Week 17	Module Review and Feedback
Second Term	
Week 1-2	Resumption and Review of First Semester Concepts
Week 3-8	Specialized Topics in Sports Analysis: Data Visualization, Performance Metrics, and Tactical Analysis
Week 9-10	Practical Workshops: Advanced Use of Sports Code Software and Match Footage Analysis
Week 11-12	Application of Advanced Analysis Techniques: Research Projects and Presentations

Week 13	Half Term Break
Week 14-16	Integration of Analysis Techniques with Coaching and Performance Enhancement
Week 17	Module Review, Future Directions, and Professional Development Planning

Lesson Plan 1

Lesson Plan

Topic:	Class: Becoming an Analyst	
Date:	Length of lesson: 1 hour	Number of students:
Resources required: PowerPoint		
Aim of Lesson: Create an IDP		
Learning Outcomes – The Learners Should Be Able To: Use the software Identify a players strengths and weaknesses		
Previous student knowledge required for the session: What is an IDP		
Anticipated difficulties (if applicable):		
Professional Standards (where are these being met within the session) V2 Promote engagement in learning and equity of opportunity for all to reach their potential- Research task to get everyone taking part V4 Collaborate with others to enhance practice- Working in pairs to have the students peer review eachother and have the chance to have rest between sets K3 Critical evaluation as a basis for effective practice- Through discussion throughout the lecture students will be identify this themselves K4 Appropriate use of digital and/or other technologies, and resources for learning - Using PowerPoint to present the lecture A1 Critical evaluation as a basis for effective practice- Through designing lecture and content A4 Support and guide learners- Q&A, opportunity to ask questions throughout the session		

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Introduce the topic	Explain the software that will be covered in the lesson and how to access	10 Minutes
	Recap what is an IDP	Discussion- What is an IDP and why is it useful	5 Minutes
Development	How to use the software	Walk through how to use Q and A about the software before using it	15 Minutes
	Students using the software	Task- identify 2 strength and a weakness of any player on the software	15 Minutes
Conclusion	Students using the software	Task- identify 2 strength and a weakness of any player on the software	10 Minutes
	Recap of the softer	Q and A about the software after using it	5 Minutes

Assessment Strategies: when and how are they included within the lesson?

Question and Answer - To find out the students basic knowledge

Group Work - To get all students involved and participating

Discussion - To keep Engagement in the lesson

Informal reflection (to be completed after the session)

High Performance Coaching Strategies

Video Analysis



Task

Pick a player to analyse and create an IDP off
their performance

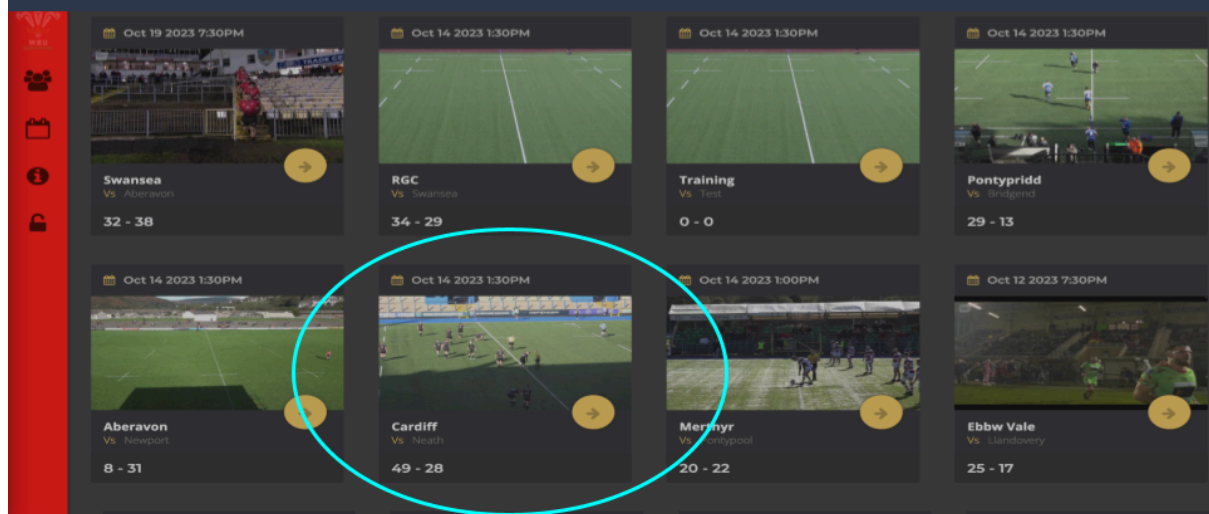


WRU Analysis

SportsZone

Username- Llandoverypayer
Password- ipLAD-P

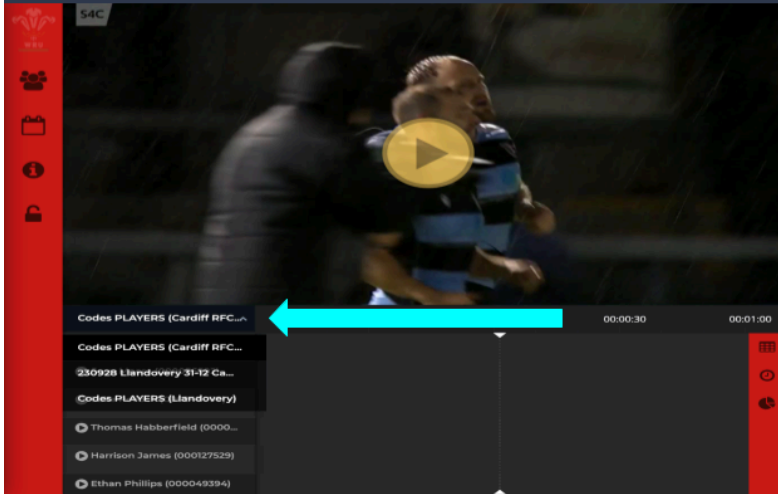
Step 1:



The screenshot displays the WRU SportsZone interface with a grid of match results. A red circle highlights the Cardiff vs Neath match. The interface includes a red sidebar with navigation icons and a header with the University of Wales Trinity Saint David logo.

Match	Date & Time	Score
Swansea Vs Aberavon	Oct 19 2023 7:30PM	32 - 38
RGC Vs Swansea	Oct 14 2023 1:30PM	34 - 29
Training Vs Irel	Oct 14 2023 1:30PM	0 - 0
Pontypridd Vs Bridgend	Oct 14 2023 1:30PM	29 - 13
Aberavon Vs Newport	Oct 14 2023 1:30PM	8 - 31
Cardiff Vs Neath	Oct 14 2023 1:30PM	49 - 28
Merthyr Vs Pontypool	Oct 14 2023 1:00PM	20 - 22
Ebbw Vale Vs Llandoverypayer	Oct 12 2023 7:30PM	25 - 17

Step 2:

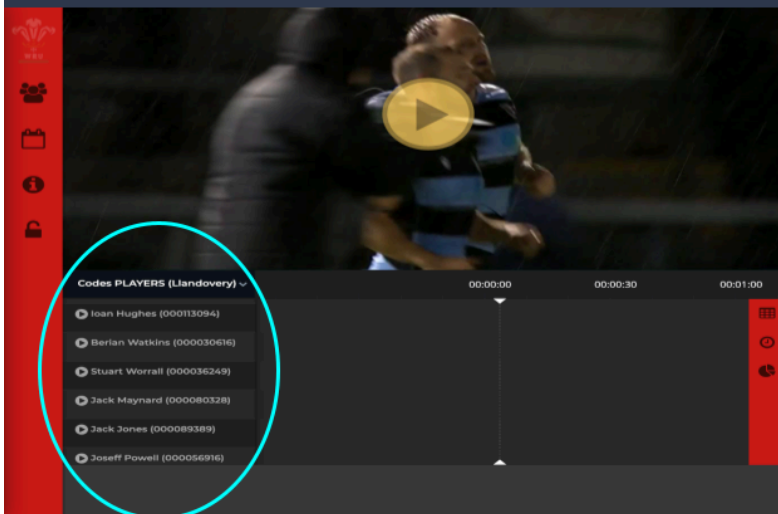


The screenshot shows a video player interface. On the left, there is a red sidebar with icons for home, search, and other functions. The main area displays a video player with a play button in the center. Below the video player, there is a list of players under the heading "Codes PLAYERS (Cardiff RFC...)". A red arrow points to the first item in the list, "230928 Llandoverly 31-12 Ca...". The video player has a progress bar at the bottom showing 00:00:30 out of 00:01:00.

- Codes PLAYERS (Cardiff RFC...)
- Codes PLAYERS (Cardiff RFC...)
- 230928 Llandoverly 31-12 Ca...
- Codes PLAYERS (Llandoverly)
- Thomas Habberfield (0000...
- Harrison James (000127529)
- Ethan Phillips (000049394)

You don't have permission to create playlists
Please contact your administrator for more information.

Step 3:



The screenshot shows a video player interface. On the left, there is a red sidebar with icons for home, search, and other functions. The main area displays a video player with a play button in the center. Below the video player, there is a list of players under the heading "Codes PLAYERS (Llandoverly)". A red circle highlights the first item in the list, "Ioan Hughes (000113094)". The video player has a progress bar at the bottom showing 00:00:00 out of 00:01:00.

- Codes PLAYERS (Llandoverly)
- Ioan Hughes (000113094)
- Berlan Watkins (000030616)
- Stuart Worrall (000036249)
- Jack Maynard (000080328)
- Jack Jones (000089389)
- Joseff Powell (000056916)

You don't have permission to create playlists
Please contact your administrator for more information.

What is an IDP

IDP stands for "Individual Development Plan." It's a structured approach used by players, coaches, and sometimes even teams to outline specific goals and strategies for personal improvement. These plans are tailored to the individual player's strengths, weaknesses, and aspirations. They typically include targets for skill development, fitness, tactical understanding, and mental preparation. IDPs are an essential tool in helping players progress and reach their full potential within the sport.

Tool:	Personal Development Plan (more detailed)
For use by:	Coaches
For use with:	Stage 3 of the Guide



Personal Development Plan Template

Name: _____

Date of PDP: _____

1. What is your long-term development goal in relation to your current coaching role (for the next 12–24 months)?

	Timescale for completion
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2. What have you identified as your short-term goals? (Use the TNA tool to help you identify areas for development based on the rating you have given yourself.)

Short-term goal 1: _____
 Short-term goal 2: _____
 Short-term goal 3: _____

Achieving Your Goals

Short-term goal 1: _____

What Additional Knowledge, Experience and Skills do you Require to Meet the Goal?	How Do You Think You Will Acquire These?	What Support Do You Feel You Need to Achieve This?	By When?	How Will You Measure Your Success?

Task

Using the software presented identify:

2 Strengths

1 Weakness

Can be any player from any team on the software

Lesson Plan 2



Lesson Plan

Topic: Analysis		Class: PCET	
Date:	Length of lesson: hour		Number of students:
Resources required: PowerPoint			
Aim of Lesson Students have an understanding of performance analysis Students have an understanding why we use analysis			
Learning Outcomes – The Learners Should Be Able To: Define analysis Identify key points within a clip Analyse a clip Previous student knowledge required for the session: Not Known Have basic Q & A at beginning to find the students knowledge			
Anticipated difficulties (if applicable):			

Professional Standards (where are these being met within the session)

V2 Promote engagement in learning and equity of opportunity for all to reach their potential- Group Work & Q&A to get students to talk and engage with each other

V3 Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice- By students researching and feedback back to others

V4 Collaborate with others to enhance practice- Group Work to interact with others and gather knowledge from others in the group

K3 Critical evaluation as a basis for effective practice- Through discussion throughout the lecture students will be identify this themselves

K4 Appropriate use of digital and/or other technologies, and resources for learning - Online quiz to recap lesson and to find out if the students understood

A1 Critical evaluation as a basis for effective practice- Through designing lecture and content

A4 Support and guide learners- Q&A, opportunity to ask questions throughout lecture.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Introduce lecture	Q&A- For basic knowledge of the topic	10 minutes
	Define analysis	Group Work- Find the definition	5 minutes
Development	Key points of analyzing	Discussion- Key points to look for when analyzing	5 minutes
	Examples of analyses	Video	5 minutes
	Analyse clips	Video Group work- Analyse three clips as a group	20 minutes
Plenary/conclusion	Recap	Quiz- Recap the lessons	5 minutes

Assessment Strategies: when and how are they included within the lesson?**Formative:****Question and Answer - To find out the students basic knowledge****Group Work - To get all students involved and participating****Discussion - To keep Engagement in the lesson****Video - To give a visual example****Summative:****Quiz - To recap on the lesson and know if they were listening**

Informal reflection (to be completed after the session)

PowerPoint for Lesson Plan 2



Learning Outcomes

- Define analysis
- Identify key points within a clip
- Analyse a clip

What is Performance Analysis?

Performance analysis is a specific field that gives coaches and players unbiased data to better evaluate performance.

By offering objective statistical analysis (Data analysis) and visual feedback (Video analysis), performance analysis can improve coaching and performance (Sport NI 2023).

Performance Analysis Within Rugby

What do we look for in attack?

- Players staying square
 - Organisation
 - Depth
 - Width
 - Space Awareness
 - Ruck Efficiency
-

Performance Analysis Within Rugby

What do we look for in defence?

- Dominance in the tackle
- Spacings around the ruck
- Penalty count
- Line speed
- Tackle height

Example clip



Clip 1



Clip 2



Clip 3



Recap Quiz



Assignment Brief

****Assignment Brief: Sports Analysis Module****

****Module Title:** Sports Analysis: Unlocking Performance Insights**

****Assignment Title:** Practical Application of Sports Code Software and Data Analysis Techniques**

****Assignment Overview:****

The aim of this assignment is to provide students with the opportunity to apply their knowledge and skills in sports code software and data analysis techniques to a real-world sports scenario. Students will be required to analyze match footage using sports code software, extract key insights through data analysis techniques, and present their findings in a structured report.

****Assignment Objectives:****

1. To demonstrate proficiency in using sports code software for match footage analysis.
2. To apply data analysis techniques to extract meaningful insights from sports performance data.
3. To communicate analysis findings effectively through a written report.

****Assignment Tasks:****

1. ****Select a Sporting Event:**** Choose a sporting event of your choice (e.g., football match, basketball game, tennis match) to analyze for this assignment.

2. **Analyze Match Footage:** Import the selected match footage into sports code software (e.g., Sportscore, Dartfish) and analyze key events, actions, and patterns. Tag relevant moments in the footage and annotate them with appropriate labels.

3. **Data Analysis Techniques:** Apply data analysis techniques to the tagged match footage to extract insights and trends. Utilize statistical analysis tools to quantify performance metrics and identify areas of strength and improvement.

4. **Report Writing:** Prepare a structured report documenting your analysis process and findings. The report should include the following sections:

- Introduction: Provide an overview of the sporting event and the purpose of the analysis.
- Methodology: Describe the process followed for match footage analysis and data extraction.
- Analysis Findings: Present your analysis findings, including key insights, trends, and performance metrics.
- Discussion: Interpret the analysis findings and discuss their implications for sports coaching and performance enhancement.
- Conclusion: Summarize the key findings of the analysis and reflect on the overall significance of the study.
- References: Include a list of references cited in the report.

Assignment Deliverables:

- Written Report: A structured report documenting the analysis process and findings (Word document or PDF format).
- Video Presentation (Optional): A short video presentation summarizing the key findings of the analysis (optional but encouraged).

Assignment Submission:

- Deadline: [Insert Deadline Date]
- Submission Method: Submit your written report electronically via the designated assignment submission platform.

****Assessment Criteria:****

- Proficiency in Sports Code Software Usage (25%)
- Application of Data Analysis Techniques (25%)
- Quality of Analysis Findings and Insights (25%)
- Clarity and Structure of the Written Report (15%)
- Presentation Style and Professionalism (10%)

****Feedback and Grading:****

Feedback on the assignment will be provided within [Insert Duration] days of the submission deadline. Assignments will be graded based on the assessment criteria outlined above, with marks awarded for each criterion. Grades will be communicated via the designated feedback platform.

****Note:**** Plagiarism and academic misconduct will not be tolerated and will result in disciplinary action. Ensure that all sources used in your analysis are properly cited and referenced according to the required referencing style.