

Programme Specification for MSc Applied Sports Performance Analysis.

This document applies to academic year 2018/19 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	PG Cert, PG Dip, MSc
5.	Programme title	Applied Sports Performance Analysis
6.	Pathways available	N/A
7.	Mode and/or site of delivery	Blended / Distributed Learning (intensive teaching blocks and on-line delivery) University of Worcester
8.	Mode of attendance and duration	Full Time & Part Time options Full-time = 15 days attendance during 3 intensive weeks and circa 2 online lectures per week. 13 month duration Part time = 5-10 days attendance (dependent upon modules selected) with one online lecture each week. Normally completed in 2-3 years
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	<u>QAA Master's Degree Characteristics</u>
11.	Date of Programme Specification preparation/ revision	27 th March 2018 August 2018 – AQU amendments

12. Educational aims of the programme

This programme aims to facilitate the development of knowledge, understanding and professional skills through the recognition of learning in, for and through the work place. The programme will enable students to:

On completion of the course, students should be able to:

- a. Develop a systematic and in-depth understanding of knowledge and a critical awareness of current problems and/or new insights for the advanced study of contemporary issues in performance analysis;
- b. Develop a critical understanding of techniques and research methods applicable to their own applied research and advanced scholarship within the field of performance analysis;
- c. Develop originality in the application of theoretical principles and apply research skills to create further knowledge within the discipline of performance analysis;
- d. Utilise their advanced knowledge and understanding to deal with complex issues systematically and creatively, solve problems and communicate their conclusions clearly;
- e. Develop a conceptual understanding that enables the student to evaluate critically current research, professional practice and advanced scholarship in performance analysis, consider the methodologies and develop critiques of them and, where appropriate, to propose new hypotheses and practices
- f. Develop their key and vocational relevant skills and independent learning ability required for continuing professional and personal development.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
1.	identify, analyse and critically reflect upon appropriate theory and contemporary issues in performance analysis;	MSPO415 2 MSPO415 4	PG Cert, PG Dip and MSc
2.	appreciate and critically reflect upon current problems or contemporary insights in performance analysis;	MSPO415 2 MSPO415 4	PG Cert, PG Dip and MSc
3.	identify, analyse and critically reflect upon a wide range of quantitative and/or qualitative methods applicable for applied research or advanced scholarship in performance analysis.	MSPO415 1	PG Cert, PG Dip and MSc

Cognitive and Intellectual skills

4.	demonstrate an in depth understanding and application of appropriate research methods;	MSPO415 2	PG Cert, PG Dip and MSc
5.	design, implement and evaluate a personal research project in a contemporary area of performance analysis, demonstrating critical analysis of the research process, appropriate research methods and the analysis, interpretation and dissemination of data;	MSPO415 5 MSPO415 0	PG Dip and MSc
6.	critically analyse and appreciate different perspectives, values and strategies of applied practitioners in the field and synthesise these with theory to deal with complex issues systematically and creatively and communicate their conclusions clearly to specialist and non-specialist audiences;	MSPO415 2 MSPO415 7 MSPO415 5	PG Cert, PG Dip MSc
7.	demonstrate self-direction and originality in identifying needs, analysing needs, formulating solutions and evaluating strategies within the context of performance analysis.	MSPO415 2 MAPO415 4	PG Cert, PG Dip and MSc

Skills and capabilities related to employability

8.	develop critical self-reflection and an independent autonomous approach to learning required for continuing professional and personal development as a reflective practitioner;	MSPO415 5	PG Dip MSc
9.	demonstrate critical self-assessment of key and vocational skills in the field of performance analysis;	MSPO415 7	PG Dip MSc

10.	demonstrate competency in delivering performance analysis support to athletes and teams	MSPO415 2 MSPO415 5	PG Cert, PG Dip MSc
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Transferable/key skills

11.	demonstrate initiative and personal responsibility when working alone or with others on applied problems or tasks;	MSPO415 4 MSPO415 3 MSPO415 5	PG Cert, PG Dip and MSc
12.	make decisions in complex applied situations using systematic and creative methods and communicate their conclusions clearly.	MSPO415 2 MSPO415 5	PG Cert, PG Dip and MSc

Learning, teaching and assessment

Teaching

This course is delivered through a blended learning approach and as such there are modules taught at UW and remotely. There are three intensive blocks that are taught through attendance at UW – each block represents a different module and students are required to attend these. The remote aspects of the course are taught using the Virtual Classroom facility available via Blackboard. These sessions are delivered live for those that are able to attend but are also recorded, enabling all students to access the materials whether their availability allows or not.

Students are taught through a combination of face to face and online modes of teaching in the form of lectures, seminars, interactive workshops, directed learning tasks and laboratory practical sessions. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and laboratory practical sessions are focused on developing subject specific skills and applied individual and group project work. In addition, tutorials are available each week in person, via skype or telephone.

Students are gradually required to take control of their learning in a more independent manner as they progress throughout their course. A period of professional work based learning is included within the course whereby students are required to apply their knowledge and skills to an applied setting. The course culminates with a Masters level Dissertation during the final year of study.

Contact time

For the three intensive study weeks students are expected to have 40 hours of contact time each. While studying on distance learning modules, students are expected to have approximately 2 hours of contact time (via virtual learning) per module, per week. You are also entitled to up to 8 hours of tutorial support during the course of your dissertation, and there are 10 hours of tutorial support available for your placement (MSPO4155) which you are expected to utilise.

Independent self-study

In addition to the contact time, students are expected to undertake substantial personal self-study per week. Typically, this will involve online study tasks, reading journal articles and completing formative assignments. MSPO4155 requires approximately 190 hours for the completion of work based project learning and online tasks, and your dissertation requires you to undertake approximately 450 hours of work.

As a guide, completion of the entire course should require 1800 hours of total student learning time,

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course and have experience of both research and applied practice and consultancy in Applied Sports Performance Analysis; the team includes a range of expert lectures (details of which can be found on the course handbook and on the Institute web pages).

Assessment

Each module has one or more formal or 'summative' assessments which are graded and count towards the overall module grade.

During the duration of your studies you can expect:

- 1 x research project in journal format of 6000 words along with proposal presentation (10 minutes).
- 5 x written assignments of 1500-3000 words
- 1 x case study (1500 words)
- 2 x presentation (10 - 15 minutes)
- 1 x career review (2000 words)

14. Assessment strategy

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module includes opportunity for formative assessment as well as one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods include critical reviews, project proposals, presentations, infographics, portfolios, work based project and a dissertation. The precise assessment requirements for an individual student in an academic year will vary according to the modules taken.

15. Programme structures and requirements

Module Code	Module Title	Status			
		Mandatory (M) or Optional (O)			
		Credits (Number)	PG Cert	PG Dip	MSc
MSPO4151	Research Methods in Performance Analysis	30	M	M	M
MSPO4152	Analysing Sport Performance	15	M	M	M

MSPO4154	The Role of the Analyst	15	M	M	M
MSPO4153	Contemporary Issues in Performance Analysis	15		M	M
MSPO4155	Work-Based Project	30		M	M
MSPO4157	Skill Acquisition & Player Learning	15		M	M
MSPO4150	Dissertation	60			M
Total Credits		180			
PG Certificate					
To be awarded the PG Cert Applied Sports Performance Analysis students must successfully complete 60 credits at Level 7 (MSPO4151, MSPO4152, MSPO4154)					
PG Diploma					
To be awarded the PG Dip Applied Sports Performance Analysis students must successfully complete the PG Certificate plus MSPO4153, MSPO4155, MSPO4157 to a total minimum of 120 credits at Level 7.					
Masters (MSc)					
To be awarded the Masters, students must complete a total of 180 credits at Level 7 including 60 credits from the dissertation.					

Delivery Pattern

Module Code	Module Title	Delivery mode	Semester	Assessment
MSPO4151	Research Methods in Performance Analysis	Intensive Week	1 (September)	1. October 2. December
MSPO4152	Analysing Sport Performance	Online	1	1. November 2. March
MSPO4154	The Role of the Analyst	Online	1	1. November 2. February
MSPO4153	Contemporary Issues in Performance Analysis	Intensive Week	2 (January)	1. March
MSPO4155	Work-Based Project	Online	2	1. June
MSPO4157	Skill Acquisition & Player Learning	Intensive Week	2 (June)	1. July
MSPO4150	Dissertation	Tutorials	1 or 2	1. October

16. QAA and professional academic standards and quality

The Framework for HE Qualifications

The course has been developed with reference to the QAA FHEQ (Framework for Higher Education Qualifications, August 2008) ensuring that the qualification represents appropriately the level of achievement required for Masters courses. A full copy of the above document can be found by visiting the QAA website: <http://www.qaa.ac.uk/>

The course takes into account the QAA *Master's Degree Characteristics Statement 2015* (<http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf>) that specifies the key characteristics in relation to purpose, content, structure and delivery, teaching, learning and assessment methods and relationship to further study or employment for Master's Degree programmes.

The Applied Sports Performance Analysis Master's programme includes some learning undertaken in a structured environment alongside time spent in a professional practice scenario.

The course team recognise that a significant proportion of students recruited to the course will be largely based in their country of residence. Therefore elements of the course and individual modules have been developed to incorporate a flexible/blended learning approach.

Professional Standards

Students enrolled on the course are also encouraged to apply for International Society of Performance Analysis in Sport (ISPAS) Accreditation. The course will help Prepare students for the certification requirements of ISPAS and whilst this is not deemed mandatory it is highly recommended. The ISPAS competencies, assessment guide and application documents can be found at the following address;

<http://www.ispas.org/join.html#>

17. Support for students

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. In addition, Student Services specifies [appropriate arrangements that can be made for students with disabilities](#).

The following guidance and support structure is in place for students participating in this course:

- students experience a wide variety of support for their learning e.g. seminar group work, practical activities, tutorials, pre-module learning activities, academic tutor support and the use of e-learning and access to computer and internet facilities e.g. Blackboard.
- An initial induction course
- Student Handbook (published on an annual basis).
- Module tutors will act as your Work Based Learning and Independent Study Tutors
- Library induction and information skills packages.
- The Information Learning Service also provides training.
- Study skills provided within the subject and separately by Student Services.
- Opportunities to study abroad (optional).
- Students supported by Information learning Services (Library, IT, Media and Print).
- The University's Careers Service provides training opportunities for career planning.
- Firstpoint and student services (<http://www.worcester.ac.uk/student-services/index.htm>)
- The University's International office offers support to overseas students
- The Language Unit provides English Language courses for International Students
- Access to the Disability and Dyslexia Service (<http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>)
- Online support

Personal Academic Tutor System

Each student will be allocated a Personal Academic Tutor (from within the Course Team wherever possible). Students will be given an opportunity to meet with their Personal Academic Tutor during the induction sessions. The intention behind the system is that the student and tutor will develop a close working relationship, so a clear picture of the student's progress is developed throughout the course. The Personal Academic Tutor will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

The Personal Academic Tutor will encourage the student to take responsibility for their own personal and professional development planning. Structured face-to-face and on-line support typically covers the following:

- Awareness of personal strengths and weaknesses;
- A clear vision of what the student wants to achieve through HE study;
- Greater understanding of how study in the discipline area at the University can help towards student goals;
- Responsibility for personal choices in modules, work and social life;
- A reflective approach to all the feedback received on work;
- A sense and a record of progression and achievement in the development of subject and generic skills and attributes (qualities);
- An ability to use this greater awareness to articulate the benefits of the HE experience to others including employers.

The Personal Academic Tutor will also:

- Respond to the student's requests for support and help with problems which affect academic work either at subject level or by referral to other University support services;
- Provide information for and assist in the drafting of the University reference.

18. Admissions

Admissions policy

The University aims to be accessible. It is committed to widening participation and encouraging diversity in the student population. The Institute of Sport and Exercise Science works closely with central student support services including the Admissions Office and the International Centre to support students from a variety of different backgrounds. We actively encourage and welcome people from the widest range of economic and cultural backgrounds and value the contribution of mature learners.

Our policy is to offer a place to any student that we deem to be capable of success and who is likely to substantially benefit from the programme. We support the University's mission statement of *increasing access, widening participation and assisting students to achieve their potential*.

Entry requirements

Students will normally have a 2:1 degree classification in either a sport or science (e.g. biology, physiology, psychology) discipline. Students who hold a relevant degree classification of either 2:2 (or below), or, a non-related degree will be considered on a case by case basis and may be required to submit a portfolio of evidence to demonstrate experience of work within the field. Applicants should be able to demonstrate academic capability for study at this level and strong interest and commitment in the relevant disciplines. Because of the requirement to complete a work based project and the course aim of developing key vocational skills, applicants will need to be able to demonstrate they have access to an applied performance analysis environment.

In the event of students completing their period of Professional Placement in an environment where they may be working with children or vulnerable adults, they will be required to follow their home country procedures for Criminal Records Bureau enhanced disclosure checks and they must provide this evidence to University of Worcester staff prior to acceptance.

Any applicants whose first language is not English or who has not been educated wholly or mainly in the medium of English must reach a minimum IELTS overall band score of 6.0 with a score of at least 5.5 in any individual component (or equivalent in an approved test in English) or otherwise demonstrate that they have an adequate command of both written and spoken English before starting the course.

See [Admissions Policy](#) for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

In the event of students completing their period of Work Based Project in an environment where they may be working with children or vulnerable adults, they will be required to follow their home country procedures for Criminal Records Bureau enhanced disclosure checks.

Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Applicants must contact the Registry Admissions Office (01905 855111) and complete an application form. Students who meet the entry requirements for the course will then be invited for interview either in person or by Skype. Applicants who do not meet the entry requirements should contact the Registry Admissions Office (01905 855111) or the Course Leader for advice and may be asked to support their application with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience.

Admissions/selection criteria

All applicants for this course will be interviewed, and admission to the course will be based on the selection criteria. As student numbers are limited on this course, entry may be delayed until there is space on the course. Applicants who fulfil the entry requirements will be selected on their ability to demonstrate through their application and at interview knowledge, skills and experience in the following areas:

- active and current professional involvement in performance analysis;
- academic interest in the theory and practice of outdoor education;
- study skills including independent and team working

19. Methods for evaluating and improving the quality and standards of teaching and learning

The Institute operates a robust, organic and on-going system of quality management and enhancement that involves the following elements:

- The course leader will be appointed from within the Institute of Sport & Exercise Science
- Annual Evaluation Report
- External Examiner reports.
- Each module provides opportunities for student evaluation (mid module and end of module)
- Course Management Committee considers student feedback.
- Institute staff and student consultative committee considers generic student issues.
- University Learning, Teaching and Student Experience Committee
- Board of Examiners Moderation Group – Post module investigation (selected modules).
- Peer review of teaching by staff.
- A teacher accreditation course (Postgraduate Certificate in Learning and Teaching in Higher Education) for new staff accredited by HEA and SEDA.
- Institute of Sport & Exercise Science Learning Advisory Group.
- New Staff mentoring system.
- New staff observed by Head of Institute.
- Peer observation
- Personal Academic Tutor Feedback

20. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Awards

Award	Requirement
PG Cert Applied Sports Performance Analysis	Passed a minimum of 60 credits at level 7, as specified on the award map
PG Dip Applied Sports Performance Analysis	Passed a minimum of 120 credits at level 7, as specified on the award map
Masters (MSc)	Passed a minimum of 180 credits at level 7, as specified on the award map

PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

21. Indicators of quality and standards

In recent years the course receives excellent feedback on each module. Students have particularly enjoyed the practical nature of the course and the chance to apply their knowledge to specific scenarios. This is supported by a high quality teaching team, with

all staff having significant applied/consultancy and academic experience. These standards are further evidenced by highly positive reports from our external examiner on both the quality of student work and rigour and depth of feedback received from staff. The course is well supported by visiting experts including practitioners with extensive industry experience.

Students are well supported in terms of finding work placements and full time jobs. In the past 2 years over half of students have been provided work placements or full time employment through direct links with the Course Leader, whilst other students are already in full time employment within the Professional Sport environment. As such, the course puts students in an excellent position to further their careers in a highly competitive industry.

22. Graduate destinations, employability and links with employers

Graduate destinations

UW graduates in the field of performance analysis have continued to study higher level qualifications at both UW and other institutions across the UK. Many have found employment within professional sports clubs and some have extended their internship into a part-time paid role.

The success of students studying on this programme has primarily been based within elite sport but has also been as diverse as local authority organisations (performance analyst role). The course has a strong record of helping students gain employment upon completion of studies.

Upon successful completion of the Masters Programme, students have gained first employment, promotion within their own organisation, gained international employment or move to a senior management position in other organisations. The Masters also provides a platform to other research/higher degrees in sport and promotion in other professional organisations. The completion of the Masters may also provide students with the ability to enhance their current working practices.

Student employability

The Role of the Analyst and Work Based Project modules help students develop their employability within the field by enhancing their applied skills. The second intensive week includes a 'job Club' which runs on each day and helps students improve their CV and prepare for interview. The Course Leader regularly distributes job vacancies to the students and helps reviews CV and tasks for each student.

The Institute of Sport and Exercise Science has a designated Careers Coordinator who aids students with career planning, CV writing, interview skills and applying for jobs. There is a careers notice board where opportunities are regularly posted and more recently a Blackboard based careers board

Links with employers

Input and feedback from practitioners working within the field of performance analysis was sought to inform the design of this course and the course leader works with a wide network of clubs and organisations to provide funded internships (n= 12 for 2018/19) as well as other opportunities for students.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.