

## Programme Specification for MSc Applied Sports Performance Analysis

This document applies to students who commence the programme in or after September 2017

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award or awards</b>	PG Cert, PG Dip, MSc
5.	<b>Programme title</b>	Applied Sports Performance Analysis
6.	<b>Pathways available</b>	N/A
7.	<b>Mode and/or site of delivery</b>	Blended / Distributed Learning (intensive teaching blocks and on-line delivery) University of Worcester
8.	<b>Mode of attendance and duration</b>	Full Time / Part Time
9.	<b>UCAS Code</b>	N/A
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#"><u>QAA Masters Degree Characteristics.</u></a>
11.	<b>Date of Programme Specification preparation/ revision</b>	September 2015 July 2016, regulations amended (TCRF and Section 20), minor updating throughout / June 2017 updates / August 2017 – 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. further develop their key and vocational relevant skills and independent learning ability required for continuing professional and personal development;
- g. Develop enhanced professional practice, within a clear framework of the learners' own professional values, and which represents a significant contribution to professional knowledge.

### Educational Aims' of the Programme Developed by Mandatory Module

Module Code	Module Title	A	B	C	D	E	F	G
MSPO4054	Personal Development Profiling	✓	✓		✓	✓		
MSPO4051	Research Methods		✓	✓				
MSPO4052	Analysing Sport Performance	✓		✓	✓	✓		
MSPO4055	Work based project 1	✓		✓	✓	✓	✓	✓
MSPO4056	Work based project 2	✓		✓	✓	✓	✓	✓
MSPO4053	Contemporary Issues in Performance Analysis	✓		✓	✓	✓		
MSPO4050	Dissertation	✓		✓	✓	✓	✓	

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

<b>Knowledge and Understanding</b>	
<b>LO no.</b>	On successful completion of the named award, students will be able to:
1.	identify, analyse and critically reflect upon appropriate theory and contemporary issues in performance analysis
2.	appreciate and critically reflect upon current problems or contemporary insights in performance analysis
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

<b>Cognitive and Intellectual skills</b>	
4.	demonstrate an in depth understanding and application of appropriate research methods
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
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
7.	demonstrate self direction and originality in identifying needs, analyzing needs, formulating solutions and evaluating strategies within the context of performance analysis

<b>Skills and capabilities related to employability</b>	
8.	develop critical self-reflection and an independent autonomous approach to learning required for continuing professional and personal development as a reflective practitioner
9.	demonstrate critical self-assessment of key and vocational skills in the field of performance analysis

10.	demonstrate competency in delivering performance analysis support to athletes and teams
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<b>Transferable/key skills</b>	
11.	demonstrate initiative and personal responsibility when working alone or with others on applied problems or tasks
12.	make decisions in complex applied situations using systematic and creative methods and communicate their conclusions clearly

**Learning, teaching and assessment**

Examples of learning, teaching and assessment methods used:

Lectures, seminars, on-line directed reading and study tasks, group discussions, problem based learning activities, independent research, practical laboratory and field based activities, work based learning, student presentations and self-assessment of practical competencies

**14. Assessment strategy**

The Learning and Teaching strategies used in the Applied Sport Performance Analysis course are in accordance with the UW Learning, Teaching and Assessment Strategy and with the Institute response to that document. Hence the course is in line with the University learning paradigm which develops learning in terms of students working towards learning outcomes and the alignment of teaching and assessment to achieve those learning outcomes. Each module has identified and validated learning outcomes and the achievement of those outcomes is monitored through a robust system of quality management including internal mechanisms supported by External Examiners.

The learning environment will include a full range of practical work, lectures, seminars, workshops and independent and group study tasks, with students 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.

Furthermore, the course will operate within the Taught Courses Regulatory Framework (TCRF) for assessment, marking and re-assessment.

Assessments will test both students’ theoretical knowledge and application of that knowledge to practical situations. Students will be required to demonstrate competency in research methods prior to progressing to the Dissertation.

Marking criteria are provided with all assignment briefs upon commencement of each module.

In addition to summative assessment tasks, a range of formative tasks (which will include online group discussions and tutorials) will provide the opportunity for students to receive feedback on their progress. Modules delivered primarily through distance learning will make frequent use of formative tasks given the reduced opportunity for face to face discussion of course content.

**15. Programme structures and requirements**

The course is available in full and part-time modes. The maximum registration period for full time study is three years and for part time study is 6 years.

The programme requires students to complete 180 credits (90 ECTS) at Level 7 in the TCRF.

The course comprises six individual modules, all of which are mandatory. Completion of Research Methods, Analysing Sport Performance, Personal Development Profiling, Contemporary Issues in Performance Analysis and Work Based Learning 1 and 2 each result in the award of 20 credits (10 ECTS), whilst Dissertation is a 'triple' module resulting in the award of 60 credits (30 ECTS).

Students completing the course through part time study may take a minimum of one module in each academic year. Although there are no requirements with regards to the order in which the modules are studied, it should be emphasised that completion of Research Methods is a prerequisite for registration on Dissertation, and it is advised that they complete Personal Development Profiling prior to Work Based Learning 1 and 2. It is recommended that part time students discuss their options with the course leader when deciding on the combination of modules studied in each year.

All modules in the programme are mandatory.

### Award Map

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)		
			PG Cert	PG Dip	MSc
MSPO4051	Research Methods	20	M	M	M
MSPO4052	Analysing Sport Performance	20	M	M	M
MSPO4054	Personal Development Profiling	20	M	M	M
MSPO4053	Contemporary Issues in Performance Analysis	20		M	M
MSPO4055	Work-Based Learning 1	20		M	M
MSPO4056	Work-Based Learning 2	20		M	M
MSPO4050	Dissertation	60			M
<b>Total Credits</b>		180			

To be awarded the PG Cert **Applied Sports Performance Analysis** must successfully complete 60 credits at Level 7 (Research Methods; Analysing Sport Performance; Personal Development Profiling).

To be awarded the PG Dip **Applied Sports Performance Analysis** must also successfully complete Contemporary Issues in Performance Analysis **and** Work-Based Learning 1 & 2 to successfully complete a total minimum of 120 credits at Level 7.

To be awarded the Masters, students must complete a total of 180 credits at Level 7 including 60 credits from the dissertation.

Students registered on distance learning modules (MSPO4052 and MSPO4054) will be required to complete and submit regular study tasks on a weekly basis. Two other modules, Research Methods (MSPO4051) and Contemporary Issues in Performance Analysis (MSPO4053) require full attendance for intensive study weeks, and preparatory and follow up activities will be provided online. These intensive weeks will typically take place in September (Research Methods) and January (Contemporary Issues in Performance Analysis).

#### 16. QAA and professional academic standards and quality

This award is located at level 7 of the FHEQ.

#### Benchmark Statements

There are currently no benchmark statements for sports related Masters courses.

### **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 *Master's Degree Characteristics* (March 2010) UK Quality Code for Higher Education (October 2014) documents that specify 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. It is further acknowledged that most "taught" Master's programmes will include some learning undertaken in a structured environment. Master's programmes, considered to be of the "professional/practice" type, often combine structured and independent learning methods alongside time spent in practice. As such, the MSc in Applied Sport Performance Analysis uses Blended / Distance learning with mandatory intensive teaching blocks to comply with these characteristics.

### **QAA Code of Practice for Placement Learning**

The Institute has responded to the QAA Code of Practice by the development of two separate Placement Guides: one for students and one for employers, which respond to each of the precepts in the code.

### **QAA Code of Practice for Flexible and Distributed Learning**

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. Teaching materials and learning resources reflect and embrace the QAA code of practice for FDL Part B: aspects specific to flexible and distributed learning.

### **Other QAA Codes of Practice**

This course proposal is developed in full congruence with the UW response to QAA Codes of Assessment, Careers Guidance, Collaboration and Student Disabilities.

### **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.

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, personal 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

## 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.

Please contact the Registry Admissions Office for further information or guidance 01905 855111

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, sport coaching or sport science 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.

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 score of 6.5 (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 Learning in an environment where they may be working with children or vulnerable adults, they will be required to follow their home country procedures for Disclosure Barring Service enhanced disclosure checks and they must provide this evidence to University of Worcester staff prior to acceptance.

### 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**

Potential students should apply directly via the Registry at the University of Worcester. Given the potentially diverse backgrounds of applicants with a sport or science related degree qualifications, all will be interviewed in order to ascertain their suitability for the course. For overseas applicants a telephone interview will be required if they are unable to travel to the University of Worcester.

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

The Institute of Sport & Exercise Science 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 review of the quality of the subject.
- External Examiner reports
- Each module provides opportunities for student evaluation (mid module and end of module).
- Institute Quality Committee considers formal student feedback.
- Institute staff and student consultative committee considers generic student issues.
- University Learning, Teaching and Student Experience Committee promote learning and teaching across the institution.
- Post Exam Board 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, and Institute of Learning and Teaching membership.
- Institute of Sport & Exercise Science Learning Advisory Group.
- New Staff mentoring system.
- New staff observed by Head of Institute.
- Personal Academic tutor system
- National Student Survey
- Student Induction Survey

## **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.

### **Requirements for Awards**

<b>Award</b>	<b>Requirement</b>
PG Cert	Passed a minimum of 60 credits at level 7, as specified on the award map
PG Dip	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**

Performance analysis modules consistently rated highly by undergraduate students.

## **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.

Upon successful completion of the Masters Programme, there may be opportunities for students to gain first employment, promotion within their own organisation, gain 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 Personal Development Planning and Work Based Learning modules will help students develop their employability within the field by enhancing their applied skills. 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

**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.