



Programme Specification

| Part 1: Basic Data | | | |
|--|--|----------------------------------|--|
| Awarding Institution | Hartpury University | | |
| Teaching Institution | Hartpury University | | |
| Delivery Location | Hartpury | | |
| Study abroad / Exchange / Credit recognition | None | | |
| Department responsible for programme | Sport | | |
| Programme Title | MSc Applied Performance Analysis in Sport | | |
| Professional Statutory or Regulatory Body Links | None | | |
| Highest Award Title | Master of Science in Applied Performance Analysis in Sport | | |
| Default Award Title | None | | |
| Interim Award Titles | Postgraduate Diploma in Applied Performance Analysis in Sport Postgraduate Diploma in Sport Studies Postgraduate Certificate in Applied Performance Analysis in Sport Postgraduate Certificate in Sport Studies | | |
| Mode(s) of Study | Accelerated Full Time / Part Time | | |
| Codes | UCAS: n/a | UNIT-E: MSTSAPAS | |
| Relevant QAA Subject Benchmark Statements | Events, Hospitality, Leisure, Sport and Tourism | | |
| Most recent Validation Date | V1.0 – 14 April 2020 | Due for re-validation by: | 01 September 2026 |
| Amendment Approval Date | V1.1 – 22 February 2021 | Approved with effect from | V1.0 – 01 September 2020 V1.1 – 01 September 2021 |
| Version | 1.1 | | |

Part 2: Educational Aims of the Programme

The aims of the programme are to prepare students to solve intellectual and practical problems within the context of the applied sport industry, and, as such, the teaching and learning process aims to enable students to develop:

1. A critical understanding of how performance analysis underpins effective coaching practice
2. A critical awareness of the interdisciplinary role of the performance analyst and how this impacts current and future practice
3. The qualities and transferable skills necessary for employment or further postgraduate study
4. Reflective and critical abilities as performance analysts to question existing practice, inform future applications and enhance their personal development as a reflective practitioner
5. Skills to assess the application and critical evaluation of research methods in performance analysis disciplines and thus equip them to be able to evaluate the rigour and applicability of published research and professional practice
6. A critical understanding of current and future practice in performance sport, including new technological and professional practice insights

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

MSc Applied Performance Analysis in Sport graduates will have a deep understanding of the applied practices within performance analysis through rigorous exploration of topics, including data visualisation and presentation, communication and software functionality. Importantly, they will have a thorough understanding of how performance analysis plays an integral part in effective coaching processes. Graduates will have demonstrated industry-required core competencies including videography and extensive experience using analysis software and the dissemination of performance data through a blend of placements, practical skills experience and taught sessions. Graduates will be prepared for the applied nature of the performance sport industry with transferable and professional skills accumulated through innovative teaching and assessment strategies.

Part 3: Programme Structure

This structure diagram demonstrates the student journey from Enrolment through to Graduation for a typical **full time student**, including:

- level and credit requirements
- award requirements that are in addition to those described in the Hartpury Academic Regulations
- module diet, including compulsory, core and optional modules

| | Compulsory Modules | Optional Modules | Awards |
|---------|---|---|--|
| Stage 1 | <p>HSPVFC-30-7 Contemporary Issues in Performance Analysis</p> <p>HSPVE7-15-7 Fundamentals of Performance Analysis</p> <p>HSPVD9-30-7 Postgraduate Industry Placement Experience</p> <p>HANXKT-15-7 The Research Process</p> <p>HANVL5-60-7 Postgraduate Dissertation</p> | <p>HSPXMY-15-7 Pedagogy in Practice</p> <p>HSPXN3-15-7 High Performing Environments</p> <p>HSPVB3-15-7 Performance Assessments and Evaluation for Strength and Conditioning</p> | <p><u>PG Cert in Sport Studies</u></p> <p><u>PG Cert in Applied Performance Analysis in Sport</u> This must include modules: Contemporary Issues in Performance Analysis, Fundamentals of Performance Analysis</p> <p><u>PG Dip in Sport Studies</u></p> <p><u>PG Dip in Applied Performance Analysis in Sport</u> This must include the modules: Contemporary Issues in Performance Analysis, Fundamentals of Performance Analysis, Postgraduate Industry Placement Experience</p> <p><u>MSc in Applied Performance Analysis in Sport</u> This must include all compulsory modules.</p> |

Part time:

The part time student journey from Entry through to Graduation is individually negotiated with the student.

Part 4: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

| <i>Learning Outcomes:</i> | Contemporary Issues in Performance Analysis | Fundamentals of Performance Analysis | Postgraduate Industry Placement Experience | Research Process | Postgraduate Dissertation | Pedagogy in Practice | High Performing Environments | Performance Assessments and Evaluation for Strength and Conditioning |
|--|---|--------------------------------------|--|------------------|---------------------------|----------------------|------------------------------|--|
| (A) Knowledge and understanding of: | | | | | | | | |
| 1. the roles, scope and range of competencies required by performance sport staff to demonstrate effective and informed practice | ✓ | ✓ | | | | | ✓ | |
| 2. current problems or contemporary insights in performance analysis | ✓ | ✓ | | | | | | |
| 3. how to manipulate key performance indicators and data visualisation skills using an array of techniques and software packages | | | ✓ | | | | | |
| 4. salient issues and industry-based problems and apply appropriate research methodologies to the solution of a range of complex issues | | | | ✓ | ✓ | ✓ | | ✓ |
| (B) Intellectual Skills | | | | | | | | |
| 1. Demonstrate an ability to fully engage in postgraduate level academic enquiry through the application of cognitive skills of critical thinking, analysis and synthesis | ✓ | ✓ | | | | ✓ | ✓ | ✓ |
| 2. Demonstrate self-direction and originality in identifying and analysing needs, formulating solutions and evaluating strategies within the context of performance analysis | ✓ | ✓ | | | | | | |
| 3. 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 | | | ✓ | | | | | |
| 4. 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 | | | | ✓ | ✓ | | | |

Part 4: Learning Outcomes of the Programme

| (C) Subject/Professional/Practical Skills | | | | | | | | |
|--|--|---|---|---|---|---|---|---|
| 1. | Use a wide variety of technology, hardware and software to film, code, analyse and present performance data to a range of audiences | ✓ | ✓ | | | | | |
| 2. | Demonstrate competency in delivering performance analysis support to athletes, teams and staff | ✓ | ✓ | | | | | |
| 3. | Student will have demonstrated industry required practical competencies at least once during their mentor-based learning environment | | ✓ | | | | | |
| 4. | Demonstrate critical self-assessment of key and vocational skills in the field of performance analysis | | | ✓ | | | | |
| 5. | Develop an autonomous approach to learning required for continuing professional and personal development as a reflective practitioner | | | ✓ | | ✓ | ✓ | |
| 6. | Apply performance analysis research protocols to industry-based problems and empirical research | | | | ✓ | ✓ | | |
| (D) Transferable skills and other attributes | | | | | | | | |
| 1. | Communicate effectively with a wide range of individuals using a variety of appropriate means showing self-awareness and sensitivity to diversity in people and contexts | ✓ | ✓ | | | | ✓ | ✓ |
| 2. | Utilise problem-solving skills in a variety of theoretical and practical situations | ✓ | ✓ | | | | ✓ | ✓ |
| 3. | Take responsibility for personal and professional learning and development while acting autonomously in planning and implementation of tasks | | | ✓ | | | ✓ | ✓ |

Part 5: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

The MSc Applied Performance Analysis in Sport programme provides students with the opportunity to study the applied nature of being a performance analyst. Students are exposed to modules which aim to bring the applied nature of a performance analyst to life. This includes the core competencies required for a performance analysis practitioner which are gleaned from a blend of a mentor-based learning environment, an industry placement and taught workshops. Alongside the distinct 'placement' module, a range of 'contextualised' modules provide students with two foci: 1) the development of their own practice via an interrogation of best practice for deployment of core skills within performance sport environments and 2) an overview of the context in which they will operate within industry upon graduation, by examining potential areas of future employment and using the industry standard skills learnt to create and build on existing professional networks.

Throughout this level of the programme, research methods form a compulsory subject that acts as an important building block for the dissertation, with the view of publication or recommendation for professional practice. The dissertation requires students to engage in postgraduate research in performance analysis. Throughout this process, the programme team provides support in a supervisory capacity and students are expected to draw on their experiences during their studies on the programme to formulate and carry out an original piece of research with the aim of gaining a publication in an international peer-reviewed periodical.

The MSc Applied Performance Analysis in Sport programme has been developed as a distinctive programme. This programme prides itself on its originality by offering students the opportunity to engage with innovative teaching methods. Students will benefit from an enhanced learning experience by engaging in a variety of creative teaching media such as video creation, mentorship, reflective discussion and video feedback.

In addition, it is of paramount importance that the postgraduate Hartpury student feels supported through their educational experience, which dictates the existence of a comprehensive framework of supporting documentation and structures. In support of this, students can access via the Virtual Learning Environment information on their programme and for each module that they study which provides information on the module aims and learning approach, the module timetable (scheme of work), a guide to study tours and visits relevant to the module and assessment guidelines. Hartpury ensures that appropriate arrangements are in place to ensure equality of opportunity in formative and summative assessment for all students with special educational needs. We are committed to ensuring that the delivery and assessment methods of a module take account of students with special educational needs, and this is addressed from the beginning of the module delivery period. Alternative forms of assessment may be recommended by module teams approved by the field concerned and notified to students at the beginning of the module delivery period.

The Virtual Learning Environment (VLE) is an electronic resource accessible remotely which is administered by the programme and module teams, providing students with access to academic materials relevant to their active modules and programmes and has the capability to be used as an online test of knowledge for students through the various online testing functions embedded into its infrastructure. Students will engage in regular face-to-face tutorials with their allocated personal tutor, which will serve to support the student professionally and academically. Student advisors are also in place as an additional recognition of the demands placed on students who provide support in other factors that might impinge on the academic journey. Postgraduate students are provided with additional study facilities accessible on a 24-hour basis for their use. This provides space for postgraduate students from across the faculty to work together in a postgraduate environment. Hartpury's Achievement and Success Centre also offers a suite of blended learning postgraduate study skills support programs and workshops.

The learning and teaching strategy of the institution provides the opportunity for students to engage in a number of different learning environments. It is understood that people learn through different means, so a range of methods are used, including but not limited to, lectures, debates, practical and computer-based sessions, supervised practical skills assessment and seminar/discussion sessions centred around current published literature. Assessment also comes in many guises in order that students experience a range of opportunities in which they may excel from written assignments and oral presentations through to coaching and practically based competency assessments.

Description of the teaching resources provided for students

As well as traditional classrooms and lecture theatres, Hartpury also has a host of practical sports facilities which may be used for teaching throughout the course of the MSc Applied Performance Analysis in Sport. These include: sports halls, 3G pitches, extensive sports pitches, biomechanics laboratory, human performance laboratory and a performance analysis suite.

Part 5: Student Learning and Student Support

Students can benefit from exposure to performance analysis practitioners, industry experts, software developers, coach educators and academically informed staff during their programme of study. The library service is very supportive of the academic disciplines within the Applied Performance Analysis in Sport programme and provides an extensive range of paper (book and periodical) and electronic based (e-book, periodical and database) resources relevant to postgraduate level study. The library further incorporates 'remote access' to the majority of its holdings in order to enhance the learning experience of the student and enable postgraduate students off-site access to efficiently manage their personal learning.

On the MSc Applied Performance Analysis in Sport programme teaching is a blend of:

Scheduled Learning

May include lectures, seminars, tutorials, project supervision, practical skills supervision, demonstration, practical classes, workshops and external visits.

Independent Learning

May include the hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Placement Learning

Students will be expected to complete the minimum required hours work placement for the associated placement modules in a pre-approved work placement(s).

Virtual Learning Environment (VLE)

This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.

Description of any Distinctive Features

The MSc in Applied Performance Analysis will provide students with the opportunity for a vast array of practical experience, directly recognised by employer and industry needs, supported by a uniquely structured academic programme, delivered by academically informed practitioners.

The programme allows students access to contemporary and industry-standard technology, as well as learning opportunities within the Hartpury Sports Academy and external work-based placements.

This will enable students to develop and apply industry recognised core competencies of performance analysis in a blend of sport settings as well as the creation of a professional development portfolio.

Through scheduled and independent learning, the course content and innovative assessment strategies which are all aligned with current industry practice, provide students with the relevant knowledge and applied experiences in preparation for employment as a professional performance analyst.

Our Performance Analysis suite boasts a breadth of software for both observational, technique and data-based analysis on both the windows and mac operating systems. As well as access to Internet Protocol (IP) cameras on a variety of our sports pitches for live streaming and coding.

Part 6: Assessment

This programme will be assessed according to the approved Academic Regulations. The distinctive modules used by the Programme Examination Board to inform recommending differential awards for students when considering borderline performance profiles will be Postgraduate Dissertation.

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

A variety of assessment methods will be employed throughout the programme. The learner's ability to demonstrate intellectual and personal / practical skills will be tested through written assignments, practical video review examinations, oral examinations, individual presentations and the creation of a personal development portfolio.

Assessment Map

The programme encompasses a range of **assessment methods** and these are detailed in the following assessment map:

| | | Type of Assessment* | | | | | | | | |
|-----------------------------------|--|---------------------|------------------------|-----------------------|----------------|-----------------------------|-------------------------------------|--------------------|------------------|--------------|
| | | Unseen Written Exam | Open Book Written Exam | In-class Written Test | Practical Exam | Practical Skills Assessment | Oral assessment and/or presentation | Written Assignment | Report / Project | Dissertation |
| Compulsory Modules Level 7 | Contemporary Issues in Performance Analysis | | | | | A (50) | | B (50) | | |
| | Fundamentals of Performance Analysis | | | | | A (P/F) | B (100) | | | |
| | Postgraduate Industry Placement Experience | | | | | | | | | A (100) |
| | Research Process | | | | | A (30) | B (70) | | | |
| | Postgraduate Dissertation | | | | | A (25) | | | A (75) | |
| Optional Modules Level 7 | Pedagogy in Practice | | | | | A (50) | | B (50) | | |
| | High Performing Environments | | | | | A (50) | | B (50) | | |
| | Performance Assessments and Evaluation for Strength and Conditioning | | | | | | | A (100) | | |

*Assessment should be shown in terms of either **Written exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 7: Entry Requirements

Applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the Hartpury website (www.hartpury.ac.uk).

Applicants must provide evidence which demonstrates that they can benefit from study on this programme and are likely to achieve the required standard. This will be determined during an individual interview with each applicant.

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. Applicants will be considered on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of the programme. Applicants with non-standard entry criteria may be reviewed on an individual basis. This may take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.5 prior to entry onto the programme.

Unspent Criminal Conviction: We will require students who accept a place on this programme to provide information on any unspent criminal convictions involving the following:

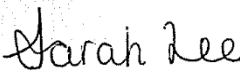
- Any kind of violence including (but not limited to) threatening behaviour, offences concerning the intention to harm or offences which resulted in actual bodily harm
- Offences listed in the Sex Offences Act 2003 or of a sexual nature
- The unlawful supply of controlled drugs or substances where the conviction concerns commercial drug dealing, trafficking, possession or possession with intent to supply
- Offences involving firearms, knives or any other weapons
- Offences involving arson
- Offences listed in the Terrorism Act 2006 or terrorism related acts.

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 he/she 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 individual modules can be found through Hartpury's website.

Programme Amendment Log

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|------------------------|---|
| Programme Title: | MSc Applied Performance Analysis in Sport |
| Programme Code: | MSTSAPAS |
| Initial Approval Date: | 14 April 2020 |

Changes: *Most recent at the top of the page*

| | |
|---|-------------------------|
| Current version number: 1.0 | |
| Outline Change Details: Part 6 – Assessment Map – weighting changed for Postgraduate Dissertation: Oral Assessment/Presentation from A20 to A25, Dissertation from A80 to A75. | |
| Material Alteration: No | |
| Rationale: Change made to weighting of Postgraduate Dissertation module assessment to reflect module change. | |
| Change requested by: Gareth Knox X I can confirm that student representatives have been consulted about this change X I can confirm that colleagues impacted by this change have been consulted X I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report | |
| Signature: G J Knox | Date: 15/01/2021 |
| Name of Head of Department: Sarah Lee I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department | |
| Signature:  | Date: 25.01.21 |
| Approval Committee and Date: | CVC 2021 02 22 |
| Change approved with effect from: | 01 September 2021 |
| Resulting new version number: | 1.1 |

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| Current version number: 0 | |
| Outline Change Details: new programme | |
| Approval Committee and Date: | CVC Chair's action 2020 04 14 |
| Change approved with effect from: | 1 September 2020 |
| Resulting new version number: | 1.0 |