

## Programme Specification

Part 1: Basic Data			
<b>Primary Programme Title</b>	MSc Applied Performance Analysis in Sport		
<b>Target Award Titles</b>	<b>Mode and Typical Duration of Study</b>	<b>Professional Accrediting Body Links</b>	<b>Study Abroad / Exchange / Credit Recognition</b>
<b>MSc Applied Performance Analysis in Sport</b>	Full time, 1 year Part time, 2 years	<b>None</b>	<b>None</b>
<b>Interim Award Titles</b>	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 Postgraduate Award in Sport Studies		
<b>Teaching Delivery Method</b>	Mixed		
<b>Awarding Institution</b>	Hartpury University		
<b>Teaching Institution</b>	Hartpury University		
<b>Delivery Location</b>	Hartpury		
<b>Department Responsible for Programme</b>	Sport		
<b>Unit-E Code</b>	<b>MSTSAPAS</b>		
<b>Entry Criteria Information</b>	Applicants will have achieved entry criteria appropriate for the stage of entry, which can be found through the Hartpury website ( <a href="http://www.hartpury.ac.uk">www.hartpury.ac.uk</a> ).		
<b>Most Recent Validation Date</b>	7 February 2025	<b>Due for Re-validation By</b>	01 September 2030
<b>Amendment Approval Date</b>	V4.1 - 11 June 2025	<b>Approved With Effect From</b>	V4.1 - 01 September 2025
<b>Professional Accrediting Body Approval Date</b>	None	<b>Date for Re-accreditation</b>	N/A
<b>Version</b>	4.1		

## **Part 2: Programme Overview**

MSc Applied Performance Analysis in Sport graduates 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 have a thorough understanding of how performance analysis plays an integral part in effective coaching processes. Graduates have demonstrated industry-required core competencies including videography, extensive experience using analysis software, and pedagogically-informed dissemination of performance data through a blend of placements and taught sessions. Graduates are 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 on the primary programme**, including:

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

Please note:

\*PAB these modules are subject to additional and variant regulations as part of an accreditation by a professional accrediting body

+ core modules marked + are not eligible for compensation

<sup>1</sup> these modules are accredited by a professional awarding body, but are not subject to variant regulations

<sup>AV</sup> these modules are subject to additional and variant regulations but are not accredited by a professional awarding body

	Core Modules	Optional Modules	Target and Interim Awards
Stage 1	HSPVFC-30-7 + Contemporary Issues in Performance Analysis  HSPXN3-15-7 High Performing Environments  HSPVUC-30-7 + Performance Analysis within the Coaching Process  HANVL5-60-7 + Postgraduate Dissertation  HSPVD9-30-7 + Postgraduate Industry Placement Experience  HANXKT-15-7 The Research Process	None	<u>Postgraduate Award in Sport Studies</u>  <u>PG Cert Sport Studies</u>  <u>PG Cert Applied Performance Analysis in Sport</u> This must include the modules: Contemporary Issues in Performance Analysis, and Performance Analysis within the Coaching Process  <u>PG Dip Sport Studies</u>  <u>PG Dip Applied Performance Analysis in Sport</u> This must include the modules: Contemporary Issues in Performance Analysis, High Performing Environments, Performance Analysis within the Coaching Process, Postgraduate Industry Placement Experience, and The Research Process.  <u>MSc Applied Performance Analysis in Sport</u>

#### Part time:

The part time student journey from entry through to graduation is individually negotiated with the student.

## Part 4: Programme Learning Outcomes

Modules in bold are core modules and modules not emboldened are optional modules.

A denotes a module that assesses a learning outcome and B denotes a module aligned with a learning outcome.

<b>Learning Outcomes:</b>	<b>Contemporary Issues in Performance Analysis</b>	<b>Performance Analysis within the Coaching Process</b>	<b>Postgraduate Industry Placement Experience</b>	<b>The Research Process</b>	<b>High Performing Environments</b>	<b>Postgraduate Dissertation</b>
<b>A) Knowledge and Understanding of:</b>						
1. The roles, scope and range of competencies required by performance sport staff to demonstrate effective and informed practice.	A	A	B		A	
2. Current problems or contemporary insights in performance analysis.	A	A				
3. How to manipulate key performance indicators and data visualisation skills using an array of techniques and software packages.	B	A	A			
4. Salient issues and industry-based problems and apply appropriate research methodologies to the solution of a range of complex issues.				A		A
<b>B) Intellectual Skills</b>						
1. Demonstrate an ability to fully engage in postgraduate level academic enquiry through the application of cognitive skills of critical thinking, analysis and synthesis.	A	A		B	A	A

2. Demonstrate self-direction and originality in identifying and analysing needs, formulating solutions and evaluating strategies within the context of performance analysis.	A	A	B			A
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.	A	B	A			
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.						A
<b>C) Performance and Practice</b>						
1. Use a wide variety of technology, hardware and software to film, code, analyse and present performance data to a range of audiences.	B	A	B			
2. Demonstrate competency in delivering performance analysis support to athletes, teams and staff.	A	A	B			
3. Student will have demonstrated industry-required practical competencies at least once during their mentor-based learning environment.		A	A			
4. Demonstrate critical self-assessment of key and vocational skills in the field of performance analysis.	A	A	A			
5. Develop an autonomous approach to learning required for continuing professional and personal development as a reflective practitioner.		A	A		A	
6. Apply performance analysis research protocols to industry-based problems and empirical research.	B	B	B	A		A
<b>D) Setting, Personal and Enabling Skills</b>						
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 and sustainability issues.	A	A	A		A	
2. Utilise problem-solving skills in a variety of theoretical and practical situations.	A	A			A	
3. Take responsibility for personal and professional learning, and development while acting autonomously and considering wellbeing in planning and implementation of tasks.	B	A	A		A	

## Part 5: Learning, Teaching and Assessment

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

## **Part 5: Learning, Teaching and Assessment**

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.

This programme will be assessed according to the approved Academic Regulations.

Students registered on this programme will have access to the Hartpury University support services.

The distinctive module used by the Programme Examination Board to inform recommending differential awards for students when considering borderline performance profiles will be:

Postgraduate Industry Placement Experience

Assessment Map									
		Type of Assessment*							
		Coursework	Report	Portfolio	Written Examination	Written Test	Practical Skills Examination	Practical Skills Assessment	Oral Assessment
Core Modules Stage 1	Contemporary Issues in Performance Analysis		B (50) Report						A (50) Oral Presentation with Questions
	Performance Analysis within the Coaching Process							B (60) Practical Skills Logbook	A (40) Group Oral Presentation with Questions, individually marked
	Postgraduate Industry Placement Experience			A (100) Coursework Portfolio					
	The Research Process	A (90) Coursework		B (10) Coursework Portfolio					
	Postgraduate Dissertation		A1 (75) Project Report						A2 (15) Poster Defence A3 (10) Oral Presentation
	High Performing Environments								A (100) Oral Presentation with Questions
<p>*Indicative assessment types for new students enrolling on this programme after the date this specification takes effect (Part 1) are shown in terms of either <b>Coursework</b>, <b>Written Examination</b>, or <b>Practical Examination</b> as indicated by the colour coding above.</p> <p>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 they take 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 (<a href="http://www.hartpury.ac.uk">www.hartpury.ac.uk</a>).</p>									




## Approved Programme Amendment Log

<b>Primary Programme Title:</b>	MSc Applied Performance Analysis in Sport
<b>Programme Code:</b>	MSTSAPAS
<b>Initial Approval Date:</b>	14 April 2020

### Changes:


<b>Current version number: 4.0</b>	
<b>Outline Change Details:</b> Part 3: Programme Structure - HEQVSN-15-7 Postgraduate Independent Study removed as 'by exception' module.	
<b>Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No</b>	
<b>If yes, please provide the details of the changes:</b>	
<b>Material Alteration: No</b>	
<b>Rationale:</b> Following a review of the approach, it has been decided that the 'by exception' category of module will not be used.	
<b>Change requested by: Alice Tocknell</b> I can confirm that student representatives have been consulted about this change N/A I can confirm that colleagues impacted by this change have been consulted N/A I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report N/A	
<b>Signature:</b> Alice Tocknell	<b>Date:</b> 09.06.25
<b>Name of Head of Department: Sarah Lee</b> I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department	
<b>Signature:</b> Sarah Lee	<b>Date:</b> 11.06.25
<b>Approval Committee and Date:</b>	CVC Chair's action 2025 06 11
<b>Change approved with effect from:</b>	01 September 2025
<b>Resulting new version number:</b>	4.1


<b>Current version number: 3.0</b>	
<b>Outline Change Details:</b> Part 2: Programme Overview updated - Minor amendments to wording and addition of pedagogically informed dissemination of performance data. Parts 3, 4 and 5: new module HSPVUC-30-7 Performance Analysis within the Coaching Process replaces HSPVE7-15-7 Fundamentals of Performance Analysis; HSPXN3-15-7 High Performing Environments changed from optional to core; HEQVSN-15-7 Postgraduate Independent Study added as optional module to be offered by exception; HSPXMY-15-7 Pedagogy in Practice, and HSPVB3-15-7 Performance Profiling and Testing for Athletes removed. Part 4: Programme Learning Outcomes - mapping for B3 updated. Part 5: Assessment Map updated - High Performing Environments Component B (Report) removed.	
<b>Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? Yes</b>	
<b>If yes, please provide the details of the changes:</b> The new 30 credit module, Performance Analysis within the Coaching Process has been added to the Hartpury Academic Framework document: this has replaced the Fundamentals of Performance Analysis module. Pedagogy in Practice has also been removed.	

<b>Material Alteration: Yes and is accompanied by the relevant course information document.</b>	
<b>Rationale:</b> Changes have been made following Sport PSR consultations, so the programme specification now aligns to the themes highlighted here. The programme now also aligns to the institutional balanced curriculum guidelines.	
<b>Change requested by: Luke Brick</b> I can confirm that student representatives have been consulted about this change I can confirm that colleagues impacted by this change have been consulted I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report	
<b>Signature:</b> 	<b>Date:</b> 18/11/2024
<b>Name of Head of Department: Sarah Lee</b> I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department	
<b>Signature:</b> Sarah Lee	<b>Date:</b> 22.11.24
<b>Approval Committee and Date:</b>	CVC Chair's action (LD) 2025 02 07 (from CVC 2025 01 30)
<b>Change approved with effect from:</b>	01 September 2025
<b>Resulting new version number:</b>	4.0


<b>Current version number: 2.1</b>	
<b>Outline Change Details:</b> Part 5: Assessment Map – assessment for core module The Research Process changed from Oral Presentation with Questions and Coursework to Coursework and Coursework Portfolio, in line with module amendment. Part 4: Programme Learning Outcomes mapping against The Research Process modified	
<b>Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No</b>	
<b>Material Alteration: Yes and is accompanied by the relevant course information document.</b>	
<b>Rationale:</b> Requirement to write a research proposal has been removed from The Research Process since this duplicates the work students will be undertaking in the Applied Research Practice and dissertation module. Instead students will be better scaffolded, via two summative assessments, in their critical analysis of research methodologies.	
<b>Change requested by: Ben Brilot</b> I can confirm that student representatives have been consulted about this change I can confirm that colleagues impacted by this change have been consulted I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report	
<b>Signature:</b> B Brilot	<b>Date:</b> 26/04/24
<b>Name of Head of Department: Sarah Lee</b> I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department	
<b>Signature:</b> Sarah Lee	<b>Date:</b> 23.04.24
<b>Approval Committee and Date:</b>	CVC 2024 07 16
<b>Change approved with effect from:</b>	01 September 2024
<b>Resulting new version number:</b>	3.0

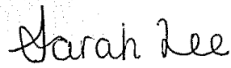
<b>Current version number: 2.0</b>
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<b>Outline Change Details:</b> Part 5: Assessment Map updated to reflect change of assessment for optional module Pedagogy in Practice (Component B – Report – removed).	
<b>Do the changes presented alter the mapping against the Hartpury University Curriculum Framework (delete as appropriate)? No</b>	
<b>If yes, please provide the details of the changes:</b>	
<b>Material Alteration: Yes and is accompanied by the relevant course information document.</b>	
<b>Rationale:</b> Assessment strategy changed to reflect institutional sustainability framework –moving down to one-point of assessment will enable a more appropriate workload for the students to enable them to achieve their best work across multiple modules. This change was also based on student and programme manager feedback and request.	
<b>Change requested by: Luciana De Martin Silva</b> I can confirm that student representatives have been consulted about this change I can confirm that colleagues impacted by this change have been consulted I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report  <div style="text-align: center;">  </div>	
<b>Signature:</b>	<b>Date:</b> 04/07/2023
<b>Name of Head of Department: Thomas Legge (pp Sarah Lee)</b> I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department	
<b>Signature:</b> TJLEGGE	<b>Date:</b> 04/07/2023
<b>Approval Committee and Date:</b>	CVC 2023 07 19
<b>Change approved with effect from:</b>	01 September 2023
<b>Resulting new version number:</b>	2.1

<b>Current version number: 1.2</b>	
<b>Outline Change Details:</b> Document amended to meet requirements of new 2022 template. Some edits to mapping of programme learning outcomes to reflect new A and B structure. Distinctive module changed from Postgraduate Dissertation to Postgraduate Industry Placement Experience. Parts 1 and 3: interim awards updated to include the new 30 credit Postgraduate Award in Sport Studies.	
<b>Material Alteration: No</b>	
<b>Rationale: change to new programme template, due to refresh project.</b>	
<b>Change requested by: Laurence Protheroe</b> I can confirm that student representatives have been consulted about this change I can confirm that colleagues impacted by this change have been consulted I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report  <div style="text-align: center;">  </div>	
<b>Signature:</b>	<b>Date:</b> 15/11/2021
<b>Name of Head of Department: Sarah Lee</b> <input type="checkbox"/> I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department	
<b>Signature:</b> S Lee	<b>Date:</b> 20/01/2022
<b>Approval Committee and Date:</b>	Refresh Approval Panel action 2022 03 21

<b>Change approved with effect from:</b>	01 September 2022
<b>Resulting new version number:</b>	2.0

<b>Current version number: 1.1</b>	
<b>Outline Change Details:</b> Parts 3, 4 and 6 updated to reflect name change to optional module HSPVB3-15-7 from 'Performance Assessments and Evaluation for Strength and Conditioning' to 'Performance Profiling and Testing for Athletes'.	
<b>Material Alteration: No</b>	
<b>Rationale:</b> to ensure accuracy	
<b>Change requested by: Laurence Protheroe</b> I can confirm that student representatives have been consulted about this change I can confirm that colleagues impacted by this change have been consulted I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report  <div style="display: flex; justify-content: space-between;"> <div>Signature: </div> <div>Date: 26/03/2021</div> </div>	
<b>Name of Head of Department: Sarah Lee</b> I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department  <div style="display: flex; justify-content: space-between;"> <div>Signature: Sarah Lee</div> <div>Date: 26.03.21</div> </div>	
<b>Approval Committee and Date:</b>	CVC Chair's action 2021 03 31
<b>Change approved with effect from:</b>	1 September 2021
<b>Resulting new version number:</b>	1.2

<b>Current version number: 1.0</b>	
<b>Outline Change Details:</b> Part 6 – Assessment Map – weighting changed for Postgraduate Dissertation: Oral Assessment/Presentation from A20 to A25, Dissertation from A80 to A75.	
<b>Material Alteration: No</b>	
<b>Rationale:</b> Change made to weighting of Postgraduate Dissertation module assessment to reflect module change.	
<b>Change requested by: Gareth Knox</b> 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  <div style="display: flex; justify-content: space-between;"> <div>Signature: G J Knox</div> <div>Date: 15/01/2021</div> </div>	
<b>Name of Head of Department: Sarah Lee</b> I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department  <div style="display: flex; justify-content: space-between;"> <div>Signature: </div> <div>Date: 25.01.21</div> </div>	
<b>Approval Committee and Date:</b>	CVC 2021 02 22
<b>Change approved with effect from:</b>	01 September 2021
<b>Resulting new version number:</b>	1.1

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

<b>Resulting new version number:</b>	1.0
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