

Programme Specification for MSc Sport (Applied Performance Analysis)

This document applies to Academic Year 2022/23 onwards

Table 1 Programme Specification for MSc Sport (Applied Performance Analysis)

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	Sport (Applied Performance Analysis)
6.	Pathways available	N/A
7.	Mode and/or site of delivery	Flexible delivery which may include blended/distributed learning approaches through intensive teaching blocks and online delivery; University of Worcester.
8.	Mode of attendance and duration	Full Time: 1 year (September-September). Part Time: Typical time to complete the course part-time would be 2 years.
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	QAA Masters Degree Characteristics Statement 2020
11.	Date of Programme Specification preparation/ revision	May 2019 August 2019, AQU amendments to Section 19 August 2020 – General updates and AQU amendments to Section 19. July 2021 RP updates August 2021 – AQU amendments July 2022 (RP removed UWIC reference) August 2022 – AQU amendments

12. Educational aims of the programme

This course is designed for students wishing to progress in their careers as a sports performance analysts, in either an athlete support or a research role. Sports performance analysis is an objective way of observing and recording performances to quantify key performance elements in a valid and consistent manner to inform future practice. Sports performance analysts are now employed by virtually every professional club to provide coaches, athletes and other support staff with objective data to aid in improve sporting performance. Roles that sports performance analysts typically fulfil include coding performances to prepare reports and videos to evaluate past and/or future performances, identifying trends and patterns between teams/individuals through statistical analyses, using objective performance data to answer key performance related questions posed by coaches, players and/or other performance related staff.

The course aims to facilitate the development of theoretical and practical knowledge, understanding and professional skills of sport performance analysts working in or hoping to work in the sports performance industry. With this in mind the primary focus of content and the flexible learning delivery method is related to developing and enhancing the competencies of an applied sports performance analyst. This specific focus provides students with a greater depth of understanding and technical skills and will better prepare students to further their careers in the highly competitive field of applied sports performance analysis.

The course aims will enable students to:

1. 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;
2. Develop a critical understanding of techniques and research methods applicable to their own applied research and advanced scholarship within the field of performance analysis;
3. Develop originality in the application of theoretical principles and apply research skills to create further knowledge within the discipline of performance analysis;
4. Utilise their advanced knowledge and understanding to deal with complex issues systematically and creatively, solve problems and communicate their conclusions clearly;
5. 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;
6. Develop the key and vocational relevant skills and independent learning ability required for continuing professional and personal development.

The relationship between the course aims, learning outcomes, modules and learning, teaching and assessments are mapped out in the Course Handbook.

Programme aim is normally achieved on the MSc course only and not the PG Certificate and PG Diploma.

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

Table 2 knowledge and understanding outcomes and which module/code they relate to

Knowledge and Understanding			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
1.	Analyse and critically reflect upon appropriate theory and contemporary issues in performance analysis;	MSPO4253 MSPO4254 MSPO4276	<i>MSc PG Dip</i>
2.	Critically reflect upon current problems or contemporary insights in performance analysis;	MSPO4253 MSPO4254	<i>MSc PG Dip</i>
3.	Analyse and critically reflect upon a wide range of quantitative and/or qualitative methods	MSPO4252 MSPO4253	<i>MSc</i>

	applicable for applied research or advanced scholarship in performance analysis.	MSPO4276	<i>PG Cert PG Dip</i>
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Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
4.	Demonstrate an in-depth understanding and application of appropriate research methods;	MSPO4252 MSPO4253 MSPO4276	<i>MSc</i>
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;	MSPO4270 MSPO4276	<i>MSc PG Cert PG Dip</i>
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;	MSPO4252 MSPO4253 MSPO4254	<i>MSc PG Cert PG Dip</i>
7.	Demonstrate self-direction and originality in identifying needs, analysing needs, formulating solutions and evaluating strategies within the context of performance analysis.	MSPO4252 MSPO4253	<i>MSc PG Cert PG Dip</i>

Table 4 learning skills and capabilities related to employability outcomes for module code/s

Skills and capabilities related to employability			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
8.	Develop critical self-reflection and an independent autonomous approach to learning required for continuing professional and personal development as a reflective practitioner;	MSPO4254 MSPO4270	<i>MSc PG Cert PG Dip</i>
9.	Demonstrate critical self-assessment of key and vocational skills in the field of performance analysis;	MSPO4252 MSPO4254 MSPO4270	<i>MSc PG Cert PG Dip</i>

10.	Demonstrate competency in delivering performance analysis support to athletes and teams	MSPO4252 MSPO4254 MSPO4270	<i>MSc</i> <i>PG Cert</i> <i>PG Dip</i>

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
11.	Demonstrate initiative and personal responsibility when working alone or with others on applied problems or tasks;	MSPO4253 MSPO4254 MSPO4270	<i>MSc</i> <i>PG Cert</i> <i>PG Dip</i>
12.	Make decisions in complex applied situations using systematic and creative methods and communicate their conclusions clearly.	MSPO4252 MSPO4253 MSPO4270	<i>MSc</i> <i>PG Cert</i> <i>PG Dip</i>

Learning, teaching and assessment

The MSc programme aims to further develop students' independent learning ability and enable them to become effective, reflective practitioners.

Consequently, the learning, teaching and assessment methods are designed to provide opportunities for the students to develop these qualities. The learning environment will include a full range of practical work, lectures, seminars, workshops, problem-based learning, project work and independent and group study tasks. Students will be encouraged to take control of their learning in an independent manner. The course will be delivered through a blended learning approach and as such the modules are taught at UW and remotely. There will be two intensive blocks that will be taught through attendance at UW – each block introduces the different modules that will be delivered during the semester and students are required to attend these. The remote aspects of the course will be taught using the Virtual Classroom facility available via Blackboard. These sessions will be delivered live for those that are able to attend but will be also recorded, enabling all students to access the materials whether their availability allows or not.

The teaching strategy will be eclectic enabling the learner to gain the necessary underpinning theoretical knowledge and research that will enable active exploration, reflection and critical evaluation of own perceptions and knowledge. This approach develops the ability to become an autonomous and self-directed learner. This means the learner will be confident of their capabilities as an independent learner and researcher and able to manage their own learning in line with a busy work schedule. This skill-set will be used to develop a depth and breadth of subject-matter knowledge, reflecting and analysing the implications of this towards an understanding of innovation and the changing global sport context, and applying this new understanding in practical situations accordingly. This flexible process allows action, improvement and change together with relevant research to be achieved at the same time. Each learner will gain knowledge and

understanding which will allow change to be processed in an informed way, and similarly, understanding will be further informed by that change. This process of learning can be replicated in the workplace to help and enable transference of learning and is self-developmental and reflective in nature.

The course is structured to allow students the flexibility to gain significant work experience as an applied sports performance analyst alongside their formal learning. This is considered by employers to be one of the primary differentiating factors between successful and unsuccessful applicants for jobs within applied sports science. Students are gradually required to take control of their learning in a more independent manner as they progress throughout their course. The Professional Placement comprises a 30 credit module (MSPO4270; 100 hours placement activity) and encourages students to make an in-depth self-critical assessment of their practice whilst also developing lifelong critical reflective skills. We support reflective learning in an applied setting, allowing students to apply skills, knowledge and understanding derived from their own professional practice as well as from specialist course modules into a professional setting, and explore the challenges of applying 'book-learning' into professional practice. Placements are identified in the main by postgraduate students (in some cases, contacts within the School are used to help a student struggling to find a placement opportunity). The majority of current professional students will cite their placement activity within their current place of work and normally use it to further develop their effectiveness and/or implement new initiatives identified by themselves in discussions with their employers.

On completion of the MSc programme students should have demonstrated competency in a range of skills relating to knowledge and understanding, cognitive and intellectual skills and key skills and further, given the wide variety of modes of presentation of information required by employers today, the course aims to assess students abilities and skills in as wide a range of these modes as possible whilst ensuring coherence with the module intended learning outcomes. As such, students are required to submit assessments including oral presentations, portfolios, research proposals, written reports, case studies, data handling assignments and research findings through the Sport Research Project. In addition, opportunities exist for students to undertake an interdisciplinary approach to their work and ensure a holistic analysis of the subject area being studied. Students are prepared to undertake this project from the outset of their studies. Throughout the Evidence-Informed Performance Analyst, The Role Of The Analyst and Future Directions in Performance Analysis of Sport modules, they are encouraged to critically assess the quality of data and methodological considerations relating to its generation. Two full days in the January intensive week will be dedicated to specific preparation for the research project, and will cover the necessary processes relating to the writing of a proposal and key ethical considerations.

Teaching

Students are taught through a combination of intensive weeks, interactive workshops, lectures, seminars, fieldwork, practical activities etc. 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 practical activities are focused on developing subject specific skills and applied individual and group project work.

In addition, postgraduate students will have a minimum of two meetings with their Personal Academic Tutors, timed to coincide with key points such as induction or assessment.

Contact time

For intensive study weeks students are expected to have 5 x 8 hours of contact time per intensive week (2 in total). While studying the distance learning content, students are expected to have approximately 2 hours of contact time (via virtual learning) per module, per week.

In addition, students are able to access 8 hours of tutorial support during the course of their Sports Research Project study. Students will also receive two days of structured Research Project preparation.

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. MSPO4270 requires approximately 100 hours for the completion of work based project learning and online tasks, and the Sports Research Project requires the completion of approximately 600 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. The team includes senior academics with research and consultancy experience, postgraduate students, laboratory technical staff and demonstrators. In addition, you can expect to receive sessions with guest lecturers who are currently engaged in Sport and Exercise science activities outside of the university.

Teaching is informed by research and consultancy, and the majority of lecturers on the course have a higher education teaching qualification or are Fellows of the Higher Education Academy. You can learn more about the staff by visiting our staff profiles. <https://www.worcester.ac.uk/discover/sport-meet-our-experts.html>.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade. Assessment methods include a range of coursework assessments such as essays, reports, portfolios, performance, presentations and a final research project. The precise assessment requirements for an individual student in an academic year will vary according to the course selected.

14. Assessment strategy

The overall aim of the course is to develop students into more effective applied sports performance analysts and this is reflected in both the learning and teaching strategy but also the assessments. As such, a range of intellectual, practical and interpersonal skills will be assessed. The underpinning philosophy of all the assessments is developmental, enhancing current knowledge, expertise and capabilities towards each individual being an able and confident leader and manager. Each learner will receive regular and constructive feedback from the academic team, peers, and, where appropriate, industry professionals. There will be support in the use and integration of this feedback as part of professional and self-development, and this active guidance will help to plan the next stages of the learning journey. This opportunity for supported self-reflection will enable each student to take charge of their own learning through the development of critical evaluation, reflection and planning skills.

To facilitate and maximise learning, a range of assessment methods are used throughout the programme. Each module has an assessment strategy which is aligned to the intended learning outcomes of the module itself but are also aligned to the overall course learning outcomes. They are all rooted in authentic and practical scenarios to enable learning to be transferred to the professional environment, and for each learner to demonstrate their developing skills and abilities. The assessments include a balanced range of activities that reflect the roles and responsibilities of an applied sports performance analyst; the assessment medians include individual written assignments, professional reports, oral presentations, creative design tasks, e-communication submissions, and an applied research project. Each student will emerge a more informed, confident, communicative and engaging individual ready for the next life challenge within the global sports sector.

Throughout the course the assessments and associated tasks are set in context while students are challenged to find their own solution to a particular issue or problem. Throughout the course teaching and assessments are set in real world scenarios using real athletes and real case studies. This helps to increase the consequence of these scenarios and further improves the student's real world experience. A feature of this course is the utilisation of a Problem Based Learning approach to the delivery of a range of modules and throughout assessments. This approach is utilised in order to emphasise the multi- and interdisciplinary nature of the course and enhance students' employability & career preparation through the development of a range of key transferable skills. 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 Master's level Sports Research Project during the final semester of study.

The Learning and Teaching strategies used in the Applied Performance Analysis course are in accordance with the UW Learning and Teaching Strategy and Assessment Policy and with the School of Sport & Exercise Science response to these documents. Furthermore, the course will operate within the [University's Taught Courses Regulatory Framework](#) (TCRF) for assessment, marking and re-assessment.

15. Programme structures and requirements

The entire programme requires students to complete 180 credits (90 ECTS) at Level 7 in the TCRF. The course is available in full and part-time modes. A full time

student can complete the course in 12 months, while part –time completion of the course is normally achieved over a period of 2-3 years.

Students completing the course through part time study must take a minimum of one module in each academic year, although the normal pattern of study would be to take 90 credits in total across each of two years.

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.

Level 7

The key defining characteristic of work at Masters level is that it is informed by issues and insight at the forefront of the discipline, field or area of research and professional practice. Students will be expected to demonstrate mastery of a complex and specialised area of knowledge, skills and practice, allowing them to conduct Masters level research, to act autonomously and responsibly in their professional setting. The programme encourages students to take an interdisciplinary approach to study and practice.

For the MSc award, students complete core modules, course-specific modules, professional development modules and finally research modules. Throughout the programme, many opportunities exist for students to tailor their study towards a specific area within their course e.g. performance/development coaching.

Delivery:

The programmes have been designed to provide opportunities for both newly qualified graduates and currently employed professionals to achieve excellence at the postgraduate level. In accommodating these groups of students, in particular, those in current employment, the modules have an innovative delivery pattern which supports the University’s Mission statement of “increasing access, widening participation and assisting students to achieve their potential”.

The predominant principle underpinning the organisation and timetabling of the course will be to flexibly design the best possible package for the cohort in question. This may mean the course looks very different from year-to-year in terms of the delivery patterns of the modules across the semesters. Depending on the status and availability of the cohort study blocks, intensive weeks would be followed by weekly online blended learning activities that will be utilised to create the best possible package for the students. Whilst it is inevitable that no package will ever suit every student perfectly, the module team is committed to ensuring that ever endeavour is invested in creating the most flexible offer possible.

Table 6 award map for each level of the course

Module Code	Module Title	Status Mandatory (M) or Optional (O)			
		Credits (Number)	PG Cert	PG Dip	MSc
MSPO4252	Evidence-Informed Performance Analysis	30	M	M	M
MSPO4253	Future Directions in Performance Analysis of Sport	30	M	M	M

MSPO4254	The Role of the Analyst	30	-	M	M
MSPO4270	Professional Placement	30	-	M	M
MSPO4276	Sports Research Project	60	-	-	M
Total Credits		180			
PG Certificate					
To be awarded the PG Cert Sport (Applied Performance Analysis) students must successfully complete 60 credits at Level 7 (MSPO4252, MSPO4253).					
PG Diploma					
To be awarded the PG Dip Sport (Applied Performance Analysis) students must successfully complete the PG Certificate plus MSPO4254 and MSPO4270 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 Sports Research Project.					

16. QAA and professional academic standards and quality

The Framework for HE Qualifications

The course has been developed with reference to the UK Quality Code for Higher Education **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: [FHEQ qualification descriptor](#); [QAA Masters Degree Characteristics Statement 2020](#)

The course takes into account the [QAA Masters Degree Characteristics Statement 2020](#) 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.

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.

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

The course has been designed in accordance with the key requirements of a performance analyst identified by the International Society of Performance Analysis in Sport (ISPAS) and the key componentise of a sport and exercise science practitioner identified by the British Association of Sport and Exercises Sciences (BASES).

Students enrolled on the course are also encouraged to apply for accreditation from the International Society of Performance Analysis in Sport (ISPAS). 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#>

This award is located at Level 7 of the FHEQ.

17. Support for students

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

- Applied Performance Analysis students experience a wide variety of support for their learning e.g. seminar group work, practical activities, tutorials, Opportunities for Exploration, pre-module learning activities, Personal Academic Tutor support and the use of e-learning and access to computer and internet facilities e.g. Blackboard.
- Induction event
- Student Course Handbook (published on an annual basis).
- Online support and guidance from tutors where travel to the University is limited between module sessions.
- All students have a Personal Academic Tutor who offers general support regarding academic progress, academic support, pastoral support and guidance and can guide the process of Personal Development Planning (PDP). The Personal Academic Tutor is available to support students in a variety of ways including telephone or online contact if travel to the University is limited between study sessions.
- Students supported by Library Services (Library, IT, Media and Print) <http://www.worcester.ac.uk/library>;
- The University's Careers Service provides training opportunities for career planning;
- Firstpoint (<http://www.worcester.ac.uk/your-home/firstpoint.html>) and Student Services (<https://www.worc.ac.uk/life/help-and-support/services-for-students/home.aspx>) to answer all queries related to student life;
- The University's International office offers support to overseas students via Firstpoint; The Language Centre provides English Language courses for International students.

18. Admissions

Admissions policy

The University aims to be accessible. It is committed to widening participation and encouraging diversity in the student population. The School 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 the academic capability for study at this level and strong interest and commitment in the relevant disciplines. Because of the requirement to complete a professional placement 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 Disclosure and Barring Service 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 of 6.5 (with no less than 5.5 in any component) or Pearson 70 (with no less than 51 in each component) or various Cambridge certificates 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

Enhanced disclosure may be required for the course, depending on the placement-related options the student chooses

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

Additional costs associated with the course:

Any other additional costs associated with the course will be notified to applicants prior to commencement of study.

Please contact the Registry Admissions Office for further information or guidance on +44 (0)1905 855111.

19. 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 7 days (one week) 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 7 days (one week) 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
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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.

Classification of Masters

The classification will be determined by whichever of the following two methods results in the higher classification.

Method 1

- a) Candidates will be awarded a Distinction where they have attained an average of A- (PD) or higher from the credit achieved with the University for the award.
- b) Candidates will be awarded a Merit where they have attained an average of C+ (PM) or higher from the credit achieved with the University for the award.

Method 2

- a) Candidates will be awarded a Distinction, irrespective of their other module results, where they have attained 90 credits at grade A- (PD) or higher
- b) Candidates will be awarded a Merit, irrespective of their other module results, where they have attained 90 credits at grade C+ (PM) or higher

Candidates will be awarded a Pass where they have not fulfilled the rules for Method 1 or Method 2, but are eligible for the award of a Masters.

For further information on Masters degree classification, see the [Taught Courses Regulatory Framework](#).

20. 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 for 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. In this regard the course has an excellent track record in a highly competitive industry; postgraduate destinations include Head of Academy

Analysis and Data at Birmingham City Football Club, Academy Data Insights Technician at Southampton Football Club and Performance Analyst at the England Institute of Sport.

Student employability

The courses prepare students for future employment and allow those who are already employed to further develop their professional practice. The development of employability skills and attributes is embedded throughout all elements of the modules and in particular, the Professional Placement where their placement activity enables students to engage in the application of advanced theory into practice. In this context, students can apply skills, knowledge and understanding derived from their own professional practice as well as from specialist course modules into a professional setting, and explore the challenges of applying 'book-learning' into professional practice. The use of mentor support and a critical friend underpin this experience whilst academic guidance from tutors helps the student develop advanced critical reflective skills preparing them for lifelong learning and effective continuing personal and professional development; a necessity in the work environment.

The second intensive week includes a 'job Club' which runs on each day and helps students improve their CV and prepare for an interview. The Course Leader regularly distributes job vacancies to the students and helps reviews CV and tasks for each student. The School 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

Modules within the Masters Programme have been written by academics currently members of and engaged with an array of professional bodies and employers within their pathway disciplines including the Football Association, Sports Coach UK, England Hockey, British Gymnastics, the British Equestrian Federation, Worcestershire County Cricket Club, British Rowing, Cheltenham College, British Cycling and Worcester Warriors Rugby Football Club.

Through the involvement of the School of Sport & Exercise Science Sports Employers Advice Panels (SEAP), the blend of academic qualification and professional engagement of staff within the programme team has ensured that career considerations are at the forefront of the programme content. Input and feedback from practitioners working within the field of performance analysis have been 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.