

## MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Performance Analysis Fundamentals				
Module Code	UISV8X-15-1	Level	1	Version	1
Owning Faculty	Hartpury	Field	Sport		
Contributes towards	FdSc Sports Studies				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2018		Valid to	01 September 2024	

<b>CVC Approval Date</b>	13 February 2018
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Part 2: Learning and Teaching							
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1 Demonstrate an appreciation of the performance indicators that contribute to effective performance in a selected sport. (A, B)</li> <li>2 Utilise appropriate analytical techniques to analyse sports performance. (A)</li> <li>3 Communicate technical information effectively to a suitable audience. (A)</li> <li>4 Analyse the practical considerations and issues in conducting performance analysis. (B)</li> </ol>						
Syllabus Outline	<p>The following topics will be covered:</p> <ol style="list-style-type: none"> <li>1 Performance indicators</li> <li>2 Methods for notational and games analysis</li> <li>3 Hand and computer systems</li> <li>4 Communication skills</li> <li>5 Feedback and the coaching cycle</li> <li>6 Reliability and validity</li> </ol>						
Contact Hours	<p>Indicative delivery modes:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. Lectures guided learning, seminars etc</td> <td style="text-align: right;">54</td> </tr> <tr> <td>2. Independent learning</td> <td style="text-align: right;">96</td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: right;"><b>150</b></td> </tr> </table>	1. Lectures guided learning, seminars etc	54	2. Independent learning	96	<b>TOTAL</b>	<b>150</b>
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2. Independent learning	96						
<b>TOTAL</b>	<b>150</b>						
Teaching and Learning Methods	<p>Introductory lectures are supported by seminars, case studies, visits and practical workshops. In addition this module will be supported by interactive forums and learning tools.</p>						

	<p>150 hours study time of which 54 hours will represent scheduled learning.</p> <p><b>Scheduled Learning</b> May include lectures, seminars, tutorials, demonstration, practical classes and workshops; external visits; supervised time in studio/workshop, and self-directed study.</p> <p><b>Independent Learning</b> Includes hours engaged with essential reading, assignment preparation and completion.</p> <p><b>Virtual Learning Environment (VLE), or equivalent</b> This module 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.</p>																		
Unistats Information	<p>HEFCE require Unistats information to be produced at programme level for all undergraduate programmes of more than one year in length. These are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p>Number of credits for this module <span style="float: right; border: 1px solid black; padding: 2px;">15</span></p> <table border="1" data-bbox="395 795 1453 983"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">54</td> <td style="text-align: center;">96</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> <li>1 <i>Written Exam:</i> Unseen written exam, open book written exam, in-class test.</li> <li>2 <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project.</li> <li>3 <i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam.</li> </ol> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description: Total assessment of the module:</p> <table data-bbox="395 1411 1066 1552"> <tr> <td>Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	54	96	0	150	Written exam assessment percentage	0%	Coursework assessment percentage	50%	Practical exam assessment percentage	50%		100%
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Reading Strategy	<p><b>Access and Skills</b> Further development of literature searching skills is supported by a Library Plus seminar provided within the first semester and by study skills sessions. Additional support is available through the Library Plus Services and via online resources, including interactive tutorials on finding books and journals, evaluating information and referencing.</p> <p>All students will be encouraged to make use of the print and electronic resources available to them through membership of both the college and the university. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. University Centre Weston Library's web pages provide access to subject relevant resources and to the library catalogue as well as signposting the University Library's web pages. Many resources can be accessed remotely.</p> <p>This guidance will be available in the programme handbook, module handbook and via module information on the VLE.</p>																		

	<p><b>Essential Reading</b> Any essential reading will be indicated clearly, along with the method for accessing it. Students may be asked to purchase a set text, be given a print study pack or be referred to texts that are available electronically.</p> <p><b>Further Reading</b> Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>All further reading resources will be available via both College and University libraries.</p>
Indicative Reading List	<p>Current readings will be available via the module handbook and VLE</p> <p>Books:</p> <ul style="list-style-type: none"> <li>• Hughes, M. and Franks, I. M. (Current Edition). <i>The Essentials of Performance Analysis: An Introduction</i>. London: Routledge.</li> <li>• McGarry, T., O'Donoghue, P. and Sampaio, J. (Current Edition). <i>Routledge Handbook of Sports Performance Analysis</i>. London: Routledge.</li> </ul> <p>Journals:</p> <ul style="list-style-type: none"> <li>• International Journal of Performance Analysis in Sport.</li> <li>• Journal of Sports Sciences.</li> <li>• Journal of Sports Science and Coaching.</li> </ul>

### Part 3: Assessment

<b>Assessment Strategy</b>	<p>A range of assessment techniques will be employed to ensure that students can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.</p> <p>Aim: Students will be required to conduct a performance analysis utilising analytical techniques covered during the delivery of the module. Findings of the analysis will be communicated through a presentation (component A). The practical considerations and issues related to conducting performance analysis will be discussed in a report (component B) including reference to relevant academic material to support the report.</p> <p>Opportunities for formative assessment exist for the assessment strategy used. Students will be given opportunities to develop their analysis skills, with access to appropriate resources during scheduled learning time arranged by the module leader. Subsequent opportunities will be provided to gain verbal feedback on performance and development prior to summative assessments.</p> <p>In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.</p>		
Identify final assessment component and element	<b>Report</b>		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>	
	50%	50%	
<b>First Sit</b>			
<b>Component A (controlled conditions)</b>		<b>Element weighting</b>	
<b>Description of each element</b>			
1	Presentation (15 minutes)	100%	
<b>Component B</b>		<b>Element weighting</b>	
<b>Description of each element</b>			
1	Report (2000 words equivalency)	100%	
<b>Resit (further attendance at taught classes is not required)</b>			
<b>Component A (controlled conditions)</b>		<b>Element weighting</b>	
<b>Description of each element</b>			
1	Presentation (15 minutes)	100%	
<b>Component B</b>		<b>Element weighting</b>	
<b>Description of each element</b>			
1	Report (2000 words equivalency)	100%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.			