



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data						
Module Title	Performance Analysis					
Module Code	UISV45-15-3		Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No	
Owning Faculty	Hartpury		Field	Sport Science		
Department	Sport		Module Type	Standard		
Contributes towards	BSc (Hons) Equestrian Sports Science BSc (Hons) Physical Education and School Sport BSc (Hons) Sports Coaching BSc (Hons) Sport Performance BSc (Hons) Sports Studies (Top-Up)					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	01 September 2015		Valid to	01 September 2021		

<b>CAP Approval Date</b>	12 January 2015
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> <li>1. Apply an appropriate range of analytical techniques for an analysis of a sporting activity. (A)</li> <li>2. Evaluate the concept and application of performance analysis within the coaching cycle. (A)</li> <li>3. Critically analyse performance analysis data. (A)</li> <li>4. Evaluate the validity and reliability of performance analysis data. (A)</li> <li>5. Synthesise scholarship in performance analysis with current trends within a chosen sport. (A)</li> <li>6. Communicate technical information effectively to a suitable audience. (A)</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Methods for notational and games analysis</li> <li>• Performance indicators</li> <li>• Techniques for team and individual sports</li> <li>• Hand and computer systems</li> <li>• Validity and reliability</li> <li>• Trend analysis and performance profiles</li> <li>• Feedback into the coaching cycle</li> </ul>

Contact Hours	<p>Indicative delivery modes:</p> <ul style="list-style-type: none"> <li>• Lectures, Seminars, Practicals, Workshops 33</li> <li>• Self directed learning 3</li> <li>• Independent learning 114</li> </ul> <p>TOTAL 150</p>																									
Teaching and Learning Methods	<p>This module is delivered using large group learning sessions and opportunities for small group work. Additionally essential and recommended reading and exercises will be introduces to guide the student through the core syllabus.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, demonstration, practical classes and workshops.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p><b>Virtual learning environment (VLE):</b> 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.</p>																									
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS 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> <table border="1" data-bbox="464 1061 1366 1464"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black; text-align: center;">15</td> </tr> <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> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</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> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <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:</p>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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Reading Strategy	<p><b>Essential readings</b> It is essential that students read one of the many texts on performance analysis available through the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further readings</b> Students are expected to identify all other reading relevant to their areas of interest for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.</p> <p><b>Access and skills</b> The development of literature searching skills is reinforced by Library support. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p>																				
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <p><b>Books</b></p> <p>Hughes, M and Franks, I.M. (Current Edition) <i>The Essentials of Performance Analysis: An Introduction</i>. London: Routledge</p> <p>McGarry, T., O'Donoghue, P. and Sampaio, J. (Current Edition) <i>Routledge Handbook of Sports Performance Analysis</i>. London: Routledge</p> <p><b>Journals</b></p> <p>International Journal of Performance Analysis in Sport</p> <p>Journal of Sports Sciences</p> <p>Journal of Sports Science and Coaching</p> <p><b>Websites</b></p> <p>UK Sport <a href="http://www.uk sport.gov.uk">www.uk sport.gov.uk</a></p>																				

### Part 3: Assessment

Assessment Strategy	The assessment is designed so that it aligns with industry practice whilst also considering the academic merit of practice. The assessment aligns with teaching, in that students apply and appraise a number of techniques during the delivery and choose some of these for their own analysis of performance.
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	<p>Assessment is designed so that students can focus on an activity of their interest.</p> <p>The summative point of assessment is a 20 minute poster presentation though frequent formative feedback on progress will be available as a number of techniques and discussions similar to the assessment will be used within teaching.</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>
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Identify final assessment component and element	Poster Presentation	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100%</b>	<b>0%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Poster Presentation (20 minutes)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Poster Presentation (20 minutes)	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>		