



Module Descriptor

Title	Sport Performance Analysis.		
Session	2025/26	Status	Published
Code	SPOR 09048	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Mark McKenna		
Summary of Module			
<p>This module advances the knowledge and practical skills developed in previous coaching and sport science modules. Students will explore the role of performance analysis in sport performance environments and critically evaluate contemporary practices. The module will equip students with the theoretical and practical skills that are required to provide performance analysis support to athletes and coaches.</p> <p>This module will assist the student in the development of key 'I am UWS Graduate Attributes' to allow those that complete this module to be:</p> <p>Universal:</p> <p>Critical Thinker, Emotionally Intelligent, Collaborative</p> <p>Work Ready:</p> <p>Problem-solver, Motivated, Potential Leader</p> <p>Successful:</p> <p>Innovative, Resilient, Transformational</p>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr	<input checked="" type="checkbox"/> Lanarkshire	<input type="checkbox"/> Online / Distance Learning	

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	<input type="checkbox"/> Dumfries		<input type="checkbox"/> London <input type="checkbox"/> Paisley		<input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Demonstrate a critical understanding of the major theories, concepts and principles at the forefront of performance analysis.
L2	Design and critically evaluate contemporary performance analysis tools.
L3	Generate performance analysis output and communicate this to a professional audience.
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF 9 Demonstrating a critical understanding of the principal theories, concepts and principles. Demonstrating understanding of contemporary literature from performance analysis research.
Practice: Applied Knowledge and Understanding	SCQF 9 Using a range of the principal skills and practices associated with performance analysis. Practising within a professional level context which includes a degree of unpredictability and specialism.
Generic Cognitive skills	SCQF 9 Critically identify, define, conceptualise, and analyse professional-level problems and issues. Offering insights, interpretations and solutions to problems and issues. Demonstrating some originality and creativity in dealing with professional level issues.
Communication, ICT and Numeracy Skills	SCQF 9 Using a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline: Communicating with professional level peers, senior colleagues and specialists.
Autonomy, Accountability and Working with Others	SCQF 9 Exercising autonomy and initiative in professional activities.

	Practising in ways which show a clear awareness of your own and others' roles and responsibilities.
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Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p> <p>This module will adopt a hybrid learning and teaching approach. Core theoretical content will be predominantly delivered through a series of online materials. Synchronous sessions will mostly comprise of applied practical sessions. Much of the learning will be achieved through formative practical challenges, directed independent study tasks, group work and/or class discussion, and creative problem solving.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory / Practical Demonstration / Workshop	27
Asynchronous Class Activity	9
Independent Study	164
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Indicative resources:</p> <p>Butterworth, A. (2023). Professional Practice in Sport Performance Analysis. London: Routledge.</p> <p>Cullinane, A., Davies, G., O'Donoghue, P. (2024). An Introduction to Performance Analysis of Sport (2nd Edition). London: Routledge.</p> <p>Hughes, M., Franks, I.M., Dancs, H. (2020). Essentials of Performance Analysis of Sport (3rd Edition). London: Routledge.</p> <p>Passos, P., Araújo, D., Volossovitch, A. (2017). Performance Analysis in Team Sports. London: Routledge.</p> <p>* Contemporary journal articles will make up most of the reading on this module.</p>

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

100% Attendance at all module events and consistent weekly engagement with online materials.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Sport Exercise Health
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Sport, Exercise & Health
Moderator	Juan Escobar
External Examiner	B Ives
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1.05

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Portfolio of Practical Work (50%)
Assessment 2
Portfolio of Practical Work (50%)
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of Practical Work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of Practical Work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Reading list updated. A&E and E&D as per SEH.	February 2025	Mark McKenna