Module Descriptor

Title	Sport Performance Analysis.		
Session	2026/27	**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

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.

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:

Universal:

Critical Thinker, Emotionally Intelligent, Collaborative

Work Ready:

Problem-solver, Motivated, Potential Leader

Successful:

Innovative, Resilient, Transformational

Module Delivery Method	**On-Campus**[1] ☒	**Hybrid**[2] ☐	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr	☒ Lanarkshire	☐ 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

	☐ Dumfries		☐ London ☐ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

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.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

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.

Synchronous sessions will primarily comprise applied practical activities and case study reviews. Learning will be supported through formative practical challenges, directed independent study tasks, group work and/or class discussion, and creative problem-solving. Core theoretical content will be delivered through a series of short presentations and key readings.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory / Practical Demonstration / Workshop	36
Independent Study	164
n/a	
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Butterworth, A. (2023). Professional Practice in Sport Performance Analysis. London: Routledge.

Cullinane, A., Davies, G., O'Donoghue, P. (2024). An Introduction to Performance Analysis of Sport (2nd Edition). London: Routledge.

Hughes, M., Franks, I.M., Dancs, H. (2020). Essentials of Performance Analysis of Sport (3rd Edition). London: Routledge.

Passos, P., Araújo, D., Volossovitch, A. (2017). Performance Analysis in Team Sports. London: Routledge.

* Contemporary journal articles will make up most of the reading on this module.

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, 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	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **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	☐ **Yes** ☒ **No**
Changes / Version Number	2

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	☐	☒	☒	☐	☐	50	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of Practical Work	☒	☒	☐	☐	☐	50	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
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
Module Delivery Method and Module Hours updated.	March 2026	Mark McKenna