COURSE SPECIFICATION

Course Aim and Title	**MSc Performance Analysis in Sport**
Intermediate Awards Available	Postgraduate Certificate (PGCert) Postgraduate Diploma (PGDip)
Teaching Institution(s)	Global Institute of Sport (GIS)
Alternative Teaching Institutions (for local arrangements see final section of this specification)	N/A
UEL Academic School	School of Health, Sport and Bioscience
UCAS Code	N/A
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	QAA Bench Mark Statement for Master's Degrees in Business & Management (2023)
Additional Versions of this Course	Part Time (Sep & Jan)
Date Specification Last Updated	August 2025

Course Aims and Learning Outcomes

Course Overview

The MSc in Performance Analysis in sports offers advanced study of the principles, technologies, and applied practices that underpin the analysis of performance in elite sporting contexts. Through modules in Technology in Sport, Match and Performance Analysis, Talent Identification and Scouting, Data Analytics & Visualisation, Strategic Interactions in Sports Performance and the Applied Professional Project, students develop a critical understanding of the methods and applications central to contemporary performance analysis. The programme emphasises the integration of theoretical knowledge with applied practice, the critical evaluation of emerging analytical approaches, and the development of the technical and interpretive skills required to inform evidence-based decision-making in high-performance sporting environments.

This course is designed to give you the opportunity to:

Knowledge and understanding

- Develop systematic knowledge and understanding of relevant theory and practice of performance analysis to enhance performance across a range of sporting contexts

Skills

- An excellent command of subject-specific academic and professional skills relevant to the appropriate field of performance analysis in sports or football. As well as consistent proficiency in transferrable skills and attributes for the sports industry

Critical perspective

- A critical awareness of current issues in performance analysis, talent identification and player recruitment which is informed by leading edge research and practice in the field as well as a proactive and independent approach to learning

- Conceptual understanding to critically evaluate current research and theories of performance analysis to allow detailed investigation into practice, research or advanced scholarship in the field of performance analysis and other related disciplines

Application

- Application of relevant analysis theories and practice across a range of complex situations (i.e., match analysis, talent identification, statistics and data, technology, other sports science areas of sport)
- Ability to evaluate and integrate theory into practice via a wide range of analysis platforms and apply across different domains and situations

Values

- An ability to manage and lead with a strong sense of global social and ethical responsibility, appreciating the contradictory challenges this presents in complex sports of football domains and behave with integrity

What you will learn:

Knowledge

- Critically appraise current and emerging technology within sport and explain how technology can be used to support various areas of sport
- Synthesize and critically evaluate best practice to identify characteristics and processes utilised within effective talent identification and scouting
- Critically appraise current practice, trends and developments within performance analysis
- Design and justify an applied professional project that addresses a clearly defined issue or opportunity within the sport industry

Thinking skills

- Compare and contrast various technological options available within sport and explain which technology is most fitting for various situations
- Explain how performance analysis can effectively support an evidence based coaching process.
- Critically evaluate relevant theories, evidence, and professional practices to inform project development and decision-making

Subject-Based Practical skills

- Generate scenario relevant suggestions for integrating technology in sport and the value such technology offers
- Appraise footballing performances and generate subjective scouting reports on players
- Assess footballing performances and generate objective information and video on scouted players

- Generate applied match and performance analysis using contemporary performance analysis software
- Analyse complex sport industry issues critically and rigorously, using both published literature and your own data to make recommendations for future practice

Skills for life and work (general skills)

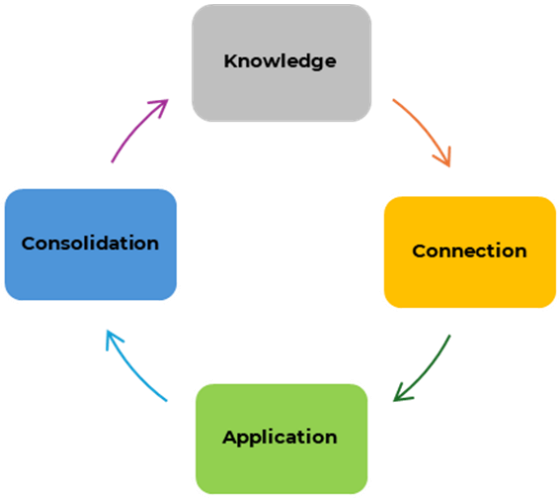
- Defend and justify suitable suggestions on the integration of technology into given scenarios
- Justify and defend effective scouting practices
- Assess, communicate and summarise theoretical and applied match or performance analysis insights
- Critical reflect on personal and professional learning, identifying the impact of the project on self, others, and the organisation

Learning and Teaching / Assessment

At GIS, our learning and teaching approach is structured, student-focused, and designed to support the delivery of high-quality education across all disciplines. It reflects our commitment to creating meaningful learning experiences that integrate theory, promote active engagement, and foster reflection and personal growth.

This learning and teaching model promotes purposeful, engaging, and inclusive learning through a combination of **microlearning** and **active learning** strategies. It emphasizes structured delivery, allowing students to engage with content in manageable and meaningful ways that promote deeper understanding, learner autonomy, and practical skill development.

Figure 1. GIS Learning and Teaching Cycle (2025):



1. Knowledge (Core foundation)

Knowledge is developed and assessed through:

- Core academic literature, journals, books, and models aligned with module content and learning outcomes.
- Introduction to key concepts, definitions, and principles.
- Structured explanations of topics to provide foundational understanding.
- Contextual knowledge needed to support deeper exploration and application.

2. Connection (Thinking Skills – helping bring theory to life)

Critical thinking and analytical skills are developed and assessed through:

- Case studies
- Videos and animations
- Podcasts and audio explanations
- Interactive simulations or clickable definitions
- Guest speakers (live or recorded)

These tools help students connect theoretical knowledge to real-world contexts, encouraging deeper cognitive engagement.

3. Application (Practical Skills – putting leaning in practice)

Practical and professional skills are developed and assessed through:

- Activities that bridge theory and practice or challenge existing assumptions
- Interactive tasks, problem-solving exercises, and hands-on learning
- Opportunities to apply concepts in real or simulated environments.
- Practice-based activities that reinforce understanding through experimentation.
- Tasks that promote reflection and active participation

4. Consolidation (Reinforcement - Skills for Life and Work)

Transferable and lifelong learning skills are developed and assessed through:

- Knowledge checks, reflections, quizzes (Declarative Knowledge)
- Collaborative opportunities to discuss, debate, and refine learning with peers and tutors (Procedural Knowledge)
- Live and classroom sessions that promote critical thinking and synthesis for long-term knowledge retention and personal development (Conditional Knowledge)
- Peer-to-peer learning and knowledge sharing to enhance communication and teamwork.

Work or Study Placements

N/A

Course Structure

All courses are credit-rated to help you to understand the amount and level of study required.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.
4 Equivalent in standard to the first year of a full-time undergraduate degree course.
5 Equivalent in standard to the second year of a full-time undergraduate degree course.
6 Equivalent in standard to the third year of a full-time undergraduate degree course.
7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

The module structure of this course:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
7	SE7047	Match & Performance Analysis	30	Core	Y
7		Technology in Sport	30	Core	Y
7	SE7060	Talent Identification & Scouting	30	Core	Y
7	SG7036	Applied Professional Project	30	Core	Y
7		Data Analytics & Visualisation	30	Core	Y
7		Strategic Interactions in Sports Performance	30	Core	Y

The overall credit-rating of this course is 180 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Course Specific Regulations

None

Typical Duration

It may be possible to move from full-time to part-time study to accommodate any external factors such as financial constraints or domestic commitments. Students making use of this flexibility should note that this may impact the overall duration of their study period. We advise that you contact your tutors or the Academic Services Team to discuss any mode of study change requests. The duration of this course is one calendar year full-time and two calendar years part-time. The time limit for completion of a Postgraduate course is two years in full time mode, and four years in part time mode after first enrolment on the course. Where a student changes mode of study, the time limit for completion of a course will be recalculated on a pro-rata basis. The maximum length of study is 5 years for postgraduate students from first enrolment on the course.

Further Information

More information about this course is available from: • The GIS web site (https://gis.sport/) • The course handbook • Module study guides • UEL Manual of General Regulations • UEL Quality Manual All GIS are subject to thorough course approval procedures before UEL allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.
Additional costs: • **Technology** – Students are required to have access to a laptop, desktop computer or mobile device to support learning and assessment. The costs will be dependent on your choices. The GIS virtual learning environment is compatible with mobile devices, including tablets. However, students will need

a reliable internet connection in order to view the content as part of their course.

- **Books, Journals and Periodicals** – Books will be available to access within the GIS and UEL e-library. If students wish to purchase books they can do so, however this is not a requirement of the course.
- **Accommodation and Travel** – If students are required to attend face to face learning as part of the course, or opt to attend in person events, students are responsible for arranging their own accommodation and travel, if it is required. Costs will be dependent on student choice of accommodation and travel.

Alternative Locations of Delivery

This course is also taught online by the Global Institute of Sport (GIS) and is awarded by the University of East London.

Students will have the opportunity to enhance their studies by attending GIS Global Summits throughout the duration of their studies, held at locations such as UK, Miami, Melbourne and Toronto. Further information on dates and activities available as part of the summits will be provided during your studies. Additional costs will apply to participate in Global Summit activities