

MSc Performance Analysis



**School of Health and Social Sciences**

**Programme Leader: Professor Nic James**

**Student Name:**

**Students with disabilities:**

**information in alternative formats**

|  |  |
| --- | --- |
| Information in this publication can  be downloaded from the following website:  <http://www.mdx.ac.uk/hssc>  If you have a disability which  makes navigating our website  difficult and you would like to  receive information in an  alternative format, please contact *Bryan Jones on 020 8411 5367*  or email *B.Jones@mdx.ac.uk*  Please state your disability and details of the specific information you need. | We can supply sections from this  publication as:   * A Word document with enlarged type — sent by email or supplied on disc or CD * Printed copy with enlarged type * As Braille   Other formats may be possible. We will do our best to respond  promptly. To help us, please  be as specific as you can and  include details of your disability. |

**CONTENTS**

[University and Programme Academic Calendar 4](#_Toc262809599)

[WELCOME TO THE SCHOOL 7](#_Toc262809600)

[Welcome from the Dean 7](#_Toc262809601)

[WELCOME TO YOUR PROGRAMME 8](#_Toc262809602)

[Programme Leader’s Welcome 8](#_Toc262809603)

[Purpose and status of your student handbook 9](#_Toc262809604)

[Programme staff list and contact details 9](#_Toc262809605)

[Programme Structure Diagram 11](#_Toc262809607)

[Module Information 12](#_Toc262809608)

[Attendance requirements 12](#_Toc262809609)

[Assessment schedule 13](#_Toc262809610)

[Assessment Officer support 13](#_Toc262809611)

[Professional body requirements (ISPAS) 13](#_Toc262809612)

[Placements 16](#_Toc262809613)

[Careers Service 17](#_Toc262809614)

[LEARNING, TEACHING AND ASSESSMENT 18](#_Toc262809617)

[Learner Development Unit 19](#_Toc262809618)

[Learning Resources 19](#_Toc262809619)

[Assessment Feedback 20](#_Toc262809620)

[Progressing on your programme 20](#_Toc262809623)

[COMMUNICATION 25](#_Toc262809624)

[Accessing your own records including your timetable and letter requests 25](#_Toc262809625)

[24-7 26](#_Toc262809626)

[Middlesex e-mail – your account for life 26](#_Toc262809627)

[What is OASISplus? 26](#_Toc262809628)

[OASISplus (how it is used in relation to the programme) 27](#_Toc262809629)

[SUPPORT 28](#_Toc262809630)

[Academic Support 28](#_Toc262809631)

[Counselling 29](#_Toc262809632)

[International Student Support 30](#_Toc262809633)

[Disability Support Service 30](#_Toc262809634)

[Health, Safety and Welfare 30](#_Toc262809635)

[Middlesex University Students’ Union – The Student Voice of Middlesex 31](#_Toc262809636)

[Financial Issues 32](#_Toc262809637)

[QUALITY OF YOUR PROGRAMME AND EXPERIENCE 34](#_Toc262809638)

[Quality assurance and enhancement of your programme 34](#_Toc262809639)

[Feedback from you 34](#_Toc262809640)

[Campus Forums 35](#_Toc262809641)

[Student representatives 35](#_Toc262809642)

[School Board and/or other School committees 36](#_Toc262809643)

[Programme evaluation forms 36](#_Toc262809644)

[Suggestions and Complaints 36](#_Toc262809646)

[APPENDICES 38](#_Toc262809647)

[A. Accessing University IT systems 38](#_Toc262809648)

[B. Programme Specification and Curriculum Map for MSc Performance Analysis 41](#_Toc262809649)

[C. Module Narratives 48](#_Toc262809650)

University and Programme Academic Calendar

**2010/2011 Academic Calendar - Postgraduate September starters**

**September 2010**

10 (9am) Summer School and August reassessment module results published

14 Programme Progression Committees

16 (9am) Progression decisions published

17 School Assessment Boards

24 Deadline for dissertation submissions

28 (5pm) Final qualification results published

**October**

4 New student induction week commences

11 Teaching starts for autumn term

**November**

30 Last date for Subject Assessment Boards

**December**

6 (9am) Publication of module results

8 School Assessment Board

15 (5pm) Final qualification results published

17 Last day of teaching in the autumn term

**December/January**

18-3 University closed for Christmas vacation

20-7 Christmas vacation

**January 2011**

4 University re-opens after Christmas

10 Teaching starts for winter term

21 Winter coursework deadline – last coursework deadline to be set no later than this date

**February**

25 Last date for Subject Assessment Boards

**March**

1 (9am) Publication of module results

9 School Assessment Boards

14 Final qualification results published

**April**

11-25 Easter Vacation

# 21-25 University premises closed during Easter vacation

**May**

2 Bank holiday – University closed

3-24 Spring term examinations

11 Coursework deadlines are set throughout the year. Last deadline must not be later than 11 May 2011 (Sept starters) or 26 July 2011 (Jan Starters)

30 Bank holiday – University closed

**June**

22 Last date for Subject Assessment Boards

27 (9am) Publication of module results

29-30 Programme Progression Committees

**July**

7 (5pm) Publication of progression decisions

18-22 Graduation Ceremonies for 2010/11 graduates

**August**

29 Bank holiday – University closed

30/8 - 9/11 Deferred/reassessment examinations (all students)

**September**

5 Final deferred/reassessment coursework deadline (all students)

20 Last date for Subject Assessment Boards

23 (9am) Publication of module results

27 Programme Progression Committees

29 Publication of progression decisions

30 School Assessment Boards (deferred / reassessment students)

**October**

14 Deadline for dissertation submissions

**November**

28 Last date for Subject Assessment Boards

**December**

2 (9am) Publication of module results

7 School Assessment Board

13 (5pm) Final qualification results published

# Student attendance dates

4 October – 17 December (New students)

11 October – 17 December (Returning students)

10 January 2011 – 8 April 2011

26 April 2011 – 14 October 2011

# Learning Framework Term dates

4 October – 17 December 2010 Autumn term – new students (11 weeks)

11 October – 17 December 2010 Autumn term – continuing students (10 weeks)

10 January – 8 April 2011 Winter term (13 weeks)

25 April – 22 July 2011 Spring term (13 weeks)

25 July – 7 October 2011 Summer term (11 weeks)

**Maps of University campuses**

Maps and directions to Middlesex University campuses can be found at:

<http://www.mdx.ac.uk/campus/campuses/index.asp>

**Middlesex University Students’ Union**

You are represented by the Middlesex University Students Union. To find out more about the services it provides, simply ring MUSU reception on: 020 8411 6450, or go to: [www.musu.mdx.ac.uk](http://www.musu.mdx.ac.uk/)

**

WELCOME TO THE SCHOOL

Michael Hughes (English Institute of Sport, ex student of Prof Hughes) working with Michael Johnson

Welcome from the Dean

Welcome to the University and to the School of Health and Social Sciences. This programme handbook should be treated as though it is our contract with you – keep it safely so that you may refer to it throughout your time here at Middlesex. It contains an overview of the framework of your programme and the content of its modules and signposts key contacts and information you need to progress your studies and to get the most out of student life.

From our side we will deliver the best student experience we can so that you can build on your skills and knowledge and fulfil your full potential. In return we expect you to engage actively in the learning process, to be fully committed to your studies and determined to succeed.

In your early weeks, this includes reading through this handbook and consulting the other information sources flagged here. You are not expected to absorb everything in detail, but to be aware of the main resource documents and their contents. In particular as an enrolled Middlesex student, you have certain rights but also specific responsibilities. See the full University Regulations <http://www.mdx.ac.uk/regulations> in particular ‘University Membership’, and if you have not already done so, explore <http://www.24-7.mdx.ac.uk>, the student portal which contains detailed advice and support to assist you further.

We know it takes time to settle in to University life. If you still have questions to ask, your first port of call should be your Student Office. Staff there will be pleased to help and direct you. We wish you well in your future studies. Here at Middlesex we are very proud of our academic programmes and students and we look forward to meeting you.

Jan Williams

dean of the School of Health & Social Sciences

WELCOME TO YOUR PROGRAMME

Programme Leader’s Welcome

1. Welcome to the London Sport Institute, based at Middlesex University. We hope you find this Handbook helpful and informative. It was designed to provide you with relevant information regarding the MSc in Performance Analysis so as you can successfully engage in your studies. The Handbook contains sections, which summarise the policies and regulations pertaining to the programme, structure of the programme, and the content of each module as well as such information as your code of conduct. If you have any queries about individual modules or the overall programme, do not hesitate to contact a member of the programme team. Please ask.

This Masters course has been designed with assistance from Professor Mike Hughes, Middlesex staff from the London Sport Institute and the school of Engineering and Information Systems and through collaboration with external software companies (SportsCode, Focus, Quintic and Dartfish). New laboratory facilities at the Hendon campus provide all of the equipment and resources necessary to learn the skills of being a Performance Analyst whilst also engaging in cutting edge research. The course aims to provide the experiences necessary for working in a professional environment which means that you get to learn how to use the software that the top sports teams use.

Career opportunities exist for well qualified Performance Analysts in both professional and amateur sports. Previous graduates in Performance Analysis who have been taught by Professors Nic James and/or Mike Hughes are currently working in soccer (English Premier League, English Championship, the FA); rugby (Welsh Rugby Union, professional rugby teams in England and Wales); multiple Olympic sports (working for the English Institute of Sport is sports such as cycling, canoe slalom, disability swimming, hockey, judo); squash (England Squash); badminton (England badminton) and regional bodies (Irish Institute of Sport).

1. We all hope you will enjoy your time at Middlesex University   
   and we wish you every success in your studies.
2. **Professor Nic James**
3. **Programme Leader MSc Performance Analysis**

London Sport Institute

Middlesex University

Town Hall Annex (3rd Floor)

The Burroughs

Hendon

Stafford Murray (one of our current PhD students;

Head of Performance Analysis and Biomechanics at the English Institute of Sport, here working for England Squash

London, NW4 4BT

[n.james@mdx.ac.uk](mailto:n.james@mdx.ac.uk)

**Please note that this handbook is subject to change. All information contained herein was correct at the time of publication. The responsibility rests with you to check the updates to the handbook on OASISplus**

Purpose and status of your student handbook

The purpose of this handbook is to provide you with information about your Programme of study and to direct you to other general information about studying at Middlesex University.

This handbook must be read in conjunction with the University Regulations at [www.mdx.ac.uk/regulations/](http://www.mdx.ac.uk/regulations/) The material in this handbook is as accurate as possible at the date of production.

Your comments on any improvements to this handbook are welcome - please put them in writing (with name of handbook) to *Colin Allison* (contact details below).

Programme staff list and contact details

## Full-time members of Staff

**London Sport Institute**

1. **Title/name** **Rhonda Cohen (RC)**
2. BA (Hons), MSc, PGCHE, CPscyhol, CSci
3. Head of the London Sport institute
4. Base Town Hall Annex T305; Hendon
5. Tel 020 8411 2651
6. E-Mail [r.x.cohen@mdx.ac.uk](mailto:r.x.cohen@mdx.ac.uk)
7. **Title/name** **Nic James (NJ)**
8. BA (Hons), PGCE (P.E.), PhD
9. Professor of Sport and Exercise Science
10. Base Town Hall Annex T304; Hendon
11. Tel 020 8411 5481
12. E-Mail [n.james@mdx.ac.uk](mailto:n.james@mdx.ac.uk)
13. **Title/name** **Mike Hughes (MH)**
14. BSC, PhD
15. Visiting Professor of Performance Analysis of Sport
16. Base Town Hall Annex T304; Hendon
17. Tel 020 8411 5481
18. E-Mail [m.hughes@mdx.ac.uk](mailto:m.hughes@mdx.ac.uk)
19. **Title/name Anthony Turner (AT)**
20. BSc (Hons), MSc, PGCE
21. Senior Lecturer
22. Base Town Hall Annex T304; Hendon
23. Tel 020 8411 4667
24. E-Mail[a.n.turner@mdx.ac.uk](mailto:a.n.turner@mdx.ac.uk)
25. **Title/name Phil Barter (PB)**
26. BSc (Hons), MSc, PGCE

Senior Lecturer

1. Base Town Hall Annex T304; Hendon
2. Tel 020 8411 4671
3. E-Mail[p.barter@mdx.ac.uk](mailto:p.barter@mdx.ac.uk)
4. **Title/name Stuart Miller (SM)**
5. BSc (Hons), MSc
6. Lecturer
7. Base Town Hall Annex T304; Hendon
8. Tel 020 8411 4667
9. E-Mail[S.Milller@mdx.ac.uk](mailto:S.Milller@mdx.ac.uk)

**Engineering and Information Systems staff**

1. **Title/name** **Daming Shi (DS)**
2. BA (Hons), PhD, SnM IEEE
3. Reader of Theoretical Computer Science
4. Base Town Hall T128; Hendon
5. Tel 020 8411 4291
6. E-Mail [d.shi@mdx.ac.uk](mailto:d.shi@mdx.ac.uk)

**Technicians**

1. **Title/name** **Ian Grant (IG)**
2. BSc (Hons), MSc
3. Human Performance Lab Technician
4. Base Human Performance Laboratory
5. Archway Campus Highgate Hill, London N19 5LW
6. Tel 020 8411 4355
7. E-Mail [I.Grant@mdx.ac.uk](mailto:I.Grant@mdx.ac.uk)
8. **Title/name** **Barry Malone (BM)**
9. BSc (Hons), GSR
10. Lab Technician
11. Base Hendon Campus
12. Hatchcroft Building, H204
13. Tel 020 8411 4206
14. E-Mail [B.malone@mdx.ac.uk](mailto:B.malone@mdx.ac.uk)

**Administrators**

**Title/name** **Colin Allison BA (Hons)**

Department Administrator,

Base Hendon Campus,

Town Hall, Annex T303; Hendon

Tel 0208 411 6261

Email [c.allison@mdx.ac.uk](mailto:c.allison@mdx.ac.uk);

**Title/name Russell Freedman MBA, LLB ,PGCHE**,

Department Administrator,

Base Hendon Campus,

Town Hall, Annex T303; Hendon

Tel 0208 411 6261

Email [r.freedman@hotmail.com](mailto:r.freedman@hotmail.com)

Programme Structure Diagram

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PG-Certificate** | | |  |  |  |  |  |
|  | **PG-Diploma** | | | | | | | |
|  | Semester 1 Semester 1 Semester 2 Semester 2 | | | | | | | |
|  | SES4005 Performance Analysis  30 Credits |  | WBS4430  Research Methods  Or  WBS 4835  Work Based learning Research  30 Credits |  | SES4011  Biometric Modelling and Performance  Profiling  30 Credits |  | SES4013 Work placement  30 Credits |  |
|  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  | **MSc** | | | | | | | | |
| Term 3  (Summer) | SES4095 MSc Dissertation or WBS4861  60 Credits | | | | | | | | |

All students will be enrolled on the Masters programme but there will be the following exit routes possible.

**PG-Certificate Performance Analysis** = SES4005 and SES4430 or WBS4835 (Note: any other combination of these modules will result in an un-named PG-Certificate)

**PG-Diploma Performance Analysis** = PGCert plus SES4011 and SES4013

**MSc Performance Analysis** = PG-Diploma plus SES4095 MSc Dissertation or WBS4861

**Part-time Structure**

This can be over 2-3 years and modules are selected to best accommodate the students needs.

**Change to levels of modules and programmes**

Middlesex University will change the way it describes the levels of its modules and programmes. The University has adopted the widely used Credit Framework for Higher Education Qualifications (FHEQ) levels, as defined in the table below. This new level structure has been adopted across the University for 2011.

|  |  |  |
| --- | --- | --- |
| **Description** | **New Middlesex University / FHEQ levels**  **(from Sep 2011)** | **Previous Middlesex University levels** |
| Foundation level | 3 | 0 |
| Certificate level | 4 | 1 |
| Intermediate level | 5 | 2 |
| Honours level | 6 | 3 |
| *Masters level* | *7* | *4* |
| Doctoral level | 8 | 5 |

Attendance requirements

In the London Sports Institute, most modules require 100% attendance. However, absence based on extenuating circumstances may be accepted. This is for safety reasons as you are training to be a Performance Analyst working in sport. Please see your module handbooks as this is a binding contract between the module leader and you as a student. In order to pass the modules, attendance at lectures, seminars, labs and practicals are compulsory. These sessions tend not to repeat so if you miss any session then you must see / e-mail your module leader as soon as possible as this could affect your progression. Holidays cannot be booked during term time as students could fail the module due to lack of attendance

You should attend all scheduled classes and prescribed activities to be eligible for formal assessment. Where your attendance fails to meet the minimum required to meet the learning outcomes of the module (as published) you may be excluded from the assessment and be graded X in the module. The definition of the X grade is “Fail – incomplete without good reason: may not be reassessed”. It is your responsibility to ensure that your attendance fulfils the published attendance requirements.

The X grade is applied if you fail to participate in the learning processes of a module for which you are registered. It is not a “punishment” for poor attendance but a recognition that you have not been able to prepare yourself for assessment in the content of the module. It is also given when you drop a module without formally removing it from your registered programme of study.

If you receive an X grade you may have the opportunity of taking the whole module again with permission from the Programme Leader, without grade penalty, though you will have to pay the module registration fee a second time. You may only do this at Summer School (if available) or at the end of your programme.

For further guidance on attendance requirements, refer to the section entitled “Attendance & Withdrawal” which is also available at [www.24-7.mdx.ac.uk/admin/attend.htm](http://www.24-7.mdx.ac.uk/admin/attend.htm). The formal regulations about attendance can be found in Section C2 of the University Regulations and at [www.mdx.ac.uk/regulations/](http://www.mdx.ac.uk/regulations/) .

Assessment schedule

Throughout the course there will be the opportunity for your work to be assessed by the tutors on the course. This is known as formative assessment (see page 18 for a fuller description) and the timing of which changes on a year to year basis. Near the end of each module coursework is handed in and a grade given for progression. The schedule of hand-in dates for this academic year is as follows:-

|  |  |
| --- | --- |
| November (End of) | hand in draft review of literature (Research methods) |
| January (Early) | hand in review of literature (Research methods) |
| January (End of) | oral presentation of research proposal (Research methods) |
| February (Early) | oral presentation of PA project (Performance Analysis) |
| February (End of) | hand in research proposal and ethics (Research methods) |
| March (Early) | hand in PA essay (Performance Analysis) |
| May (End) | oral presentation of projects and hand in written work (Biometric Modelling & Performance Profiling and work placement) |
| September (Early) | Hand in dissertation |

The Programme timetable which is on OasisPlus and will be handed out to you during induction gives precise deadlines.

Assessment Officer support

Assessment is an important aspect to your programme but you may find that at times personal circumstances can impact on your studies. Should you have circumstances which mean you need to defer your assessment you will find valuable guidance on 24-7, but you can also contact the Assessment Team, Email: [hsscassessmentdata@mdx.ac.uk](mailto:hsscassessmentdata@mdx.ac.uk) , who will guide you through the process. The full Deferral Policy is available at <http://www.24-7.mdx.ac.uk/assess/defer.htm>.

In addition, your Module Leaders will be more than happy to assist you with any queries you may have about assessment of a particular module.

Professional, statutory and/or regulatory body requirements

Since you will be undertaking a Masters in Performance Analysis you will be required to apply for recognition of your competency to the relevant Professional body (see below). The cost of this application is included in your fees. It is envisaged that this application will occur at the end of your studies when you have acquired the skills necessary for a successful competency application at level 4 or above. Students may also apply for BASES accreditation ([www.bases.org.uk/accreditation](http://www.bases.org.uk/accreditation)) which is designed to enhance the professional and ethical standards of those who are actively involved in sport and exercise science.

**International Society of Performance Analysis of Sport** (**ISPAS) Competencies** [**www.ispas.org/accrediation/**](http://www.ispas.org/accrediation/)

**Level 1 “Technical / operation”**

This requires the competent use of video recording equipment to produce video material for use by coaches and / or selectors. An alternative requirement is the use of an existing manual notation system to record performance data to be analysed by the coach or other analysts.

**Level 2 “Development / analysis”**

The level 2 analyst is a developer and operator of manual performance analysis systems. The level 2 analyst will have identified valid performance indicators of clear interest and importance to the coach and performers. The development of the system includes any refinement of existing systems and may have been undertaken in conjunction with the coach. Analysts at this level will have piloted and tested the systems before serious operation to analyse competitive performances. Another characteristic that may distinguish the level 2 analyst from the level 1 analyst is that he / she is not merely a data collection assistant but is also involved in the analysis of the data.

**Level 3 “Commercial package application”**

The level 3 analyst is normally developer and user of systems based on one of the commercial video-based performance analysis software packages. For example, the level 3 analyst may use a package like Dartfish, Focus, Gamebreaker, Prozone or Silicon Coach to develop a system for use with a particular sport. The level 3 analyst will typically have experience of working in high level sport as an analyst. Those having completed level 3 university modules with performance analysis content who are now applying their skills as performance analysts are eligible to apply at this level.

**Level 4 “Theoretical knowledge”**

The level 4 analyst will be an analyst with a critical understanding of the coaching context of performance analysis. Relevant areas that the level 4 analyst will be able to demonstrate a critical knowledge of include communication, feedback, skill acquisition and motor control. Those having completed level M (masters) university modules with performance analysis content who are now applying their skills as performance analysts are eligible to apply at this level.

**Level 5 “Performance profiling”**

At level 5 and above, analysts often do specialist types of work and it is therefore possible to obtain these levels through experience of different types of analysis activity. Essentially, the level 5 analyst will perform work not expected of the level 4 analyst. Analysis beyond individual match analysis is expected. Profiling of performers is the process of identifying the nature of the typical performance for those performers. For example, profiling of future opponents based on multiple performances. Similarly, multiple performances of the players / teams the analyst is working for could be used to assist coach decision making. It is very important for the applicant to understand that while profiling is mentioned here, any other techniques or activities that are clearly beyond what is expected of the level 4 analyst can be considered for level 5 accreditation.

**Level 6 “Strategic support”**

The level 6 performance analyst will use performance analysis to provide information beyond the normal coaching purposes. There are occasions where strategic planning has to be informed by sports performance information. The level 6 analyst should normally have at least 3 years experience of performance analysis work to support high level performers.

**Level 7 “Scientific”**

The level 7 analyst will provide data that leads to greater understanding of sports performance in the given sport. For example, the level 7 analyst could make contributions to our understanding of match syntax, game theory or dynamic systems theory relevant to sports. The level 7 analyst could also be the analyst working at World class levels of the sport, whose contribution has clearly made the difference to the success of performers at this level.

1. The ISPAS competencies, assessment guide and application documents can be found at the following address:
2. <http://www.ispas.org/accrediation/>

WORK PLACEMENTS AND EXPERIENCES

Work placements typically coincide with the sporting season (August to April for soccer, rugby). Work Placements can involve weekends, holidays and evenings. The London Sport Institute has a number of links with professional sports organisations e.g. Tottenham Hotspur, London Wasps, Lee Valley, England Rugby Football Union, English Institute of Sport; each of which often take Masters students on work placements. These placements will be arranged by the tutor and may include an interview process to select the best candidate. Students will have the opportunity to work with elite athletes within a professional organisation. Experienced performance analysts will show students their methods and valuable experience, which is paramount in elite sport, will be gained.

Students who work on placement and with University sports teams will be expected to wear the London Sport Institute kit whilst working. Students will be expected to work toward the International Society of Performance Analysis of Sport qualifications. The qualifications are recognised by professional sports teams and organisations and serve to enhance career prospects in performance analysis.

The two performance analysis modules (4005 and 4011) provide instructions and the opportunity to undertake the practical skills involved in performance analysis. However the specialist performance analysis laboratory which has computers loaded with industry standard performance analysis software (Dartfish <http://www.dartfish.com/en/index.htm>; SportsCode <http://www.sportstec.com/Products_Sportscode.htm>; Focus <http://www.elitesportsanalysis.com/>; and Quintic <http://www.quintic.com/>) is available to students outside of lecture times so that they may analyse performances required by their work experience and to undertake the coursework. Time limited versions of some of this software will be provided for student’s own PC’s.

Modules in performance analysis are able to be undertaken in a distance learning mode as long as the student has access to a minimum selection of the specialist performance analysis software. However this mode of study is not available in 2011. Typically this will be as a result of the distance learner being a working performance analyst who is taking the course to further their academic knowledge and enhance their career prospects. Sometimes, however, the distance learner will not be a performance analyst professional and in this situation the London Sport Institute has close relationships with some of the software companies who will provide time restricted full versions of their software to enable students to complete the course.

Currently one performance analysis module (4011) is available to students studying the Masters in Strength and Conditioning.

Staff at the London Sport Institute are very actively involved with the International Society of Performance Analysis of Sport who organise biannual World conferences and annual workshops and the International Network of Sport and Health Sciences who are a group of approximately 25 European Universities who hold annual meeting and research conferences. Students studying for the Masters in Performance Analysis will be encouraged to present their work at one or more of these meetings under the guidance of an academic member of staff.

Careers Service

The Careers Service provides impartial and confidential guidance and information to Middlesex University students and alumni (for up to two years after graduation) to help them in their career planning and job seeking.

The careers advisers can assist you with planning your academic programme and personal development in relation to your career goals from your first year to final year. This includes exploring career and study options, self awareness and decision making. The advisers can also help you to: find full and part-time employment, write CVs, covering letters and application forms, prepare for interviews, psychometric tests and assessment centres, identify voluntary and work experience opportunities and research postgraduate/further study and funding.

You have access to careers information, individual guidance appointments,

drop-in advice sessions, careers seminars and workshops, employer presentations, Careers Fairs, other campus based careers events and alumni links to support students with their career development. The careers advisers also work with tutors to deliver and support careers related activities on course programmes, such as career opportunities for graduates, job study research, the graduate employment market, developing employability skills, sector specific information, pre-placement preparation, job search skills and strategies and post graduate study options.

The main careers library is based at Hendon and careers advisers are available on most campuses offering a flexible service to support the needs and any specific requirements of all students. To check opening times and availability of careers advisers on your campus or to book an appointment please see the website <http://www.24-7.mdx.ac.uk/careers/careers.html>, telephone 020 8411 5523.

The Careers Service’s website as above (or accessible through the 24-7 website) offers a wide range of information and links to other graduate careers websites. The website contains an on-line job vacancy service, JobsPlus, where opportunities notified by employers for full time, part time, voluntary work or work experience are posted. If you are unable to visit on campus there is also a link to ‘MeG’, an e-guidance service, through which you can email your queries to a careers adviser.

Today’s job market is full of opportunities but is also rapidly changing and developing to meet the needs of employers in the 21st Century. Gaining work experience and developing the employability skills that employers look for is an important part of your career planning and development and will help towards your future career success. In addition to the help and support available from the Careers Service, you may also want to consider the option of undertaking a work experience placement as part of your degree, a student exchange in another country or undertaking some voluntary work and gaining accreditation for this through the university. Further advice on placements is available from the placement staff in your school, or speak to your tutors about this. Information links to student exchanges and volunteering opportunities can be found on the 24-7 student portal at <http://www.24-7.mdx.ac.uk>.



LEARNING, TEACHING AND ASSESSMENT

Montage showing ex students of Profs James and Hughes working in different sports

Learning, Teaching and Assessment approaches will encourage you to be actively involved in your learning and to co-operate with other students. We aim to give you prompt feedback on your learning and opportunities to reflect upon and learn from that feedback.

You will be actively involved in a range of learning, teaching and assessment approaches as part of your MSc Performance Analysis.

Such active learning approaches put students at the centre of their learning where they are actively involved and engaged in all aspects of their learning and the assessment of their learning. Your programme will require your active participation in learning activities and engagement with your peers both individually and collaboratively, working and learning with other students as part of a small group. Learning activities may also occur both within and outside the classroom.

Your learning will also be supported by technology.Increasingly your tutors will be using existing and emerging learning technologies to engage you in e-learning activities. Your programme will be facilitated using a variety of media and online tools (OASISplus, podcasts, wikis, etc) which will allow you flexible access to a diverse range of online resources, quizzes and learning materials as well as collaborative tools with which you can engage and learn with your peers. Not confined by time and space you will be able to take part in online discussions and learning activities from wherever you are studying.

Our tutors and the Web Helpdesk will provide any support you may need whilst learning online.

By engaging with e- learning you will also be developing skills which are essential for your learning and are also highly valued by employers. These include but are not limited to: working flexibly, communication, understanding of IT, team working and creating shared understandings based on quality resources and access to global expertise.

Assessment is an integral part of learning, and you may hear it referred to as formative or summative. Formative assessment is primarily developmental in nature, and is designed to give feedback to learners on their performance and how it can be improved. Formative assessment is a key part of the learning process, and has been shown to contribute to enhancement of learning and raising of standards.

Summative assessment is designed to measure the extent to which a learner has achieved the intended learning outcomes of a module. The summative component of an assessment task is designed solely to provide a measure of the achievement of a learning outcome by a learner. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner.

Assessment may also involve self, peer of group approaches. For example, you may be asked to self-assess your own work, indicating where you feel you have clearly demonstrated your understanding, and also identifying areas where can see you have room to improve. Assessment may also be a peer process where peers individually, or as groups, offer feedback on one another’s work. Group assessment may also be part of your programme, where part of the assessment process requires you to demonstrate your ability to work as part of a group or team, and possibly receive a group mark.

Learner Development Unit

The Learner Development Unit (LDU) is a team of specialists in academic writing and English language development, Numeracy and Dyslexia Support. You will see us at different times throughout your academic career.

During induction week we generate a Learning Development Profile for each new Middlesex student. This is designed to give us information about your academic English and numeracy skills, and it will help you identify your strengths and also areas for improvement. And it will help us to make sure you get effective and timely support during your studies.

Often we will be in your School working alongside your subject lecturers to help you understand what’s expected of you on your programme. We are likely to work with you in this way on the writing process, preparing for presentations, making the most of feedback, etc.

If necessary, we can provide you with an individual programme of support, which could involve intensive courses, self-study materials and close monitoring of your progress.

Help with maths is available from our Numeracy Support team, in the form of embedded, small group, online and individual provision.

If you are dyslexic, you can receive specialist help from our Dyslexia Support team, who work closely with the Disability Support Service. You will also find support at the University’s Learning Resources Centres, which are equipped with assistive technologies and services, and have disability support representatives.

We also coordinate the University’s Student Learning Assistants (SLAs), a group of highly motivated peer-mentors, from the 2nd and 3rd years, who are here to help 1st year students in their studies. You may see them helping out in tutorials or seminars, or you may see them offering help with academic writing. You can read more about SLAs at [www.sla.mdx.ac.uk](http://www.sla.mdx.ac.uk).

**Contact details**

Information on what we do can be found on our 24-7 pages at <http://www.24-7.mdx.ac.uk/ldu>or by contacting us on020 8411 5116 or at [LDU@mdx.ac.uk](mailto:LDU@mdx.ac.uk).

If you have questions about specific teams within LDU, please contact:

|  |  |  |
| --- | --- | --- |
| Academic writing and English language  020 8411 4609  [english@mdx.ac.uk](mailto:english@mdx.ac.uk) | Numeracy Support  020 8411 6280  [numeracy@mdx.ac.uk](mailto:numeracy@mdx.ac.uk) | Dyslexia Support  020 8411 6073  [dystutor@mdx.ac.uk](mailto:dystutor@mdx.ac.uk) |

Learning Resources

Learning Resources (LR) provides library and academic computing services to support student learning. Middlesex University has a Learning Resource Centre (library) on each campus. The Museum of Design and Domestic Architecture (MODA) is also part of Learning Resources. Details of all our opening hours, services, facilities and resources can be found at [http://www.lr.mdx.ac.uk](http://www.lr.mdx.ac.uk/).

**Learning materials and resources**

LR provides electronic and print books and journals, DVDs, CDs, etc to support you in your studies. We also provide materials listed in your module handbooks. You can access these resources via the LR website and you can also find specialist resources from the Library Subject Guides at <http://libguides.mdx.ac.uk>. Many of our resources are web-based so you can access them from wherever you are. The sport resources page is located at <http://libguides.mdx.ac.uk/sport> and is a useful place to start looking for all types of relevant information.

**Equipment and facilities**

The libraries (Learning Resources Centres) supply the computers and other equipment you will need for study on the programmes at that site. This could include video cameras, Mac computers, and DVD players; printing and copying facilities; small study rooms with projectors so you can practice presentations; or space to cut, paste and cover your project report.

**Help and support**

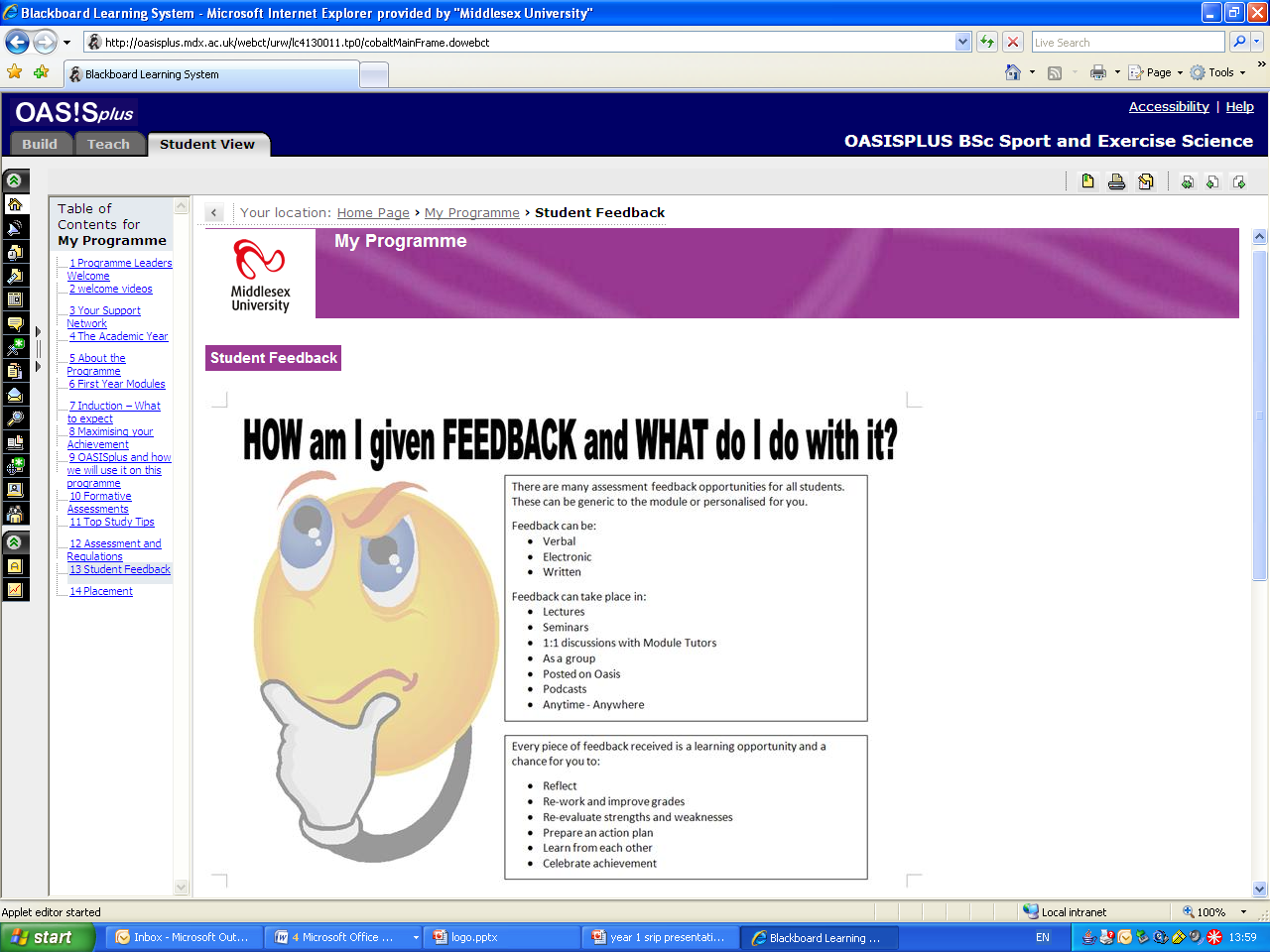
Learning Resources staff are here to help and support you throughout your studies providing IT, and media support, and help with your information/research needs. We provide one-to-on support at the Enquiry Desk, group training in library workshops and online help through the Web Helpdesk (<http://webhelpdesk.mdx.ac.uk>) and Ask a Librarian <http://askalibrarian.mdx.ac.uk>

You can get specialist subject support from your Liaison Librarian (<http://libguides.mdx.ac.uk>) who also provides information and research skills workshops relevant to your subject. Librarians work closely with your lecturers to ensure that the resources and support that you need are available. Contact your librarian if you require individual support or if you would like to suggest a book/DVD etc for the library etc.

Assessment Feedback

Assessment feedback provides the opportunity for you to engage with feedback on your assessed work, to reflect on it, and to use this feedback as the basis for learning and to improve your work. Feedback can take many forms, and may be informal, for example, it may be offered and discussed in classroom sessions either collectively or individually. It may also be more formal and delivered for example in written or audio form from peers or academic staff. Understanding your feedback is very important, to achieve this you are encouraged to discuss feedback with your peers and academic staff.

All forms of assessment are part of the learning process, both formative and summative. Receiving feedback on your work is an essential and important part of your learning, and all programmes will therefore provide regular opportunities to assess your work formatively and provide feedback on it. The nature of the formative assessment and the feedback will vary from Programme to Programme.You will find further information in the University Regulations detailed under the Code of Assessment Practice.Arrangements for the provision of feedback shall include the minimum provision detailed in section M of the University Regulations and shall be included in the relevant Module Handbook.



You will normally be provided with feedback within 15 working days of the published coursework component submission date.

***Your assessment map will be available online on OASISplus***

Feedback on Assessed work will be offered in a variety of forms and all work will be marked and moderated in line with the University Regulations Code of Assessment Practice: <http://www.web.mdx.ac.uk/regulations/allprogs/sectionm.htm>

All forms of assessment are part of the learning process. You should be provided with either individual or collective feedback on your assessed work.

## Feedback on coursework

1. Feedback from work that is assessed, either formatively (for a pass only) or summatively (for a grade), will be available to you. We feel that feedback is a very important part of the learning process and therefore we strive to make feedback as effective as possible.
2. Feedback on work is usually written on an assessment sheet. This sheet will be available to you for your individual work. It will be given to you in either a hardcopy, an e-mail attachment or through OasisPlus. Group feedback sheets will be available on OasisPlus or in a group hardcopy from the tutor

## Dissertations

All dissertations are double marked. Your supervisor is your first marker. Two markers mark independently and then a grade will be negotiated between the two markers.

Procedure is outlined on the MSc dissertation module handbook.

## Other forms of assessment – minimal requirements

General comments from practical assessments and vivas will be available on OasisPlus. Students wishing to obtain individual feedback should make an appointment to see their tutor.

**Return of coursework**

You are expected to keep a copy of your coursework. As the marked copy is not normally returned to you, retention of a copy is important so that you can relate feedback to your work. Where work is returned to a student this should be clearly indicated in Programme handbooks along with deadlines after which it is disposed of if not collected (normally six months).

**Electronic receipt of coursework**

All coursework must be submitted on paper unless (i) a different format is specified in the programme handbook or (ii) submission in electronic form is an explicit requirement for the assessment in the module concerned or for electronic detection of plagiarism. If submitted online students will receive an electronic receipt which you should save and retain for future reference. Please refer to the module handbook for details on submission of work.

**Marking, second marking and marking moderation**

A minimum of 10% of all coursework and examinations are moderated in the London Sports Institute. All coursework and examinations which are failed work will be second marked. All coursework and exams which are awarded first class grades are moderated.

**Copies of past examination papers and other forms of assessment**

<http://www.24-7.mdx.ac.uk/exampaper> Multiple choice question papers are not available on this database. In some cases, for example where there are copyright restrictions, it may not be possible to publish past examination papers. In this case please ask the relevant Module Leader for information.

Progressing on your programme

An explanation of the University grading scale can be found in the University Regulations ([www.mdx.ac.uk/regulations/](http://www.mdx.ac.uk/regulations/)). Further information on the use of the University grading scale can be found on 24-7

([www.24-7.mdx.ac.uk/assess/grading.htm](http://www.24-7.mdx.ac.uk/assess/grading.htm)). If you have any specific queries on your module grade, contact your Link Tutor.

**Grading Scale**

The University grading scale is used in relation to, and in conjunction with, the University grade criteria guide and guidance on the generation and use of module level descriptors (see Regulations “Module Level Descriptors” and “Grade Criteria Guide” [www.mdx.ac.uk/regulations/](http://www.mdx.ac.uk/regulations/)). In brief the University uses a 20 point grading structure where grades 1-4 are distinction level, 5-8 merit, 9-16 pass and 17-20 fail.

It is really important that students complete all assessed work (coursework, presentations, exams etc) that is required to complete each module. Failure to do so will result in failure in the component or the module concerned (grade 20 – failure incorporating failure to undertake all assessment components; compensation not allowed) should the required learning outcomes not be met.

For more information on the X grade (fail – incomplete without good reason: may not be reassessed) see the earlier section titled [‘Attendance requirements’](#Attendance).

**Deferral**

You may seek permission to defer all or part of the assessment in a module to the next available opportunity. The full Deferral Policy is available at <http://www.24-7.mdx.ac.uk/assess/defer.htm>. This can only be granted where exceptional circumstances prevent you from completing assessment through no fault of your own and where documentary evidence is supplied.

Deferral requests should be submitted to the School Student Office counter on your base campus by completing the relevant form and attaching supporting documentation, e.g. medical certificates. The final deadline for deferral applications is 2 weeks after the end of the examination period. The deferral form is available at:

<http://www.24-7.mdx.ac.uk/assess/defer.htm>.

If you have difficulties accessing resources (e.g. access to the University network, library, OASIS etc.) after deferral, contact the web helpdesk at [http://webhelpdesk.mdx.ac.uk](http://webhelpdesk.mdx.ac.uk/) .

**Extenuating Circumstances**

If you do not wish to defer assessment, but are concerned that exceptional personal circumstances (e.g. ill health) might affect your performance in assessment, you should complete an extenuating circumstances form and attach supporting documentary evidence. This form should be submitted to your School Student Office.

The extenuating circumstances will be summarised by the Assessment Officer and brought to the attention of the appropriate assessment board. Extenuating circumstances are only considered when determining the progression or the final classification of borderline students. They are not used to change the grade in a module.

The final deadline for submission of extenuating circumstances forms, attaching supporting documentation, is the last date of the examination period. The extenuating circumstances form is available at:

<http://www.24-7.mdx.ac.uk/assess/extenu.htm>

**Regulations**

Assessment and progression regulations for taught programmes of study can be found in Section E of the University Regulations [www.mdx.ac.uk/regulations/](http://www.mdx.ac.uk/regulations/). This section covers:

* The calendar of assessment
* Progression of undergraduate and postgraduate students
* Qualifications and classification, including methods of determining classification of qualifications
* The grading scheme
* Reassessment in and deferral of modules
* Publication of results
* Production of certificates and issuing of diploma supplements / transcripts.
* You will find additional guidance in the Assessment Section on 24-7 which is available at [www.24-7.mdx.ac.uk/assess](http://www.24-7.mdx.ac.uk/assess).

The University Regulations also detail procedures in relation to:

* Infringement of Assessment Regulations – Academic Misconduct (Section F) including collusion and plagiarism
* Appeal Regulations and Procedures (Section G)
* Student Conduct and Discipline
* Student Complaints and Grievance Procedures
* Equal Opportunities

(see [www.mdx.ac.uk/regulations/](http://www.mdx.ac.uk/regulations/) )

**Academic Misconduct**

Plagiarism is the presentation by a student, as his or her own work, of a body of material (written, visual or oral) which is wholly or partly the work of another. In fact, plagiarism extends to cover one's own work previously assessed or published which is also required to be properly referenced. Taking unfair advantage over other authors, students or oneself in this way is considered by the University to be a serious offence. The University will take serious action against any student who plagiarises whether through negligence, foolishness or deliberate intent. Make sure written material, ideas, theories, formulae, etc are acknowledged through the use of quotation marks, references and bibliographies. Information on the correct way of acknowledging work from other sources is available from campus learning resource centres. Academic misconduct also covers cheating in examinations.

Detailed information can be obtained at

[www.24-7.mdx.ac.uk/assess/plagiarism.htm](http://www.24-7.mdx.ac.uk/assess/plagiarism.htm)

COMMUNICATION

Middlesex is committed to keeping students informed about developments and changes and constantly reviews the tools it uses to keep students informed.

The University's policy is to make all standard information easily available to students on and off campus.

Your university e-mail account is a key tool in communications and it is critical that you check your university e-mail address regularly.

Middlesex also has its own website for current students <http://www.24-7.mdx.ac.uk> and all important information is posted on there.

The university will also text you with important and urgent information so ensure that you provide us with an up-to-date mobile phone number when you register as a student.

There are also student offices on all campuses if you prefer to ask questions face to face.

The university is committed to ensuring communication tools allow students to provide feedback as well as receive information. See section [Quality of your programme and experience](#Quality) to find out more about ways to give your feedback.

Accessing your own records including your timetable and letter requests

You can enrol, see timetables, view your module registrations, academic records (including assessment results) and other information using MISIS (Middlesex Integrated Student Information System).

You can access MISIS at [https://misis.mdx.ac.uk](https://misis.mdx.ac.uk/) or by clicking the link via student website 24/7 [<http://www.24-7.mdx.ac.uk>](http://www.mdx.ac.uk/24-7). If you are having problems accessing MISIS, please contact the Computer Helpdesk in the Learning Resources Centre or contact the web helpdesk at [http://webhelpdesk.mdx.ac.uk](http://webhelpdesk.mdx.ac.uk/).

**Timetable**

You are allocated to timetabled lectures, labs, seminars, and workshops based upon your module registrations. Once this is done you can view your own personal timetable via MISIS.

If your timetable is incomplete, you are unable to view it or you wish to change your timetable please contact a member of Student Support Staff. You can view the entire university timetable via MISIS using the 'Search University Timetable' facility.

**Letter Requests**

Full-time, UK based, students can request Council Tax exemptions letters. Both full and part-time students can request student status and bank letters. These letters are requested via MISIS.

24-7

24-7 is the Middlesex website for current students. It can be accessed whether you are in the university or not and is not password protected. It has the latest news and events from the university, as well as a complete guide to services available to assist you with your studies. At certain times of the year 24-7 is also an important source of key information such as exam timetables. To find out more visit <http://www.24-7.mdx.ac.uk>

Middlesex e-mail – your account for life

As an enrolled student, you have your own university email address. This is in the form [xxnnn@live.mdx.ac.uk](mailto:xxnnn@live.mdx.ac.uk), where xx are your initials, and nnn is a number generated by the system. This code will be found on the reverse of your student card. Your initial password is: Student Number + mmm, where mmm is the month (in lower case) of your date of birth. At first login you will be invited to complete a simple registration process.

Any students experiencing difficulties accessing their account should contact the web helpdesk at <http://webhelpdesk.mdx.ac.uk>

Your Middlesex University e-mail is an e-mail address that is available to you for life and will be the principle tool the university will use to communicate with you.  Your tutors, the student support team, the Learning Resource Centre and other areas of administration will use this e-mail address to contact you so it is critical that you check your account regularly (at least twice a week). We’ll also use this account to tell you about events and activities that will help enhance your time at university and enable you to make new friends. The university adheres to the usual data protection policies and will not share your address within any external companies and organisations, except those working with the university to gather your feedback.

To access your email account, go to: <http://www.outlook.com> or click on the Email link on the 24-7 website. Your local computer centre will help you gain access to your account during your Learning Resource Centre induction after enrolment.

For quick guides on user accounts and using the network, go to:

[www.lr.mdx.ac.uk/document.htm](http://www.lr.mdx.ac.uk/document.htm) and click on Computing Network and Software. If you are have continuing difficulty in its use, consult the web helpdesk at <http://webhelpdesk.mdx.ac.uk>

**Important note on privacy**

To ensure security, continuity and privacy, the University discourages the use of private accounts for University business. You should ensure that the MISIS database of personal information about you is accurate and up to date, but you are not required to publicise this private information to other students or individual members of staff.

What is OASISplus?

OASISplus is the University’s online learning environment where you can find online materials, including lecture notes, to support your studies together with: discussion boards, quizzes, module information, announcements and important information.

Most modules and programmes now have an online presence delivered through OASISplus. Your tutors will be providing you with more information about how you will be expected to interact online with your peers and your tutors.

Instructions on how to access OASISplus are available in the appendix section of this handbook. For the most up to date information on how to access OASISplus please go to: <http://www.24-7.mdx.ac.uk/oasisplus/index.htm>

OASISplus (how it is used in relation to the programme)

OASISplus is the University’s online learning environment where you can find online materials, including lecture notes, to support your studies together with discussion boards, quizzes, module information, announcements and important information.

Most modules now have an online presence delivered through OASISplus. Your tutors will be providing you with more information about how you will be expected to interact online with your peers and your tutors.

## Logging onto OASISplus

To access OASISplus take the following steps:

1. Start up your internet browser - either Internet Explorer or Firefox
2. From the 24-7 website click on the ‘OASISplus’ link or alternatively type <http://oasisplus.mdx.ac.uk/>
3. Click on the ‘MIDDLESEX UNIVERSITY’ link to take you to the login page.
4. Enter your username. This is the same as your student number and can be found on your student card.
5. Enter your password. If you are logging on for the first time, your default password will be your date of birth (DDMMYY). Once you have successfully logged onto OASISplus you will be forced to change your password to something more personal and secure.
6. You should now be able to see the list of modules for which you are registered. Only those with an online presence will be listed here. Click on the module name to access the materials, discussions, assignments and other activities within the module.

NOTE: OASISplus is case sensitive. The 'M' in your user ID should be typed in capitals. Please also be careful with the figures 1 or 0 – it is easy to mistype these as I or O. Also, your date of birth should be shown in the UK format (DDMMYY) rather than the US format.

If you have difficulties accessing OASISplus please contact the computing helpdesk on your campus or the Web Helpdesk available at <http://webhelpdesk.mdx.ac.uk/>

For more information and troubleshooting advice visit the OASISplus pages on 24-7 at <http://www.mdx.ac.uk/24-7/oasisplus/index.htm>

SUPPORT

Academic Support

**Programme and Curriculum Advice**

You are expected to be independent and to take responsibility for your own academic and personal life. However there is a lot of help available.

Your tutors will direct your studies and ensure that you know what work you need to cover in any given module. Seek advice from academic staff either after class, during their office hours (published on their doors), by email or telephone.

**General Educational Guidance and Enquiries**

General educational guidance, clarification of University Regulations and help with planning your programme is available from the student support team’s duty/student advisers, who can be contacted by telephone or e-mail or in person on any campus and who normally have regular drop-in hours.

You can get a wide range of support, advice and information direct from the student website 24-7 ([<http://www.24-7.mdx.ac.uk>](http://www.mdx.ac.uk/24-7)) where you can also find the telephone numbers and email addresses of student/programme support team staff. If you need personal advice call the School Student Office, Email: (Hendon) [hsscso@mdx.ac.uk](mailto:hsscso@mdx.ac.uk) Tel: 020 8411 5700/ (Archway and Hospitals) [csoarchway@mdx.ac.uk](mailto:csoarchway@mdx.ac.uk) Tel: 020 8411 6600*.* If they cannot help you, they will refer you to someone who can.

Do not hesitate to approach the student support team by telephone, email or in person for support services including:

* Changes to your personal record such as address, name, etc. (Alternatively this can be done on-line via MISIS <https://misis.mdx.ac.uk> )
* Using MISIS (Middlesex Integrated Student Information System)
* Programme regulations advice
* Revising or recording module registrations
* Submission of coursework
* Assessment deferral requests
* Recording extenuating circumstances
* Recording reasons for unavoidably being absent
* Arranging to interrupt your studies, change or withdraw from your programme
* Advice on where to make a suggestion or a complaint
* Personal Counselling

Specialist advice is also available from the Disability Support Service, Careers Advice and Placement Services, Accommodation Service, Childcare Service, Sport and Leisure, International Support Services, Money and Welfare Advise Services, Counselling Services, and Financial Services; and from the Middlesex University Students’ Union (MUSU). Ask at your school office for more information.

As these materials are designed to aid your transition into university life they can be referred to throughout the first year.

Counselling

During the course of your studies at Middlesex, if you encounter problems concerning your coursework or personal or emotional difficulties, you can consult one of our professional counsellors confidentially. Counselling involves one or more meetings with your counsellor in a safe and confidential setting. You will have the time and space to discuss difficulties in your life which may be interfering with your ability to study and enjoy your time as a student. Students come to counselling for all sorts of reasons but generally it is a good idea to seek help before things start to feel unmanageable. Counselling can give you the opportunity to talk and think things through with someone from outside your social circle. This can feel both supportive and also offer the possibility of developing a fresh perspective on your difficulties.

For more information please go to intranet [www.24-7.mdx.ac.uk/counsel](http://www.24-7.mdx.ac.uk/counsel)

**Contacting a counsellor**:

Archway & Hospitals - Alison Jefferies

Room 15a Trevor Clay Building, Whittington Hospital & for Royal Free Hospital.

Tel: 020 8411 6152

email: [a.jefferies@mdx.ac.uk](mailto:a.jeffries@mdx.ac.uk)

Trent Park

Lindsey Othen-Price

Room 5 Peter Green Building CH

Room 210 The Mansion TP

Tel: 020 8411 5548

email: [l.othen-price@mdx.ac.uk](mailto:l.othen-price@mdx.ac.uk)

Caroline Hallett

Room 5 Peter Green Building CH

Room 210 The Mansion TP

Tel: 020 8411 6421

email: [c.hallett@mdx.ac.uk](mailto:c.hallett@mdx.ac.uk)

Hendon

Sandra Taylor

Room CG24 College Building

Tel: 020 8411 4719

email: [s.taylor@mdx.ac.uk](mailto:s.taylor@mdx.ac.uk)

Bernard Shapley

Tel: 020 8411 5779

email: [b.shapley@mdx.ac.uk](mailto:b.shapley@mdx.ac.uk)

Nadina Al-Jarrah

Room CG25 College Building

Tel: 020 8411 5779

email: [n.al-jarrah@mdx.ac.uk](mailto:n.al-jarrah@mdx.ac.uk)

Sandra Primack

Room CG23 College Building

Tel: 020 8411 6169

email: [s.primack@mdx.ac.uk](mailto:s.primack@mdx.ac.uk)

International Student Support

All members of the Student Support Team on each campus are dedicated to supporting international students, who make up over 20% of students in the university. Check on 24-7 ([[<http://www.24-7.mdx.ac.uk>](http://www.mdx.ac.uk/24-7)](http://www.mdx.ac.uk/24-7)) or ask the student office if you are unsure who to speak to.

You can join in a varied and exciting social programme organised by the International Student Liaison Manager, 020 8411 5422, c.savva@mdx.ac.uk, who also organises the Welcome to Middlesex Orientation Programme. Look out for the International Newsletter every few weeks.

You can get specialist advice and support, particularly relating to visa renewals, from the International Student Support Co-ordinator, who works in collaboration with the Money and Welfare advisers. - Tel/fax 020 8411 5917/6076 and email [c.struwe@mdx.ac.uk](mailto:C.Struwe@mdx.ac.uk). If you require either a CAS (Confirmation of Acceptance for Study) or a post study work visa letter then please email [letterrequests@mdx.ac.uk](mailto:letterrequests@mdx.ac.uk).

Disability Support Service

If you have a long term medical condition, physical difficulty, sensory impairment, mental health problems or a specific learning difficulty (e.g. dyslexia) that you feel could impact on your studies, and would like information about support provision that can be made available, please contact the University’s Disability Support Service. You are encouraged to make your situation known at the earliest opportunity to ensure due provision is made. Support can include, but is not restricted to: advice on Programme related study needs, arranging support such as note takers, personal assistants, liaison with tutors and funding authorities and arranging special provision for examinations and undertaking needs assessments for students applying for support through the Disabled Student’s Allowance. Confidentiality will be respected and relevant details will only be disclosed with your permission.

For further details contact the Disability Support Service on 020 8411 4945; e-mail [disability@mdx.ac.uk](mailto:disability@mdx.ac.uk) or see 24-7 [http://www.24-7.mdx.ac.uk/Disability/index.htm](http://www.mdx.ac.uk/24-7/Disability/index.htm)

Please also refer to the Programme Specification included in this Handbook which will state whether the programme excludes students with particular disabilities. See also [Personal Evacuation Plans](#PersonalEvac) below.

Health, Safety and Welfare

Information and advice regarding health, safety and welfare is accessible on a University wide basis at: [www.mdx.ac.uk/24-7](http://www.mdx.ac.uk/24-7) . The information resource for Middlesex University students, contains a summary of this advice. On this web site you will find useful information on:

* Health related issues such as registering with a doctor, dentist or optician. A summary of key infectious disease and a range of health matters such as minor illnesses, alcohol, drugs and travel.
* Health and safety issues such as the University’s Health and Safety policy, first aid arrangements, fire procedures, accident reporting procedures and how to raise concerns. Also, several other key health and safety related policies such Alcohol and Substance Misuse and No Smoking.
* Personal safety related issues such as, reporting and dealing with crime. These are supported by useful numbers to contact while on campus or in halls.

The University strongly advises you to register with a local doctor on enrolment if you have moved away from home. More detailed guidance on the above will be brought to your attention at the start of your studies.

**Personal Evacuation Plans**

If you have specific long or short-term disabilities, it may be that you will require a specific plan to be agreed and in place so that you can evacuate, or be evacuated from university buildings safely during an emergency. If you think you need to discuss an evacuation plan, please contact your School Student Office in the first instance. Otherwise, if you are registered as disabled, you should independently be contacted by your School safety representative early in the new term to agree an emergency plan.

The Health and Safety Officer for the School of Health and Social Sciences is: Graham Shennan, Tel: 020 8411 4260 Email: [g.shennan@mdx.ac.uk](mailto:g.shennan@mdx.ac.uk)

Middlesex University Students’ Union – The Student Voice of Middlesex

MUSU (Middlesex University Students’ Union) is a democratically elected, student-led, not-for-profit organisation to which all enrolled Middlesex students are automatically members. MUSU exists in order to promote, support, respond to, campaign on behalf of and above all represent the student body both to the University and, through its affiliation with the NUS (National Union of Students), nationally and to the wider community as a whole – in essence MUSU aims to be the definitive student voice of Middlesex.

MUSU is a membership organisation with officers elected annually each spring by the student body to represent their interests. These officers, along with the staff team, oversee the day to day running of MUSU and its longer-term strategic direction.

MUSU provides a number of services, activities and projects in addition to its democratic function in order to fulfil its mission. These include financial and resource support for Student Clubs and Societies, welfare and academic advice, referral, representation and campaigning via SWIRL (Student Welfare & International Resource Lounge), the Student Course Rep scheme which provides a formal and organised system of feedback on course provision, an online radio station with shows entirely hosted by student presenters (MUD Radio) and a monthly magazine written and edited by current, and sometimes former, Middlesex students (MUD Magazine).

The Union also runs a number of specific projects, campaigns and events throughout the year including society, cultural & social event nights, the Freshers’ Fairs during Induction Week, MYfriend the student-to-student buddy scheme and the MUSU Star Awards Ceremony an annual celebration of student volunteering plus many more.

For more information, to access services, support and activities, or to get involved in your Union at any level simply call us on 020 8411 6450, contact one of the MUSU Campus Administration Offices below, or visit musu.mdx.ac.uk  
  
**Hendon MUSU Campus Administration Office**   
Open 10:30am – 4:00pm Monday - Friday  
T: 020 8411 4296 E: <S.Davies@mdx.ac.uk>   
  
**Trent Park MUSU Campus Administration Office**  
Open 10:30am – 5:00pm Monday – Friday  
T: 020 8411 6450 E: [Y.Adjei-Bohyen@mdx.ac.uk](mailto:Y.Adjei-Bohyen@mdx.ac.uk)

Financial Issues

**Tuition Fee Payment**

The University has a strict policy on fee payment. If you do not pay your fees when due you may be deregistered or have a financial hold automatically placed upon your record. This can prevent you from accessing certain University services and from viewing parts of your MISIS record.

University Services include, but are not restricted to:

* OASISplus
* Library Lending
* Disclosure of your module grades
* Letter Requests, etc
* Access to classrooms and library buildings

The annual tuition fee is due upon enrolment. You are allowed two weeks from the start of the academic year to make payment or provide proof of sponsorship. Failure to do so may result in you being de-registered i.e. cancellation of your enrolment.

UK/EU undergraduate students who have applied and are eligible for Student Finance England (SFE) funding and support will be sent a statement when their contributions are due to be paid and are not subject to the de-registration process.

Please note: It is your responsibility to research and make sure that you are eligible for the above funding. For instance, if you already have a higher or equivalent award to that which you are applying, you will not be funded and will be liable to pay a higher rate of tuition fees.  If in doubt, please seek advice from a Money & Welfare Adviser on your campus at once.

If you are having difficulty in paying your fees you should contact the Credit Control Team as soon as possible by telephone on 020 8411 6400 option 3 or by email at [stufin\_credcon@mdx.ac.uk](mailto:stufin_credcon@mdx.ac.uk)

**Withdrawal, Interruption or Transfer**

Tuition fee charges are determined on the basis of enrolment and not actual attendance. Charges will be incurred until such time as an official notification of withdrawal, interruption or transfer to another institution has been received from you and submitted to your School Student Office. See <http://www.24-7.mdx.ac.uk/admin/attend.htm> for more advice on attendance and withdrawal.

**Money and welfare advice**

Financial, practical and legal assistance is offered by the Money, Welfare and International Advice Service (MWIAS) ([http://www.24-7.mdx.ac.uk/mwas/index.htm](http://www.mdx.ac.uk/24-7/mwas/index.htm)). There are advisers available on a drop-in basis on every campus who can help with issues such as:

* Student funding, debt and loans
* Welfare benefits and housing rights
* Immigration queries

Contact your adviser via Student Services, or email [welfare@mdx.ac.uk](mailto:welfare@mdx.ac.uk)

QUALITY OF YOUR PROGRAMME AND EXPERIENCE

Quality assurance and enhancement of your programme

To ensure the high standards and quality of Middlesex University provision, all Programmes are subject to the University’s academic quality assurance procedures (which include those procedures related to programme approval, monitoring and review). A key feature of these processes is the input from external subject experts who ensure that awards of Middlesex are comparable to those of other UK universities, and that the programme curriculum, teaching, assessment and resources are appropriate.

You also have a very important role in enhancing Programmes, feeding back on a regular basis via feedback forms, Boards of Study, and other mechanisms. Your feedback also plays a major role in Programme monitoring and review.

Middlesex University, and its Programmes, are subject to periodic audit or review by external quality agencies such as the Quality Assurance Agency for Higher Education (QAA). These audits and reviews place confidence in the quality and standards of provision as operated at Middlesex University. The most recent QAA audit of quality and standards of Middlesex University awards, conducted in 2009, was of those programmes delivered in-house. The outcomes were that confidence can reasonably be placed in the soundness of the University’s current and likely future management of the academic standards of its provision, and, of the quality of the learning opportunities available to students. QAA review and audit reports can be viewed at: [www.qaa.ac.uk](http://www.qaa.ac.uk/) .

Feedback from you

**Boards of Study**

The purpose of the Board of Study is to provide a forum for discussion between you and staff involved in all aspects of your Programme.

You elect student members of the Board at the start of each academic year to ensure that all the various interests on the Programme are adequately represented. For advice and training contact the MUSU Student Representative and Development Co-ordinator on 020 8411 6481.

Each Programme holds regular Boards of Study. The membership includes:

* Student representatives
* Director of Programme/Head of Department
* Academic staff aligned to the delivery of the Programme or modules
* Support services representatives

Your student representative represents the Programme or year group and is responsible for notifying the Board of issues which have been brought to them by you. You should be aware of the function of the Board of Study, and should ensure that representatives are alerted in good time to matters of concern, or to suggest initiatives.

Minutes are made of the discussion and decisions of each Board meeting, and these are circulated to members with outcomes. The minutes are included with the Programme Quality/Annual Monitoring Report for consideration by the University. The points raised at the meeting are carefully recorded for issues arising, and the action taken upon them, and are available at [[<http://www.24-7.mdx.ac.uk>](http://www.mdx.ac.uk/24-7)](http://www.mdx.ac.uk/24-7).

**Terms of reference**

Full terms of reference are available in the Learning and Quality Enhancement Handbook which is available from:

<http://www.mdx.ac.uk/aboutus/Strategy/quality-standards/index.aspx>

dates, minutes, actions and further information can be found on 24-7 at [www.24-7.mdx.ac.uk/campusforums/index.htm](http://www.24-7.mdx.ac.uk/campusforums/index.htm)

**Dates**

Week 6 17/11/10 & Week 18 23/02/11 time and rooms TBC

Campus Forums

The purpose of Campus Forums is to optimise the student experience by asking you to raise campus-specific issues relating to the operation of academic, administrative and service support for students, but not to deal with programme-specific curriculum issues which are dealt with by Boards of Study. For clarification please check with your MUSU Campus Sabbatical Officer. (MUSU Representatives please refer to your training kit.)

Campus Forums are usually held once per term. All students are welcome. The membership includes:

* Student Representatives (contact the Student’s Union or the Campus Director’s office if you wish to attend – even if you are not a formal representative)
* Representatives from Campus Team, Campus Facilities, Campus Learning Resource Centre, Estate Services, Computing, Catering, Printing and MUSU
* A representative of each School and each Service based on the campus
* Deputy Vice Chancellor, Academic or the Deputy Vice-Chancellor and Director of Corporate Services (Chair)

Your student representatives represent your Programme or year group and are responsible for notifying the Forum of issues which have been brought to them by you.

Student representatives

1. In Middlesex University, there are student representatives in each year group for each course. These students volunteer in writing to the Programme Leader who then selects the representatives.

If you are elected as a student representative your role will be to gather the views and opinions of the students you represent and to represent these to either the Board of Study and to feed back the results and information to other students following the meeting.

Student representatives should be selected, either by election or self-nomination, by the end of week 2 each year. Training and support throughout the year is provided for student representatives by MUSU – details of times and dates for training can be found on the MUSU website at [www.musu.mdx.ac.uk](http://www.musu.mdx.ac.uk/).

As a representative you can receive a certificate that recognises your representational achievement. For the certificate you will have to attend the training sessions and be present at the Board of Study each term. This is a great opportunity to add value to your CV.

School Board of Study

The School Board of Studies is the School level committee that deals with issues affecting students. All programme student representatives are invited to attend the School Board of Studies which occurs twice per year. Dates of meetings will be confirmed at the start of the year. Minutes from the meetings can be found on Oasisplus.

Programme evaluation forms

Programme feedback forms are distributed throughout the academic year. The forms are completely anonymous. The aim of this feedback process is to elicit your views on the quality of your programme of study.

You can expect to receive a report on any issues that have been identified. The report would also describe the measures taken to resolve any problems. All reports will be an item for discussion during Boards of Study and will, where necessary, be reported upon during the quality/annual monitoring process. The whole feedback process will also be reviewed on a regular basis, to ensure that that it is effective in helping provide a good quality experience for students.

The Students Union and the University also conduct periodic surveys of your levels of satisfaction with various University services. Further information will be available from time to time on MISIS and 24-7.

Suggestions and Complaints

We welcome your suggestions on how we might improve your experience of university life, even when this takes the form of a complaint about a service, a member of staff or another student.

If you have a suggestion or a complaint about any aspect of university life, raise it with the person concerned in the first instance. If you are not satisfied with the outcome you can progress the matter through informal and formal procedures step by step up the management structure of the university. Full details of these steps are available in the University Regulations ([www.mdx.ac.uk/regulations/](http://www.mdx.ac.uk/regulations/)) within the Student Complaints and Grievance Procedures.

If you are not sure who to speak to, seek advice from a school office or advice centre. If the matter is serious, talk directly to your school's Director of Resources.

If something goes wrong we aim to put it right as quickly as possible. Your advice and comments are essential.



Michael Hughes working with the GB cycling team prior to the Beijing Olympics

APPENDICES

A. Accessing University IT systems

**Logging onto the computer network**

This enables you to use computers in the Learning Resources Centres or anywhere else on a Middlesex University Campus. To access a computer you will need:

1. Your **IT User ID:** thisis printed on the back of your student card, consisting of your initials and three or more digits, e.g. SO807
2. Your **Password:** this is yourStudent Number + mmm, where mmm is the month (in lower case) of your date of birth. e.g.

* Student Number = M00123456 (If your Student Number is all numeric, please insert an UPPERCASE M at the beginning of your password.)
* Date of Birth = 27th June 1989
* **Password** = M00123456jun

1. You will need to change your password the first time you login. Your new password MUST include the following:

- at least 8 characters

- at least one letter in UPPERCASE

- at least one letter in lowercase

- at least one number

e.g. Sunsh1ne or Monday63

For further information and assistance go to: <http://www.24-7.mdx.ac.uk/email/index.htm>

**Logging onto OASISplus**

To access OASISplus take the following steps:

1. From the 24-7 website click on the ‘OASISplus’ link or alternatively type <http://oasisplus.mdx.ac.uk/>
2. Click on the ‘MIDDLESEX UNIVERSITY’ link to take you to the login page.
3. Enter your **Username**. This is your Student Number and can be found on your student card.
4. **For the most up to date information about OASISplus passwords please go to:** <http://www.lr.mdx.ac.uk/helpsheets/getting_started/Howtologin.pdf>
5. You should now be able to see the list of modules for which you are registered although only those with content will be listed here. Click on the module name to access the materials, discussions, assignments and other activities within the module.

For more information and troubleshooting advice visit the OASISplus pages on 24-7 at <http://www.24-7.mdx.ac.uk/oasisplus/index.htm>

**Logging onto Athens**

Your Athens username and password will enable you to access the full text databases or journal articles that the library subscribe to; wherever you are - on or off-campus; in the UK and abroad.

1. **Enter your User ID** and **Password** = these are the same as for the **computer network**. But please note that the initial password will not work off campus so if you have not yet changed or cannot change your password on campus then please apply to a helpdesk for your password.
2. There are two ways to use Athens: you will usually be asked to login when accessing a specific article. Alternatively you can login once to all the resources authenticated by Athens at:<http://www.lr.mdx.ac.uk/lib/athens>

**Logging onto** **MISIS**

1. From the 24-7 website click on the ‘MISIS’ link or alternatively type <http://misis.mdx.ac.uk>
2. Enter your **Username**. This is your Student Number and can be found on your student card.
3. Enter your **PIN**. If you are logging on for the first time, your default password will be your date of birth (DDMMYY).
4. You will need to change your password the first time you login, and create a six-digit number.

For further information and assistance go to: <http://www.24-7.mdx.ac.uk/misis/>

**Logging onto** **your Middlesex University email account**

1. From the 24-7 website click on the ‘Student email’ link or alternatively type <http://www.outlook.com>
2. Your **email address and login** is: ITuserID@live.mdx.ac.uk
3. Your **IT User ID:** thisis printed on the back of your student card, consisting of your initials and three or more digits, e.g. SO807@live.mdx.ac.uk
4. Your **Password:** this is yourStudent Number + mmm, where mmm is the month (in lower case) of your date of birth. e.g.

* Student Number = M00123456 (If your Student Number is all numeric, please insert an UPPERCASE M at the beginning of your password.)
* Date of Birth = 27th June 1989
* **Password** = M00123456jun

1. You will asked to complete a simple registration and change your password the first time you login

For further information and assistance go to: <http://www.24-7.mdx.ac.uk/email/login.htm>

**Logging onto** **your Sky Drive online file store**

1. This provides you with 25GB of online storage which can be accessed at <http://www.skydrive.live.com>
2. Your User ID and Password are the same as your email account

For further information and assistance go to: <http://www.24-7.mdx.ac.uk/email/login.htm>

**Logging onto** **the Library catalogue**

1. Access the library catalogue at: http://library.mdx.ac.uk
2. Enter your **Borrower ID**. This is your Student Number and can be found on your student card.
3. Enter your **PIN**. Your password will be your date of birth (DDMMYY). If you are unsuccessful type in the default PIN number: 111111

**If you have difficulties accessing any university system please contact the computing helpdesk on your campus or the Web Helpdesk available online at** [**http://webhelpdesk.mdx.ac.uk/**](http://webhelpdesk.mdx.ac.uk/)



B. Programme Specification and Curriculum Map for MSc Performance Analysis

Two ex students of Profs James and Hughes; Michael Hughes (England Rugby Union analyst) squares up with Rhys Long (Welsh Rugby Union analyst) before 6 Nations match at Millennium stadium in Cardiff



|  |  |
| --- | --- |
| **1. Programme title** | MSc Performance Analysis |
| **2. Awarding institution** | Middlesex University |
| **3. Teaching institution** | Middlesex University |
| **4. Programme accredited by** |  |
| **5. Final qualification** | MSc Performance Analysis  Available Exit points : PG Certificate ; PG Diploma |
| **6. Academic year** | 2011/12 |
| **7. Language of study** | English |
| **8. Mode of study** | Full-time; Part-time; some distance learning (e.g. research methods) |

|  |
| --- |
| **9. Criteria for admission to the programme**  Students will require an undergraduate degree in a sport or exercise related field (2.1 or above) and ideally performance analysis experience either from modules undertaken on an undergraduate degree or experience working with sports teams or athletes. Maths and I.T. skills are also relevant to this course and previous experience in these areas will be used as Admissions criteria (Students with 2:2 degree classifications may be considered though this is discretionary).  Students for whom English is a second language must have achieved IELTS 6.5 or TOEFL 575 (paper test) or 237 (computer test) and 4.5 in Test of Written English, or equivalent.  Alternatively prospective students who have completed the ISPAS accreditation and have extensive experience in the area will be considered via interview.  Prospective students who fail to meet some of the above criteria may be directed to some preliminary study e.g. Summer school or distance learning courses.  All prospective students will require an interview, either in person or via Skype/telephone. |

|  |  |
| --- | --- |
| **10. Aims of the programme** | |
| The programme aims to:   1. Prepare students for the certification requirements of ISPAS (see competencies on page 13) 2. Enable students to design evidence-based, sport-specific performance analysis interventions based on a critical needs analysis 3. Develop student’s reflective and practical skills essential for communicating with coaches and athletes. 4. Provide students with the ability to select, appraise and undertake a variety of technical, tactical and statistical analyses and critically evaluate their validity and reliability. 5. Provide students with the ability to critically appraise the current research literature in Performance Analysis. 6. Provide students with challenging work experiences within performance analysis training and support. | |
| **11. Programme outcomes** | |
| **A. Mastery of knowledge**  On completion of this programme the successful student will have mastery of knowledge of :   1. Selected areas of performance analysis of sport that contributes to performance development 2. Analytical, evaluatory and synthesis skills required to conduct personal and group research in selected areas of performance analysis in sport 3. Presenting logical, structured and critical arguments by communicating effectively in the writing of reports, papers and a thesis 4. The validity and reliability of performance analysis | **Teaching/learning methods**  Students gain knowledge and understanding through attending lectures, participatory seminars, small group discussions, directed learning, laboratory and practical sessions. An understanding of the subject is both summatively and formatively assessed.  **Assessment Method**  Students’ knowledge and understanding is assessed by seminar presentations (video and verbal), written assignments and performance analysis reports. |
| **B. Cognitive (thinking) skills**  On completion of this programme the successful student will be able to:   1. Critically evaluate appropriate research and published literature, debate and articulate ideas, protocols and actions 2. Devise and evaluate sport-specific analyses of performance 3. Evaluate the effectiveness of performance analysis | **Teaching/learning methods**  Students learn cognitive skills through lectures, discussions, formative assessment, peer-review of seminar presentations, debates and directed reading.  **Assessment Method**  Students’ cognitive skills are assessed by written work, presentations, peer-assessment and self-assessment. |
| **C. Practical skills**  On completion of the programme the successful student will be able to:   1. Demonstrate mastery of performance analysis techniques using a variety of software packages 2. Select and administer the appropriate analyses relevant to theoretical principles and within applied contexts. 3. Communicate results of research to peers, demonstrating expertise in application of theory and advanced research skills. 4. Utilise advanced performance analysis techniques | **Teaching/learning methods**  Students learn practical skills through attending laboratory classes, formative assessment, practical skills and sessions.  **Assessment**  Students’ practical skills are assessed by video and oral presentations and written reports.  Complete the work experience module in performance analysis |
| **D. Graduate Skills**  On completion of this programme the successful student will be able to:   1. Develop communication and presentation skills 2. Demonstrate competent use of information technology 3. Demonstrate competence in numeracy and problem solving techniques 4. Develop critical research skills | **Teaching/learning methods**  Students acquire graduate skills through reading, group work exercises, structured and directed learning, reflection and development of portfolio material and formative assessment.  **Assessment**  Students’ graduate skills are assessed by written work in the form of portfolios, case studies, logbook, presentations, peer assessment and self-assessment and project work. |

|  |
| --- |
| **12. Programme structure (levels, modules, credits and progression requirements)** |
| **12. 1 Overall structure of the programme** |
| The programme can normally be studied over one year full-time (12 months) or 2 -4 years part-time.  The full programme (MSc) is modular comprising a total of 180 credit points, including four 30-credit modules and a 60-credit dissertation module completed during the summer.  Students can exit with the PG certificate or the PG diploma.  PG cert = 60 credits: SES4430 (or 4835) & 4005 ; PG Dip = 120 credits: PG Cert plus SES4011, 4013 |

|  |  |  |
| --- | --- | --- |
| **12.2 Levels and modules** | | |
| Level 7 | | |
| COMPULSORY | Choices | PROGRESSION REQUIREMENTS |
| Students must take all of the following:   * SES4005 Performance Analysis * SES4011 Biometric Modelling and Performance Profiling * SES4013 Work Placement | SES4430  Research Methods  Or  WBS 4835  Work Based learning Research | Students must complete one of the research modules before progressing on to the dissertation module:-  SES4095 MSc Dissertation or WBS4861 |

|  |  |
| --- | --- |
| ***12.3 Non-compensatable modules*** | |
| ***Module level*** | ***Module code*** |
| No module may be compensated | |

|  |
| --- |
| **13. A curriculum map relating learning outcomes to modules** |
| See Curriculum Map attached (page 41). |

|  |
| --- |
| **14. Information about assessment regulations** |
| Regulations follow those set out in the Middlesex University Regulations document |

|  |
| --- |
| **15. Placement opportunities, requirements and support** |
| Placements are required for this programme. Where a student is not working within the field of performance analysis work placements will be allocated. Where possible students can select the placement of choice although interviews may be required for popular placements. There is usually no remuneration attached to work placements but sometimes kit and expenses are paid.  The course fee includes some London Sports Institute sports kit (tracksuit and polo shirt), Performance Analysis text books, ISPAS accreditation application fee and time limited (1 year) Performance Analysis software. The total cost for these items is £300. It is expected that all students will have their own computer (preferably a laptop) although students will have access to University computers (both desktop and laptop). |
| **16. Future** |
| Full-time and part-time career opportunities exist within professional and semi-professional sports across the UK and worldwide. Most team sports now also employ performance analysts, on either a part-time or full-time basis dependent on their level of funding or competition. There are also opportunities to engage in the internship programmes run by the (English Institute of Sport) EIS or any of the UK equivalent institutes.  Opportunities are also available in Universities to provide support for athletes through TASS (Talented Athlete Scholarship Scheme); however, this is subject to a postgraduate qualification.  It is envisaged that some students may choose to continue their academic studies through an MPhil, PhD or DProf Sport. |

|  |
| --- |
| **17. Particular support for learning (if applicable)** |
| Information Learning Resources Support facilities at Middlesex including Computer Aided Learning suite and internet access.  Access to English Language and Learning Support  Support for modules available on Oasis  Specialist laboratories (Performance Analysis, Biomechanics, Human Performance), gymnasium and clinical facilities for the development of practical skills |

|  |  |
| --- | --- |
| **18. JACS code (or other relevant coding system)** | C600 |
| **19. Relevant QAA subject benchmark group(s)** | QAA Subject Benchmarking Group: Hospitality, Leisure, Sport and Tourism (Unit 25) |

|  |
| --- |
| **20. Reference points**  The following reference points were used in designing the Programme.  **Internal documentation:**   1. MU Learning and Quality Enhancement Handbook 2010/11 2. Middlesex University (2006) Learning Framework Document   **External Documentation:**   1. Quality Assurance Agency (2010) Framework for Higher Qualifications, London, QAA UKSCA Guidelines 2. ISPAS |

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the student programme handbook and the University Regulations.

**Curriculum map for MSc Performance Analysis**

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

**Programme learning outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| Knowledge and understanding | | Practical skills | |
| A1 | Selected areas of performance analysis of sport that contributes to performance development | C1 | Demonstrate mastery of performance analysis techniques using a variety of software packages |
| A2 | Analytical, evaluatory and synthesis skills required to conduct personal and group research in selected areas of performance analysis in sport | C2 | Select and administer the appropriate analyses relevant to theoretical principles and within applied contexts. |
| A3 | Presenting logical, structured and critical arguments by communicating effectively in the writing of reports, papers and a thesis | C3 | Communicate results of research to peers, demonstrating expertise in application of theory and advanced research skills |
| A4 | The validity and reliability of performance analysis | C4 | Utilise advanced performance analysis technique |
| Cognitive skills | | Graduate Skills | |
| B1 | Critically evaluate appropriate research and published literature, debate and articulate ideas, protocols and actions | D1 | Develop critical communication and presentation skills |
| B2 | Devise and critically evaluate sport-specific analyses of performance | D2 | Demonstrate competent and critical use of information technology |
| B3 | Critically evaluate the effectiveness of performance analysis | D3 | Demonstrate competence in numeracy and critical problem solving techniques |
|  |  | D4 | Develop critical research skills |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Module Title | Module Code  by Level | Programme outcomes | | | | | | | | | | | | | | | | | | |
| A1 | A2 | A3 | A4 |  | B1 | B2 | B3 |  | C1 | C2 | C3 | C4 |  | D1 | D2 | D3 | D4 |  |
| Performance Analysis | SES4005 | x | x | x | x |  | x | x | x |  | x | x | x | X |  | x | x | x | X |  |
| Biometric Modelling and Performance Profiling | SES4011 | x | x | x | x |  | x | x | x |  | x | x | x | x |  | x | x | x | X |  |
| Research Methods | SES4030 |  | x | x | x |  | x | x | x |  |  | x | x | x |  | x | x | x | x |  |
| Work based learning research | WBS4835 |  | x | x |  |  | x | x | x |  |  | x | x | x |  | x | x | x | x |  |
| Work Placement | SES4013 | x | x | x |  |  | x |  | x |  |  | x | x |  |  | x | x | x | x |  |
| MSc Dissertation | SES4095 | x | x | x | x |  | x | x | x |  | x | x | x | x |  | x | x | x | x |  |
| Work based learning | WBS4861 |  |  | x |  |  | x |  | x |  |  | x | x |  |  | x | x | x | x |  |

C. Module Narratives

You are advised to refer to MISIS for updated Module Information such as reading lists.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Short Code | SES4005 | |
| 2. | Title | Performance Analysis | |
| 3. | Level | 7 | |
| 4. | Credit Points | 30 | |
| 5. | Start Date | October 2011 | |
| 6. | Subject | Sport & Exercise Science | |
| 7. | Other Subject |  | |
| 8. | Module Leader | Professor Nic James | |
| 9. | Accredited by | Middlesex University | |
| 10. | Module Restrictions |  | |
|  | (a) Pre-requisite |  | |
| 11. | Automatic Deferral | Not permitted | |
| 12. | Aims  This module aims to allow the students to critically engage in the process of analysis of sports performance. It also aims to develop the students’ research skills so as they may generate analysis data for appropriate dissemination to both coaches and athletes. The ability to critically analyse research will be gained in order to design and interpret and synthesize analysis data and literature. Finally, this module aims to prepare students for the certification requirements of ISPAS. | | |
| 13. | Syllabus  Students will be facilitated in developing their theoretical knowledge of performance analysis through critical analysis of research. They will then use this underpinning knowledge to design and validate their analyses across a variety of team and individual sports.  Topics will include but are not limited to:  The development of computerised systems (hand notation, flowcharts, databases, video highlights).  Notation systems for different sports  Use and appraisal of Performance analysis software (SportsCode, Focus)  Quantitative and qualitative techniques (statistical, biomechanical, technical and tactical)  Critical appraisal of performance analysis research (writing introduction, method, results and discussion sections)  Measurement and statistical analysis issues in performance analysis (validity, reliability (Kappa, Bland and Altman, non parametric approaches)  Performance indicators (use of, effectiveness, dimensioning, independent variables, real time and lapsed time systems) using Excel spreadsheets – If statements, Z scores.  Research advances in performance profiling (number of matches required, Confidence Intervals, variability in performance)  Momentum and streakiness (qualitative, runs test, chi square, Wardrop)  Perturbations (Dynamical systems theory) - Definition, applied use | | |
| 14. | Learning Outcomes  On completion of the module, successful students will be able to:   1. Identify and justify strengths and weaknesses in sports performance. 2. Determine and give detailed reasoning for the importance of performance analysis on feedback in sport. 3. Compile a self contained video (match footage, personal commentary, music, performance analysis) in multiple data formats. 4. Critically appraise previous research in performance analysis. | | |
| 15. | Learning and Teaching Strategy  The course will be delivered in a series of half day sessions aimed at providing fundamental knowledge of previous work in the area as well as practical experience of working through specific exercises to show understanding of the concepts. Hence theoretical components will be delivered in sessions of approximately one hour followed by computer based sessions aimed at showing how to undertake the appropriate analyses related to the theory. Computer sessions involve a practical demonstration where questions and answers are encouraged followed by students solving similar problems independently with the lecturer assisting where necessary. This approach has the potential to be delivered in an e-learning/distance format. | | |
|  | Assessment Strategy  Formative  Each computer based session will involve assessment of the students’ abilities to solve problems within a formative assessment framework. Individual feedback is given concurrently with some summarisation at the end of each session.  Summative Practical component (40%)Prepare and present an analysis of 3 strengths and 3 weaknesses in a selected match performance (LO 1). A self contained video (to include selected video clips from the match, appropriate additional commentary and music, statistical and/or qualitative feedback) to be produced that is playable on PC, Apple and iPod systems (LO 3). The video analysis should not be longer than 10 minutes after which the presenter to be available for 5 minutes of questions. Questions can relate to the process of capturing and indexing the video, the augmenting of other performance related information, the reason for the video sequences selected, explain the effectiveness of the video in meeting its purpose, to discuss how the resulting information can contribute to coaching, overall experiences using computerised match analysis. The panel will be peers, tutors and when necessary the external examiner of the course.Theoretical component (coursework, 60%) Write an essay on the performance analysis research of a sport or performance analysis technique of the student’s own choice, with critical appraisal of the systems used, reliability, results and conclusions made (LO 4), together with an analysis of their respective importance (LO 2) to performance analysis and sports science in general (3000 words). | | |
| 16. | Assessment Weighting | |  |
|  | Seen examination | |  |
|  | Unseen examination | |  |
|  | Coursework (no examination) | | 40% practical  60% coursework |
| 17. | Timetabled examination required | | Yes |
| 18. | Learning Materials  Books  Carling, C., Williams, A.M. & Reilly, T. (2005). Handbook of Soccer Match Analysis: a systematic approach to improving performance. London: Routledge.  Carling, C., Reilly, T. & Williams, A.M. (2008). Performance Assessment for Field Sports: Physiological, Psychological and Match Notational Assessment in Practice. London: Routledge.  Hughes, M.D. & Franks, I.M. (1997). Notational Analysis of Sport. London: E. & F.N. Spon.  Hughes, M. & Franks, I.M. (2004). Notational Analysis of Sport, 2nd Edition – a perspective on improving coaching. London: Routledge.  Hughes, M.D. & Franks, I. (2008). The Essentials of Performance Analysis of Sport: An introduction. London: Routledge.  O’Donoghue, P.G. (2010). Research Methods for Sports Performance Analysis. London: Routledge.  Reilly, T., Hughes, M. & Lees, A. (1995). Science and Racket Sports. London: E. & F. Spon.  Lees, A., Maynard, I.M., Hughes, M. & Reilly, T. (1998). Science and Racket Sports II. London: E. & F. Spon.  Lees, A., Kahn, J.F. & Maynard, I.M. (2005). Science and Racket Sports III. London: E. & F. Spon.  Lees, A., Capello, D. & Torres, G. (2009). Science and Racket Sports IV. London: E. & F. Spon.  Reilly, T., Lees, A., Davids, K. & Murphy, W. (1988), Science and Football. London: E. & F. Spon.  Clarys, J., Reilly, T. & Stibbe, A. (1991). Science and Football II. London: E. & F.N. Spon.  Bangsbo, J., Reilly, T. & Williams, A.M. (1996). Science and Football III. London: E. & F. Spon.  Murphy, A., Reilly, T., & Spinks, W. (2001). Science and Football IV. London: E. & F. Spon.  Reilly, T., Cabri, J, & Araújo, D. (2005). Science and Football V. London: E. & F. Spon.  Reilly, T., & Korkusuz, F. (2009). Science and Football VI. London: E. & F. Spon.  Journals  International Journal of Performance Analysis of Sport  International Journal of Sports Science and Coaching  Journal of Sports Science  Conference proceedings  World Congress of Performance Analysis 1 & 2. (1997). Notational Analysis of Sport - I & II. Edited by M.D. Hughes. Cardiff: UWIC.  World Congress of Performance Analysis 3. (2000). Notational Analysis of Sport - III. Edited by M.D. Hughes. Cardiff: UWIC.  World Congress of Performance Analysis 4. (2001). Notational Analysis of Sport - IV. Edited by M.D. Hughes & F. Tavares. Cardiff: UWIC.  World Congress of Performance Analysis, Sports Science and Computers. (2001). Pass.com. Edited by M.D. Hughes & I. Franks. Cardiff : UWIC.  World Congress of Performance Analysis 6. (2004). Performance Analysis of Sport VI. Edited by P.G. O’Donoghue & M.D. Hughes. Cardiff: UWIC.  World Congress of Performance Analysis 7. (2006). Performance Analysis of Sport 7. Edited by H. Dancs, M.D. Hughes & P.G. O’Donoghue. Cardiff: UWIC.  World Congress of Performance Analysis VIII. (2008). Book of proceedings of the World Congress of Performance Analysis of Sport VIII. Edited by A. Hökelmann & M. Brummund. Otto-von-Guericke-Universität: Magdeburg, Germany.  Other reading material  Manuals and help information for Focus, Dartfish, Quintic and Sportscode. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Short Code | WBS 4835 | |
| 2. | Title | Work Based Learning Research | |
| 3. | Level | 7 | |
| 4. | Credit Points | 30 | |
| 5. | Start Date | October 2011 | |
| 6. | Subject | WBS | |
| 7. | Other Subject |  | |
| 8. | Module Leader | Alan Beadsmore/Ruth Miller | |
| 9. | Accredited by | Middlesex University | |
| 10. | Module Restrictions |  | |
|  | (a) Pre-requisite |  | |
| 11. | Automatic Deferral | Not permitted | |
| 12. | Aims   * To develop critical awareness of research and development issues in the work place * To reflect upon the position of the worker-researcher and the ethical issues involved * To develop a work-based research project proposal supported by a critical commentary and other output demonstrating engagement and developing understanding of work-based research. | | |
| 13. | Syllabus   * Research methodology and theoretical approaches * Qualitative and quantitative methods * Techniques of data collection * Ethics of workplace and work-based research * Policy analysis and contextualisation * Designing, conducting and justifying work-based research | | |
| 14. | Learning Outcomes  Knowledge  A.1 **Identification and appropriate use of sources of knowledge and evidence** Identification, use and critique of a wide range of evidence; reading will be wide ranging and will include considerations of different contexts, including policy ones; there will evidence of depth as well as width of reading  A.2 **Selection and justification of approaches to task**  Making a reasoned and critical selection of research paradigms/approaches and data gathering techniques and their analytical justification; in-depth knowledge of the chosen framework and justification for choice  Developing advanced analytical capacities both in justification of choice of research methodology and how research impacts upon professional practice.  Developing capacity for reflection and reflexivity in the role of the worker-researcher  A. 3 **Ethical understanding**  Identification and critical understanding of ethical issues involving research in the workplace; analysis, synthesis and evaluation of ideas deriving from the research and relating the impact of these to professional practice.  B. 1 **Analysis and synthesis**  The student will demonstrate clear links between the aims of the research, its methodology and the key policy issues concerned with a view to making a significant contribution to their professional practice as well as that of the organisation which can be diffused and shared with other fellow professionals or communities of practice  B. 2 **Self-appraisal/reflection on practice**  The student will develop enhanced capacity for reflection and reflexivity in the role of the worker-researcher, especially in terms of one’s own accumulation of expert knowledge informing professional practice.  B. 3 **Planning/management of learning**  The detailed project proposal will contain elements devoted to the significance of the final product and where possible schemes for the implementation of project proposals designed to make a significant change in personal and organisational practice.  B. 4 **Evaluation of information used to plan and develop practice within a  familiar context**  In displaying breadth and depth of familiarity with research methodology as well as literature in the subject area, students will have the advanced skills in identifying competing theories and approaches, will be familiar with the various policy contexts and where applicable deploy these in critical evaluations of professional practice as well as proposals for positive changes in these practices.  Skills  C. 1 **Application of learning**  Using own experience of work as well as deploying research skills to access a wide range of relevant sources to extend and deepen engagement with the subject.  C. 2 **Effective use of resources**  Students will display evidence of team work, of awareness of communities of practice and of other stakeholders involved in the design and execution of their projects.  C. 3 **Communication skills**  Clear and concise verbal or written communication with a full grasp of the academic apparatus of referencing;  C. 4 **Working and learning autonomously and with others**  Critical awareness and evaluation of leadership roles and how these impact on the work practice of self and team and consciousness of implications for stakeholders. | | |
| 15. | Learning and Teaching Strategy  This module is designed in keeping with the University’s LTA strategy. Learning outcomes are linked to assessment criteria. Learner-centred approach, employing directed reading, resource-based learning and tutorial guidance as primary supports. Students are expected to engage in self-managed learning activities in order to develop their own proposals.  The module handbook is supplemented by Oasisplus system online which is supplemented by five voluntary on-campus student-led workshops or in-house seminars for student cohorts. | | |
|  | Assessment Strategy  Research portfolio comprised of :   * research proposal (approx. 2,000 to 2,500 words) * critical commentary on learning and development (approx. 2,000 to 2,500 words) * three set activities * selected appendices   Resulting in approximately 5,000 words including a proposal for a research project; a self-evaluative and critical commentary on learning development gained from the module. A portfolio of set tasks (such as a learning diary, annotated research terms; analysis of data collection; research notes as set and explained in the handbook).  This will be assessed against level-7 descriptors. | | |
| 16. | Assessment Weighting | |  |
|  | Seen examination | |  |
|  | Unseen examination | |  |
|  | Coursework (no examination) | | 100% |
| 17. | Timetabled examination required | |  |
| 18. | Learning Materials  **Essential**   * *Reflecting on learning* * Bell, J, 2005, *Doing your own research project,* 4th ed, Milton Keynes: Open University Press. * Robson, C, 2002, 2nd ed, *Real world research,* Oxford: Blackwell.   **Recommended**   * Coghlan, D and Brannick, T, 2002, *Doing action research in your organization,* London: SAGE. * Grix, J, 2004, *The foundations of research*, London: Palgrave. * Gregory, I, 2004, *Ethics in research,* London: Continuum. * Lincoln, Y, S and Guba, E G, 2000, “Paradigmatic controversies, contradictions, and emerging confluences”, in N K Denzin and Y S Lincoln (eds), *Handbook of qualitative research*, 2nd ed, London: SAGE.   Wilkinson, D and Birmingham, P, 2003, *Using research instruments: a guide for researchers,* London: Routledge, Falmer. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Short Code | SES4011 | |
| 2. | Title | Biometric Modelling and Performance Profiling | |
| 3. | Level | 7 | |
| 4. | Credit Points | 30 | |
| 5. | Start Date | October 2011 | |
| 6. | Subject | Sport & Exercise Science | |
| 7. | Other Subject |  | |
| 8. | Module Leader | Professor Nic James | |
| 9. | Accredited by | Middlesex University | |
| 10. | Module Restrictions |  | |
|  | (a) Pre-requisite |  | |
| 11. | Automatic Deferral | Not permitted | |
| 12. | Aims  This module aims to provide the students with the ability to undertake a technical analysis of sports performance. Students will also learn how to design and analyse technique in relation to an applied problem. With experience of a number of different software platforms they will have a good understanding of the different analysis techniques possible and know which software packages are suitable for undertaking different types of technique analysis. | | |
| 13. | Syllabus  Students will develop their ability to critically evaluate various types of software and to interpret the consequent results. They will be provided with the opportunity to administer a variety of analyses on the sports of their choice. Students will be guided to interpret and use the data so as to provide information to improve performance.  Topics will include but are not limited to:  Post event biomechanical technique analysis (Quintic, Dartfish).  Applied technique analysis in sport (e.g. anticipation, decision making, movement classification)  Three dimensional analysis of performance (profiling, CODA, live feedback)  Data analysis and research findings in technique analysis  Principles of image processing and computer vision (Matlab, SAGIT) | | |
| 14. | Learning Outcomes  On completion of the module, successful students will be able to:   1. Use their practical experience of using different software packages to select the most appropriate software for undertaking a particular technique analysis justifying their selection(s) in a critical manner. 2. Undertake and present logically and coherently the findings from a technical analysis of sports performance. 3. Design, analyse and present critically the results from a technique analysis in relation to an applied problem. | | |
| 15. | Learning and Teaching Strategy  The course will be delivered in a series of half/full day sessions aimed at providing fundamental knowledge of previous work in the area as well as practical experience of working through specific exercises to show understanding of the concepts. Hence theoretical components will be delivered in sessions of approximately one hour followed by computer based sessions aimed at showing how to undertake the appropriate analyses related to the theory. Computer sessions involve a practical demonstration where questions and answers are encouraged followed by students solving similar problems independently with the lecturer assisting where necessary. This approach has the potential to be delivered in an e-learning format. | | |
|  | Assessment Strategy  A. Formative  Each computer based session will involve assessment of the students’ abilities to solve problems within a formative assessment framework. Individual feedback is given concurrently with some summarisation at the end of each session. Practical sessions will involve applied technique analysis (as directed by tutor and self-selected).  B. Summative Practical/theoretical component (coursework, 100%)  1. One technique analyses will be undertaken (LO 1, 2 & 3; practical component which is not explicitly assessed but the quality of which will inform the marked work) based on theoretical principles and within an applied context. This practical work (output/methods) will be written up in a scientific journal style explaining the rationale for the work, methods, results etc. (LO 3; 4000 word limit, theoretical component with 70% weighting) and also presented to the rest of the group (LO 2) using appropriate audio visual techniques for the type of study undertaken e.g. annotated video, graphical representations (theoretical component with 30% weighting). | | |
| 16. | Assessment Weighting | |  |
|  | Seen examination | |  |
|  | Unseen examination | |  |
|  | Coursework (no examination) | | 100% |
| 17. | Timetabled examination required | | No |
| 18. | Learning Materials : Required preliminary reading  Lees, A. (2008). ‘Qualitative biomechanical analysis of technique’. In M. Hughes and I. M. Franks (eds.).The Essentials of Performance Analysis: An Introduction*.* Abingdon, Oxford: Routledge. p162-179.  Books  Griffiths, I. (2005). Principles of Biomechanics and Motion Analysis. Baltimore, Maryland, USA: Lippincott, Williams & Wilkins.  Grimsahw, P., Lees, A., Fowler, N. and Burden, A. (2006). Sport and Exercise Biomechanics*.* Abingdon, Oxford: Taylor & Francis Group.  Hamilton, N., Weimar, W. and Lutgens, K. (2008). Kinesiology: Scientific Basis of Human Motion(11th ed). New York, New York, USA: McGraw-Hill.  Hay, J.G. (1993). The Biomechanics of Sports Techniques*.* (4th ed). Englewood Cliffs, New Jersey, USA: Prentice Hall.  Knudson, D.V. and Morrison, C.S. (2002) Qualitative Analysis of Human Movement*.* (2nd ed). Champaign, Illinois, USA: Human Kinetics.  Stergiou, N. (2004). Innovative Analysis of Human Movement*.* Champaign, Illinois, USA: Human Kinetics.  Hughes, M. and Franks, I.M. (2008). Essentials of Performance Analysis. London: Routledge.  Journals  International Journal of Performance Analysis of Sport  International Journal of Sports Science and Coaching  Journal of Sports Science  Sports Biomechanics  Journal Articles (Directed) | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Short Code | SES 4430 | |
| 2. | Title | Research methods | |
| 3. | Level | 7 | |
| 4. | Credit Points | 30 | |
| 5. | Start Date | October 2011 | |
| 6. | Subject | Sport & Exercise Science | |
| 7. | Other Subject |  | |
| 8. | Module Leader | Stuart Miller | |
| 9. | Accredited by | Middlesex University | |
| 10. | Module Restrictions |  | |
|  | (a) Pre-requisite |  | |
| 11. | Automatic Deferral | Not permitted | |
| 12. | Aims  This module is designed to provide a critical overview of the main methods and approaches used for research into topics areas related to psychology and performance analysis, and to equip the student to apply this knowledge in the planning a research proposal. The module affords students opportunities to appraise the strengths and weaknesses of published work in their specialist area, or in health care in general. Students will learn in groups and will explore philosophical, ethical and methodological differences which underpin various approaches to knowledge generation that can inform health care work. Interprofessional workshops will allow the student to develop a research proposal, to consider its adequacy and limitations, and justify the approach taken. | | |
| 13. | Syllabus  This module gives students the opportunity to design a research study investigating a topic of their choice possibly relevant to their own working situation. This can then form the basis for an application for ethical approval to undertake this work for the final dissertation. Alternatively, their proposal research may take the form of a systematic review of existing research literature and an in-depth analysis of documentary or publicly available material (e.g. policy documents or national statistical data). | | |
| 14. | Learning Outcomes  On completion of the module students will be able to:   1. Critically examine the extent and character of knowledge in their subject area, identifying strengths, weaknesses and gaps in the knowledge base 2. Demonstrate the ability to critique published work in their subject area 3. Critically consider ethical issues relating to the generation of evidence 4. Critically appraise the appropriateness of different research approaches in performance analysis and related research 5. Identify an area of relevant enquiry for individual dissertation work Select suitable method/s for investigation, and provide a robust justification for the choices made that is supported by relevant literature 6. Develop a research proposal demonstrating an appropriate approach, design and methods, with achievable outcomes 7. Critically appraise the relevance of the proposed research to their subject area 8. Demonstrate in-depth knowledge and understanding of research methodologies and methods relevant to your subject area   **Outline of content**  The content outlined below will be specifically shaped to the performance analysis subject area of the programme on which the student is registered:   * Why research in performance analysis * Identify research questions * Epistemological issues in the generation of evidence for practice * Research approaches for different questions * Research designs including sampling, strengths and weakness of different design * Data collection methods * Data analysis methods * Issues of reliability and validity * Presenting and writing up research proposal * Ethics related to research | | |
| 15. | Learning and Teaching Strategy  Teaching on this module is provided by a series of lectures, individual tutorials with personal academic supervisors, module leader, and programme team academics. There are also a number of workshops, which will be interactive encouraging student participation and will provide a guide to writing a research proposal. The formative assignment will form part of the teaching strategy. | | |
|  | Assessment Strategy  Formative  Students will be expected to do a critical review of literature relevant to the topic that they will be working for their summative work (LO 1, 2, 3, 4, 5, 6, 7, 8).  Summative  Students will be expected to demonstrate achievement of their learning outcomes by construction of a 5000 word research proposal to investigate a specific, clearly stated research problem which meets the requirements for the MSc dissertation (LO 1, 2, 3, 4, 5, 6, 7, 8). They must include a critical review of current evidence and should document the methodological approach chosen, giving reasons for the choice and discuss the ethical considerations and limitations as well as the strengths of the chosen method/approach. | | |
| 16. | Assessment Weighting | |  |
|  | Seen examination | |  |
|  | Unseen examination | |  |
|  | Coursework (no examination) | | 100% |
| 17. | Timetabled examination required | | No |
| 18. | Learning Materials  Denzin, N.K. & Lincoln Y.S. (2005). Qualitative research. (3rd ed). London: Sage.  Field, A. (2009). Discovering Statistics using SPSS. (3rd ed). London: Sage.    Field, A. & Hole, G. (2003). How to design and report experiments. London: Sage.  Kaplan, D. (2004). The Sage hand book of Quantitative methodology for Social Sciences. London: Sage.    Kumar, R. (2005). Research Methodology. London: Sage.  Punch, K. F. (2005). Introduction to Social Research. (2 ed). London: Sage.  Richards, L. (2005). Handling Qualitative Data. A practical guide. London: Sage.  Scott, J. (2005). Documentary Research. Sage Benchmarks in Social Research methods series. London: Sage.  Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2005). Research Methods in Physical Activity. (5 ed.). Champaign, Illinois: Human Kinetics.  O’Donoghue, P.G. (2010). Research Methods for Sports Performance Analysis. London: Routledge. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Short Code | SES4013 | |
| 2. | Title | Work experience | |
| 3. | Level | 7 | |
| 4. | Credit Points | 30 | |
| 5. | Start Date | October 2011 | |
| 6. | Subject | Sport & Exercise Science | |
| 7. | Other Subject |  | |
| 8. | Module Leader | Phil Barter | |
| 9. | Accredited by | Middlesex University | |
| 10. | Module Restrictions |  | |
|  | (a) Pre-requisite |  | |
| 11. | Automatic Deferral | Not permitted | |
| 12. | Aims  This module aims to develop the student’s ability to apply and see the application of knowledge gained from other modules in relation to a real work scenario. You will be required to adopt a reflective and critical approach to your working practice and to promote a problem-solving approach in a work environment. | | |
| 13. | Syllabus  This module affords you the opportunity to learning from a practical experience while being supported by a mentor.  You will gain further your knowledge and comprehension of the programme content through the application of theoretical principles in what could be varying performance analysis situations. This experience will also help you to develop your competency in using and applying specific software. In addition, you will further develop your interpersonal skills through this module. | | |
| 14. | Learning Outcomes  The module is designed such that learners will be able to:   1. Synthesise theory and practice and apply reflective models/learning cycles to critically evaluate one’s own personal skills and attributes. 2. Recognise mastery in applying the value of learning in the workplace and to use that learning to move their practice on in a logical and defensible manner. 3. Demonstrate an improvement in professional practice expertise based on a critical appraisal of relevant information. 4. Develop demonstrable interpersonal, managerial, technical and communication skills. | | |
| 15. | Learning and Teaching Strategy  The module requires you to maintain a log/diary of your experiences which allows you to reflect on your learning over the duration of your placement and how this has moved your practice forward. This can be drawn on experience from a particular placement/project or from an array of field experiences. | | |
|  | Assessment Strategy  Formative assessment  A personal tutor evaluates the log/diary of your experiences on a regular basis. This will form the basis of regular meetings to facilitate your reflection on your learning.  Summative assessment  Portfolio of learning experiences 30%  A log to record experiences and events over a period of time. Since work experiences can be very different each student is assigned a personal mentor from within the LSI staff and between the staff and student a negotiated learning strategy is developed. The following areas offer a suggestion to this process.  Critical self reflection / assessment (LO 1)  Areas to develop, action plans etc. (LO 4)  Learning from work (LO 2)  Evidence base of examples of work (LO 1)  An updated and developed CV (LO 3)  Presentation A synopsis of the student’s experiences (good/bad/evidence of good practice/lessons learned/recommendations for the future) 25% (15 minutes)  Essay – example, How theory informs practice (LO 1). 25% (2000 words)    Completion of Hours 20 % Pass/Fail as competent | | |
| 16. | Assessment Weighting | | As above |
|  | Seen examination | |  |
|  | Unseen examination | |  |
|  | Coursework (no examination) | |  |
| 17. | Timetabled examination required | | No |
| 18. | Learning Materials  Journals  International Journal of Performance Analysis of Sport  International Journal of Sports Science and Coaching  Journal of Sports Science | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Short Code | SES4095 | |
| 2. | Title | Dissertation module | |
| 3. | Level | 7 | |
| 4. | Credit Points | 60 | |
| 5. | Start Date | October 2011 | |
| 6. | Subject | Dissertation | |
| 7. | Other Subject |  | |
| 8. | Module Leader | Professor Nic James | |
| 9. | Accredited by | Middlesex University | |
| 10. | Module Restrictions |  | |
|  | (a) Pre-requisite | SES4430 | |
| 11. | Automatic Deferral | Not permitted | |
| 12. | Aims  To support students to undertake research, with a focus appropriate to their programme and area of practice and building upon the research proposal formulated in SES4430.  To create a peer learning community for students to critically support each other in the research process  To provide guidance, additional to that provided by the students’ supervisors, on matters of ethical application, research methods, data collection, analysis and writing-up. | | |
| 13. | Syllabus  There is no standard syllabus for this module. Students are required to participate in a series of workshops which form the module. The supervisor meets with the student on a regular basis giving work completion deadlines, general advice and feedback and written feedback on any submitted work. | | |
| 14. | Learning Outcomes  On completion of the dissertation module students will be able to:   1. Implement a research project 2. Critically assess the relevant literature 3. Undertake required data collection and analyse data 4. Communicate the findings in an appropriate manner to peers and sports professionals 5. Acknowledge the limitations of the study, and make recommendations for further research 6. Identify the implications of the study to the professional and academic contexts | | |
| 15. | Learning and Teaching Strategy  Undertaking this module involves undertaking a small scale research project. Students’ main sources of support and guidance during the time that they are undertaking the dissertation are their academic adviser and the dissertation module leader. They will have the opportunity for individual supervision from an academic adviser, and the module leader will run a series of dissertation workshops which comprise the module. Total study hours 540. | | |
|  | Assessment Strategy  Formative assessment  A personal tutor evaluates the dissertation progress on a regular basis giving work completion deadlines and written feedback on any submitted work (one draft of each section permissible).  Summative assessment  Dissertations are double marked by members of the students’ course teams on generic criteria set out in the course handbook. These assess how far each student:  Demonstrates a high level of competence in assessing and presenting (LO 4) research project design and implementation (LO 1), through a detailed account of the methodology (LO 3) and methods of the study  Demonstrates depth and breadth of current and relevant knowledge, through a comprehensive critical review of the literature (LO 2)  Demonstrates a high level of critical analysis and insight (LO 3)  Demonstrates outstanding ability to integrate theory and practice (LO 6)  Demonstrates critical insight into own work and its implications for practice (LO 5, 6)  Feedback and mark is provided after the completion of the module. | | |
| 16. | Assessment Weighting | |  |
|  | Seen examination | |  |
|  | Unseen examination | |  |
|  | Coursework (no examination) | | 100% |
| 17. | Timetabled examination required | | No |
| 18. | Learning Materials  Recommended  Bell. J. (1993). Doing Your Research Project: A guide for first-time researchers in education and social science (2nd ed). Buckingham, Open University Press  Field, A. (2009). Discovering Statistics using SPSS. (3rd ed). London: Sage.  Hammersley, M. and P. Atkinson (1995). Ethnography; principles in practice. London: Routledge.  Silverman, D. (2001). Interpreting Qualitative Data. London: Sage.  Green, J and Thorogood, N. (2004). Qualitative Methods for Health Research. London: Sage.  Salkind, N. (2005). Statistics for People Who (Think They) Hate Statistics with SPSS Student Version 13.0. London: Sage.  Doyle, K. (2006). Introduction to Survey Methodology and Design <http://www.sysurvey.com/tips/introduction_to_survey.htm> | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | Short Code | WBS 4861 | |
| 2. | Title | Work Based Learning project | |
| 3. | Level | 7 | |
| 4. | Credit Points | 60 | |
| 5. | Start Date | October 2011 | |
| 6. | Subject | WBS | |
| 7. | Other Subject |  | |
| 8. | Module Leader | Alan Beadsmore/Ruth Miller | |
| 9. | Accredited by | Middlesex University | |
| 10. | Module Restrictions |  | |
|  | (a) Pre-requisite |  | |
| 11. | Automatic Deferral | Not permitted | |
| 12. | Aims  Each WBS 4861/2 module will be unique in terms of its aims. Students will be required, however, to demonstrate that the project leads to a product which has useful outcomes for specific work-based activity. All students will be required to maintain a personal learning log for reflection on practice. | | |
| 13. | Syllabus  Potentially unique in each instance, the content will be negotiated and guidelines provided | | |
| 14. | Learning Outcomes  Learning outcomes -Knowledge (A, B)  A1 **Identification and appropriate use of sources of knowledge and evidence** Identificationand appropriate use of sources of knowledge and evidence will be wide ranging, critical and often innovative.  A2 **Selection and justification of approaches to task**  Selection and justification of approaches to task/problem will be self-directed and involve recognition, articulation and critical evaluation of a range of options from which a justified selection based upon a reasoned methodology is made.  B1. **Analysis and synthesis**  Analysis and synthesis of information and ideas will result in the creation of knowledge of significance to others.  B2. **Self-appraisal/reflection on practice**  Self-appraisal/reflection on practice will lead to significant insights which are likely to make a lasting impact upon personal and professional understanding.  B3. **Planning/management of learning**  Action planning leading to effective and appropriate action will be complex and is likely to impact upon the work of others.  B4. **Evaluation of information used to plan and develop practice within a  familiar context**  Independent and critical evaluation/argument of a position concerning alternative approaches; can justify evaluations as constituting bases for improvements in practice.  Learning Outcomes - Skills (C, D)  C1. **Application of learning**  Application of learning will transcend specific contexts.  C2. **Effective use of resources**  Effective use of resources will be wide ranging and is likely to impact upon the work of others.  C3. **Communication skills**  Effective communication both in writing and orally will be in an appropriate format to appeal to a particular target audience and will be clear, concise and persuasive.  C4 **Working and learning autonomously and with others**  Working and learning autonomously and with others will span a range of contexts, often in a leadership role, and is likely to challenge or develop the practices and /or beliefs of others. | | |
| 15. | Learning and Teaching Strategy  This module is designed to conform with the University’s LTA strategy. Learning outcomes are linked to assessment criteria. Students will identify a work-based focus for learning that is essentially self-managed and supported by academic supervision. Students are expected to organise their studies (and other activity) to reflect the nature of their work-based situation, its constraints, the goals tobe addressed and their personal work and learning style. This may involve reading, negotiation, research and practical activities. Students are self-managed learners, (students work through a comprehensive pack of materials), with structured tutorial support. Submitted project work and (when the final project) an oral assessment. | | |
|  | Assessment Strategy  100% submitted work equivalent to a 6,000-word project report as proposed/negotiated by the student and subject to academic approval, but expected to contain a reasonable written component.  An oralassessment of 20 minutes’ duration; presentation (10 mins) and questions  (10 mins).  **Criteria for oral assessment**  It is the content of the presentation (not the presentation skills) that is evaluated against the level-7 descriptors with particular reference to:   * clarity and appropriate selection/ordering of materials (identifies context, central themes, approaches and rationale for the outcome/s and impact) * ability to convey the essence of the project, enlarge and deepen assessors’ understanding * ability to respond to questions (authenticity and depth of understanding).   The oral assessment will confirm the grade, raise or lower it by one mark. | | |
| 16. | Assessment Weighting | |  |
|  | Seen examination | |  |
|  | Unseen examination | |  |
|  | Coursework (no examination) | | 100% |
| 17. | Timetabled examination required | | No |
| 18. | Learning Materials  **Essential**   * *Reflecting on learning*   **Recommended**   * Blumenfeld, P, C, Soloway, E, Marx, R, W, Krajcik, J, S, Guzdial, M, Palincsar, A, 1991, “Motivating project-based learning: sustaining the doing, supporting the learning”*, Educational Psychologist,* 26, **3–4**, 369–98. * Leedy, P, D and Ormrod, J, E, *Practical research: planning and design*, 8th ed, Oxford: Pearson. * Kolmos, A, 1996, “Reflections on project work and problem-based learning”*, European Journal of Engineering Education*, 21, **2**, 141–8. * Martin, J, R and Rothery, J, 1981, “Writing project No. 2”, in *Working papers in linguistics*, Linguistics Department, Sydney: University of Sydney. * Scarbrough, H, Swan, J, Laurent S, Bresnen, M, Edelman, L and Newell, S, 2004, “Project-based learning and the role of learning boundaries”, *Organization Studies*, 25, **9**, 1579–1600. | | |