Programme Specification
Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	MSc
1.5 FHEQ Level:	7
1.6 Programme Title:	Data Analytics for Sport
1.7 Mode and Duration of Study:	Full Time - 1 year Part Time - 2 years
1.8 School:	Sport, Business & Media
1.9 HECoS Code:	100096
1.10 Collaborative Provision Arrangement:	N/A
1.11 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.5 or equivalent. Programme staff reserve the right to set appropriate bridging work (i.e., non-traditional applicants or those with undergraduate degrees with minimal statistical/mathematical content/assessment). This will include engagement with selected short courses designed to ensure students are suitably equipped and prepared for study.
1.12 Accrediting Professional Body/PSRB	N/A
1.13 QAA Subject Benchmarking Group(s):	Events, Hospitality, Leisure, Sport & Tourism (2019) Computing (2022)
1.14 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ) UK Professional Standards Framework (UKPSF)
1.15 Language of Study:	English
1.16 Work-Based Learning Arrangements:	Formal work-based learning takes place within the DASM06 module
1.17 Arrangements for Distance Learning:	N/A
1.18 Original Date of Production:	November 2024
1.19 Date of Commencement:	September 2025
1.20 Review Date:	September 2031

2. Programme Outline

The MSc in Data Analytics for Sport acknowledges the evolving role of data in a range of sport and physical activity settings. Data Analytics, as applied to sporting environments, is a growing area of academic provision. It is reflective of the contemporary requirements of many sporting organisations who are increasingly using various techniques to extract insights and patterns in large datasets to make better decisions, and therefore in seeking to gain on-field, and indeed off-field, competitive advantage.

In elite/professional sporting environments in particular, many new roles and departments focusing on this topic are now considered crucial in enabling success. This, together with the continued growth and sophistication of technologies for personal health and wellbeing (wearables/interactive equipment) has created a clear need for individuals who are highly competent in collecting, processing, analysing and interpreting data to extract insights and identify trends across many stakeholder groups. For instance, the Wearable Devices In Sports Market size is estimated at USD 90.39 billion in 2024, and is expected to reach USD 110.92 billion by 2029, growing at a CAGR of 4.18% during the forecast period (2024-2029). In elite sport more specifically, Forbes reports that the market for sports analytics now lies at around USD 4 billion, with its use now so advanced in taking teams far beyond old-school sabermetrics and game performance to become a prevalent part of the industry. Moreover, as highlighted by Deloitte, this explosion of data is raising further questions around how best to use it, and how to do so ethically.

Therefore, as sport continues to move more purposefully towards data-driven forecasting models, there is a need to better understand the combination of both objective and subjective information to make more accurate predictions and determine what information is required to optimise these judgements. In professional/performance sport, this often sees the analysis of a variety of complex data sets used for recruitment, opposition analysis, and individual and team enhancement, and indeed financial health and organisational efficiency to obtain optimal performance in a dynamic and hugely competitive operating environment. As such, sporting organisations are increasingly looking to find professionals who are skilled in the handling, analysis and presentation of a range of performance-related data. More broadly, the use of wearable technology in addition to the interactive nature of many pieces of equipment or bespoke applications, both inside and outside of performance sport settings, means that many of the general population are now often immersed in complex sets of data tracking many aspects of our movement and overall performance.

The proposed programme addresses this contemporary aspect of sport by studying how we collect, interpret and use data, and ultimately how we enact its use relevant to the context. This postgraduate degree programme therefore aims to offer a comprehensive solution to an increasingly important and integrated feature of sport by meshing high-level study, with practical real-world experiences, of using and applying data to sport. It uniquely combines the analysis of what data 'is' in sport, how/why/where data is used, how to present it to significant others, its effective application, and how to meaningfully share the management of its use across a variety of relevant sporting departments (e.g., scouting, recruitment, sport science, coaching, product development). Whilst the programme maintains a strong foundation within high performance sport, we also acknowledge its use across the sport, physical activity and occupational health sectors more broadly, which is crucial for a nuanced understanding of the application of data for enhanced human performance and mental wellbeing, but could also act as a conduit to the development of a broader curriculum offering in this area across other Schools within the University.

2.1 Integrating Sustainability into the Curriculum

The exposure and immersion to a wide range of sport-based data analytics and performance analysis opportunities throughout the duration of study enhances student sustainability and skill development in the field. "Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future". It requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take positive action for sustainable development. Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way. The MSc Data Analytics for Sport programme supports this through the appropriate and ethical use of datasets, and how these relate to economic and sustainability factors.

The natural alignment of the subject area (even with a more distinct focus on elite/sub-elite sporting environments) directly impacts areas of optimal physical fitness, and instils healthy lifestyle choices, positive mental health and cognitive development. Thus, this considers improvements in self-esteem, self-confidence and strategies to reduce depression and anxiety. Beyond the benefits to the individual, the programme will also develop the knowledge, understanding and skills to lead sustainable, values-led organisational performance through a core feature of the programme. There will therefore also be an emphasis on developing strategic business and leadership practices through the management and enactment of such activity that promotes skill development, resilience, and responsible business practices. Graduates will then have the ability to share this within their respective organisations to promote more sustainable working practices.

The programme will also make sure to consider its environmental impact, as part of Marjon's commitment to sustainability. Marjon Zero is an exciting visionary project to make our university one of the greenest in the country, doing our bit to protect the planet. We're committed to zero carbon by 2030. 2000 solar panels have already been installed, together with ground source heat pumps. In future phases of the Marjon Zero project, we will go on to retrofit current buildings and make our campus a greener space by expanding our green social spaces and the biodiversity around campus. The MSc Data Analytics for Sport exists within this broader infrastructure at Marjon and will benefit from these campus-wide improvements. When it comes to doing our bit, on the MSc, we will make sure that we minimise waste and utilise resources as efficiently as possible, through the means identified below.

The programme will enable students to participate in critical discussions and actions linked to sustainability which embrace the University's thematic concepts of global citizenship, employer engagement and digital scholarship. Through the University's commitment to the environment and sustainability agenda, embedding these considerations is a priority of the programme team. The team will aim to reduce impact on the environment through engagement with e-learning, submission and resources. The way the programme is delivered (blended) carries its own environmental sustainability credentials – students travel to campus for defined 'blocks' of learning – therefore mitigating carbon emissions from commuting, lighting and heating, and infrastructure. Carbon emissions are low as many resources and materials are online in an accessible format; with any environmental impact coming from smaller travelling episodes, and more specifically from global servers for digital storage and streaming services. This programme therefore has the potential to become a real celebration of sustainably-delivered higher education as part of a global society.

3. Distinctive Features

The MSc programme looks to build upon the excellent reputation of undergraduate delivery within the University's broader sports-related provision, in addition to a growing portfolio of postgraduate offers. It looks to build upon undergraduate knowledge and/or industry experience by tailoring content around a deeper critical appreciation of the increased use of complex data in sport and therefore addresses a growing need within the sector. The course will continue to make excellent use of a range of external professional partners to enhance both student experience and outcomes. More specifically, the programme is distinctive in the following ways:

- The availability of shorter modules in the first year of the programme, also delivered in a blended/block style, which enables students to more easily mesh academic study with external employment. With these shorter modules, we can therefore offer stand-alone CPD (Continuing Professional Development) offerings, which will be particularly attractive to those in the industry.
- Strong applied nature of the course design, allowing students to make full use of both onsite performance and data analysis suites, in addition to our excellent links with local professional sports teams.
- Input from industry professionals, with assessment designed around real-world scenarios. This will aid with employability upon graduation.

4. Programme Aims

The programme aims to:

- Enable students to critically understand and interpret complex data sets in sport, and their use across relevant contexts.
- Allow students to collect, process and analyse large data sets ethically and purposefully.
- Innovatively and creatively use complex data sets to present visual information to a range of stakeholders, providing novel solutions and insight to nuanced issues.
- Explore the imaginative intersections between novel data sets and enhanced sporting performance, by critically examining how sporting strategy can flux and change because of micro and macro pressures.
- Promote deep critical engagement with trends in data analytics and sports performance by equipping students to critically analyse and respond to contemporary movements in the field, particularly focusing on recruitment, player and team performance, organisational effectiveness and competitive advantage, opposition analysis, and product development.
- Actively create a critical and inquisitive yet welcoming and inclusive environment, which prioritises the needs and voices of students, especially first-generation students and those returning to studies from industry.
- Develop high-level research and advanced techniques around the effective extraction, processing and interpretation of data in sport by fostering creativity and invention in how data can be visualised and shared with relevant stakeholders.
- Encourage the ethical and responsible use of data by instilling an enhanced understanding of the ethical implications in the presentation and storage of individual, team and organisational information, emphasising the importance of honesty, integrity, and respect for diverse interests and strategies.
- Equip students with the advanced academic and practical skills necessary for high-level careers in data analysis, performance analysis, recruitment, product development and beyond.
- Facilitate personalised academic exploration by offering flexible learning pathways, including multiple entry and exit points and assessment choices, enabling students to tailor their academic journey to their interests and career aspirations.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. A comprehensive understanding of key data science concepts relevant to sport, including data collection, cleaning, transformation, analysis, visualisation, and interpretation.
2. Critical evaluation of different data sources commonly used in sport, including various software and technologies, statistical software, machine learning frameworks and data visualisation tools.
3. A deep appreciation for ethical considerations surrounding data collection, storage, and use in sport, including privacy, security, and the responsible use of data.
4. In-depth understanding of the historical and contemporary context of data analytics in sport and its impact on performance, coaching, and the broader sporting industry.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

5. The ability to critically analyse and interpret complex data sets using a range of statistical and machine learning techniques, to aid human sense-making and subjective inferences.
6. The ability to innovatively formulate research questions and design appropriate data collection and analysis methodologies to aid individual, team and organisational performance.
7. The ability to evaluate the validity and reliability of a range of data sources and critically assess the quality of research findings across a multitude of interdisciplinary areas relevant to specific sporting contexts.
8. The ability to synthesise information from multiple sources to develop insights into patterns, trends and processes to provide a comprehensive understanding of a specific issue or problem in sport, and drive better decision-making.
9. The ability to critically evaluate the ethical and societal implications of data-driven decision-making in sport, and where this may be (in)effective.

Practical skills:

By the end of this programme students should be able to demonstrate:

10. An enhanced ability to collect, clean, and prepare data for analysis using relevant industry-recognised software and tools and packages.
11. An advanced ability to develop and implement novel and insightful data visualisation techniques to effectively make predictions and therefore communicate creative and game-changing insights to different stakeholders.
12. The ability to use advanced data analytics tools and techniques to support informed unit and organisational decision-making in various sporting contexts (e.g., player recruitment, performance analysis, injury prevention, financial sustainability).
13. The ability to develop and present comprehensive reports that effectively communicate data-informed research findings and enhanced insights to a range of audiences in an engaging and communicative manner.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

14. Comprehensive communication skills (written and oral) and the ability to present complex information in a clear and engaging manner (i.e., dashboards and visuals).
15. An advanced ability to work both independently and collaboratively to solve complex problems in sporting environments to obtain competitive advantage and achieve shared goals.
16. High-level critical thinking, problem-solving, and decision-making skills applicable to a variety of professional sporting contexts.
17. Engagement in deep lifelong learning and appropriate professional development, whilst adapting to the rapidly evolving field of data analytics in sport.
18. An enhanced ability to systematically organise and communicate complex information evidencing appropriate proficiency in English language, using criteria developed for specialist audiences in unpredictably dynamic sporting and business contexts.

6. Learning and Teaching Methods

The MSc Data Analytics for Sport programme adopts key aspects of Marjon 2030: The Case of Inconvenient Excellence with the vision of: 'enhancing people experiences, building digital capability, delivering operational excellence, finding new ways to capture and create value, as well as promoting social inclusion and regional development'. In order to achieve this, our learning and teaching methods will see us working closely with key industry partners to: 'extend our collective reach and impact, addressing regional challenges and skills gaps, partnering to infuse real-world relevance into curricula through experiential learning and bolstering research and knowledge exchange.' This is crucial within a dynamic sector to ensure that students are receiving relevant, contemporary information that both enhances employability, but also adds value to local and regional organisations.

Regular formative feedback is embedded within the programme through the creative design of a range of hands-on, realistic in-class tasks to enable students to monitor their own progress and identify areas for future development. Most methods of such formative assessment utilise the digital learning resources available which facilitates the distant learning process. This is crucial for episodes between defined 'blocks' of on-campus learning, with students empowered to facilitate flexible learning at their own pace, in an environment that is comfortable. Linked to this, the use of 'lecture capture' in appropriate taught sessions has been effectively used by students who are able to re-visit lectures for revision purposes. The introduction of this technology has been well received by staff and students and will be developed further within this programme more overtly by encouraging students to work in small online learning sets, wherever possible. Through this context, they will seek to collaborate and share practice where appropriate and apply the very leadership and basic coaching methods that they will likely encounter upon graduation. Students are also expected to demonstrate independence and initiative throughout by identifying and sharing additional, relevant reading pertinent to their practice.

Summative assessment will be inclusive and focus on supporting success for all students. Such assessment will be undertaken through students submitting work for marking, moderation and external examination, which will be rigorous, fair and clear. Feedback will be personal, focused on future development and meshed to the programme's broader aims and learning outcomes. Perhaps most importantly, summative assessment throughout this programme will be authentic to the sector generally, and the student's own experiences more specifically. Through its design (in collaboration with sector experts) it will enable staff to identify strengths in students' work, as well as and aspects for improvement, which can be put into practice in future work both during the programme, and upon graduation.

The development of key and transferable skills and professional practice/employability skills is embedded through a variety of approaches including authentic field work, guest speakers, course presentations linked to industry scenarios, industry placements and access to continued professional development materials. The following teaching and learning methods are used to engage students in the learning process and to support student achievement of the programme aims including:

Method	Description
Action Research	Self-reflective enquiry where information is gathered and evaluated to render practical solutions to real-world business problems.
Blended Learning	The delivery of learning opportunities using a range of methods such as attendance at lectures in University, flexible and distributed learning including VLEs, self-directed study etc
Data Cleaning & Wrangling	Students learn to identify and handle missing data, outliers, and inconsistencies in datasets utilising software or spreadsheets to transform data into a usable format.
Data Collection & Preparation	Students learn to formulate research questions and design experiments or surveys to gather relevant data. This involves consideration of sampling methods, controlling variables, formulating hypotheses, conducting statistical tests and ensuring data integrity.
Data Exploration & Visualisation	Students calculate measures of central tendency (mean, median, mode) and dispersion (standard deviation, variance) to summarise data. This also involves the creation of charts and graphs (e.g., histograms, scatter plots, box plots) through identified software tools to visualise patterns, trends, anomalies and relationships in data.
Data Storytelling	Students learn to create compelling narratives using data to convey insights and support arguments.
Directed Reading	Specific reading task set by the lecturer for students
Distance Learning	An approach which facilitates off-campus learning through digital scholarship, normally supported by a VLE and other electronic resources, utilising software such as Panopto and Audacity.
e-Learning	Utilisation of electronic media, normally via the University's virtual learning environment (Canvas) to support learning in a variety of ways. Examples include providing direct access to relevant reading, utilising software such as Panopto, YouTube and Microsoft Teams

Field Work	Learning undertaken in an alternative context, location or environment from the regular learning environment that may be for an extended period and may require transport and accommodation.
Guest Speakers	An expert in a certain field invited to share knowledge, views or experience, usually via a lecture.
Independent Learning	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
Lectures	A lecture is an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, wider contexts and backgrounds, theories and visualisations. Usually the lecturer will stand at the front of the room and recite information relevant to the lecture's content
Observations	Learners observe selected practices related to their area of study and review them in relation to other models and processes as a means of learning
Personal and Professional Development Planning	Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
Practical	Student activity, e.g. learning a skill or group work. This can include laboratory sessions or attendance at live off-campus events.
Problem-based Scenarios	Students investigate a presented question, problem or scenario. The process is usually facilitated.
Professional Practice/ Placement	Learning achieved by undertaking activities, under supervision and mentoring, in a work context. Learning concepts and techniques associated with a particular profession or trade in a live working environment, while being monitored and supported by a tutor
Reflective Learning /Critical Reflection	Students will critically reflect on their experiences, allowing them to identify best practice, challenges and areas for improvement within their own work.
Seminars	A seminar is a form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on a particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted.
Tutorials	A tutorial is a class of one, or a few students, in which the tutor, a lecturer, or other academic staff member, gives individual attention to the students. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.
Video Viewing and Analysis	Often a practical or hands-on tasks where students view instructional/educational or game-based videos for academic content. This content is then analysed for dissemination and insight to find meaning and/or patterns for performance or recruitment purposes.
Workshops	A training workshop is a type of interactive training where participants carry out several training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.

6.1 Learning Enhancement

The programme aims to provide a holistic and inclusive pedagogical approach to learning that is inclusive to all. This approach will feature contemporary approaches with use of digital learning and learning tools, lab-based techniques. Pedagogical approaches within the programme will also recognise the importance of collaboration to enhance the student learning experience.

The scientific and practice-based focus of the programme is underpinned by academic knowledge and understanding. A range of learning, teaching and assessment strategies are adopted to enable flexible, student-centred learning including creative uses of platforms available via the Virtual Learning Environment. Teaching methods include a mix of scheduled 'block' timetabled learning, independent study and placement learning to enable students to bridge the gap between theory and practice. Learning and teaching methods are designed to develop students' practical skills, provide stimulating and challenging assessment whilst considering different learners' needs, maintain academic rigour throughout and develop the students as independent and self-directed learners and practitioners. Students will also be encouraged to engage with a suite of additional bitesize learning opportunities (e.g., LinkedIn Learning) to sharpen their data analytic skills and general confidence with identified software packages. This will be supplemented with the promotion of appropriate national governing body courses where appropriate.

6.2 e-Learning

The programme team recognises the increasing contribution that digital resources make to the learning experiences of students from all around the world, and thus, enhances access to opportunity. The team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as web-capture, remote performance analysis platforms, specific data analysis and data visualisation software, audio files, learning objects and lecture capture. Examples of datasets from sporting environments and experiences of those charged with enacting them, can be recorded via the use of synchronous and asynchronous web lectures, online assessments and the provision of podcast and other webinars. Students are encouraged to produce, share and utilise a range of e-learning resources as part of their learning experience too. The programme will also have a suitable social media presence that will encourage the dissemination of practical sport data analytics from elite professional organisations (where permission is granted and considered appropriate) as well as the development of other, relevant professional networks.

Members of the programme team are receptive towards the development of a 'Smart Campus' and utilise the technology available to them. The use of the CleverTouch screens in teaching rooms has been used to record students' activities during teaching and then made available via Canvas for access. Furthermore, the use of the interactive tools in Microsoft TEAMS, such as break-out rooms and whiteboard, allow extended opportunities of sharing ideas and opinions. Formative assessments through platforms such as Socrative and Slido, and interactive tasks using Quizziz, are also regularly used and this facilitates independent learning and provides students with ongoing feedback regarding their progress.

7. Modes of Assessment

Achievement of Learning Outcomes is formative through responses to practice tasks and directed tasks, and the accumulation of portfolio evidence from work-based learning. The student is required to critically draw on these experiences to inform summative assessments, thus providing the opportunity for cumulative learning and reflection and to demonstrate the whole of their learning.

Module learning outcomes are explicitly stated on the VLE. Students are provided with assessment guidance and marking frameworks are made available during assessment workshops at the module level.

A broad range of assessment strategies are used in the programme to support the development of knowledge and understanding and professional and practical skills as well as providing opportunities to foster key and transferable skills. Throughout the taught modules, formative assessment is employed to support students in their learning and development. Students are encouraged to critically reflect on their own performance within assessments in line with the values of the University to empower students to become successful graduates.

The University uses Turnitin electronic assessment submission, which allows students to submit assignments electronically without the need to be physically present on campus. Turnitin deters plagiarism and supports staff identifying poor practice and malpractice. The typed feedback via Turnitin allows students to be able to read feedback clearly avoiding a range of handwriting styles on assessment forms.

Method	Description
Case Study	A case study is a research method involving an up-close, in-depth and detailed examination of a subject of study (the case), as well as its related contextual conditions. In doing case study research, the 'case' being studied may be an individual, organisation, event or action, existing in a specific time and place.
Critical Review	Critical reflection, or reflective practice, is the ability to reflect on one's actions to engage in a process of continuous learning. In this case, it will involve paying critical attention to specific issues, topics or theories in data analytics for sport that inform everyday (inter)actions. This leads to developmental insight. A key rationale for critical reflective reviews is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential and can be insightful to both student, and organisation.
Data Dashboard Project	An assessment of students' ability to create compelling and insightful dashboards based on large and complex datasets from relevant sporting contexts. This may include the presentation and interpretation of the data via oral presentation to targeted stakeholders.
Ethics Application & Project Proposal	Demonstrates the student's awareness of ethical considerations related to their research, especially when involving human participants, sensitive data, or vulnerable populations. It additionally outlines the research project's scope, aims, methodology, and expected outcomes, illustrating the student's ability to design a coherent and feasible research project.
Masters Thesis/Project	An in-depth independent study of up to 15000 words (or equivalent), approved by the module leader, following a topic of the students' choice, which should indicate the capacity to synthesise the different elements of high-performance sport and sport coaching domains.
Oral Presentation	A live delivery of a topic to an audience. It is typically a demonstration, introduction, lecture or speech meant to inform, persuade, inspire, motivate or to build good will or to present a new idea or product. This will either be face-to-face or online via an e-platform such as TEAMS or Zoom.
Portfolio	Collection of short tasks, either in written format or a series of on-line tasks, such as blogs and discussion board communication
Poster Presentation	Similar to an oral presentation, with a live delivery of a topic to an audience. Students will typically design a visually attractive poster on a specified topic that is meant to inform, persuade, inspire, motivate or to build good will or to present a new idea or product. This is usually delivered in a conference-style alongside colleagues, with individual students fielding relevant questions from those in attendance.
Practical	An assessment of the ability to apply knowledge, understanding and skills practically (e.g., collecting data, interpreting live data, or a direct assessment of relevant fieldwork).
Report	A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research. A structured written account of a laboratory practical with analysis and discussion of results

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

The Data Analytics for Sport programme provides opportunities for all students to apply and develop their knowledge, practical skills and values in relevant performance sport contexts, thereby encouraging professional and personal progression. Through this experience they will gain extensive skills that will strengthen and indeed enhance their future employability. The 30-credit DASM06 module serves as a significant aspect of overt work-based learning on the taught programme. Here, students will be required to demonstrate experience of their ability to understand, use and interpret complex datasets in a relevant sporting environment.

Whilst there is an expectation that learners will have regular access to an appropriate environment (e.g., previous placement network, or part-time work), in the event that this is not the case, then those students who are unable to use an existing provider to evidence their experiences will be provided with an alternative placement/ongoing opportunity based at the University.

Whilst not distinctive placement modules per se, students will also experience explicit work-based learning and have the ability solve real-world problems through experiences on DASM01, DASM03 and DASM05. These modules will integrate taught aspects of data analytics with case studies and contemporary examples that are based upon real-world issues and challenges. Students will therefore be constantly interacting with the realities of this emerging function, as well as those tasked with enacting its effective delivery.

10. Programme Structure

Full Time

Level 7

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
DASM01	Introduction to Coding, Performance & Video Analysis in Sport	15	Practical (50%) Coursework (50%)	Semester A	Compulsory	Condonable
DASM02	Applied Research Skills in Data and Performance	30	Coursework (100%)	Semester X (A & B)	Compulsory	Condonable
DASM03	Data and Performance Analytics for Recruitment in Sport	15	Coursework (100%)	Semester A	Compulsory	Condonable
DASM04	Contemporary Issues in Data Analytics	15	Coursework (100%)	Semester A	Compulsory	Condonable
DASM05	Applied Data Visualisation in Sport	30	Coursework (100%)	Semester B	Compulsory	Condonable
DASM06	Applied Professional Practice	30	Coursework (100%)	Semester D (B & C)	Compulsory	Condonable
DASM07	Master's Thesis/Project	45	Coursework (100%)	Semester C	Compulsory	Non-Condonable

Part Time
Level 7-Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
DASM01	Introduction to Coding, Performance & Video Analysis in Sport	15	Practical (50%) Coursework (50%)	Semester A	Compulsory	Condonable
DASM03	Data and Performance Analytics for Recruitment in Sport	15	Coursework (100%)	Semester A	Compulsory	Condonable
DASM05	Applied Data Visualisation in Sport	30	Coursework (100%)	Semester B	Compulsory	Condonable
DASM06	Applied Professional Practice	30	Coursework (100%)	Semester D (B & C)	Compulsory	Condonable

Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
DASM04	Contemporary Issues in Data Analytics Environments	15	Coursework (100%)	Semester A	Compulsory	Condonable
DASM02	Advanced Research Methods and Data Analysis in Sport and Exercise	30	Coursework (100%)	Semester X (A & B)	Compulsory	Condonable
DASM07	Master's Thesis/Project	45	Coursework (100%)	Semester C	Compulsory	Non-Condonable

Delivery Pattern

Full-time (12 months)

Duration	Taught Input	Module
October - January	October, November, December, January	DASM01, DASM02, DASM03, DASM04
January - May	January, February, March, April, May	DASM02, DASM05, DASM06, DASM07
May - September	May, June, July, August, September	DASM06, DASM07

Part-time (24 months)

Year 1

Duration	Taught Input	Module
October - January	October, November, December, January	DASM01, DASM03
January - May	January, February, March, April, May	DASM05
May - September	May, June, July, August, September	DASM06

Year 2

Duration	Taught Input	Module
October - January	October, November, December, January	DASM02, DASM04
January - May	January, February, March, April, May	DASM02, DASM07
May - September	May, June, July, August, September	DASM07

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Level 7

Module Code	Module Title	Thread
DASM01	Introduction to Coding, Performance & Video Analysis in Sport	3, 5
DASM02	Advanced Research Methods and Data Analysis in Sport and Exercise	1, 3, 6
DASM03	Data and Performance Analytics for Recruitment in Sport	2, 3, 5
DASM04	Contemporary Issues in Data Analytics Environments	3, 7
DASM05	Applied Data Visualisation in Sport	3, 5, 7
DASM06	Applied Professional Practice	2, 4, 6
DASM07	Master Thesis/Project	1, 3, 4, 5, 6, 7

1. Research Methods & Inquiry
2. Employability & Professional Practice
3. Data Literacy & Competency
4. Leadership & Influence of Others
5. Data Visualisation
6. Critical Thinking
7. Ethics and Safe Practices

Structure and Points of Progression

Module Code	Credits	Delivery Sequence	Assessment Point	Progression Point
DASM01	15	1	MAB – Feb PAB – Feb	
DASM02	30	2	MAB – Feb PAB – Feb	
DASM03	15	3	MAB – Feb PAB – Feb	
DASM04	15	4	MAB – Feb PAB – Feb	Exit award available PG Cert
DASM05	30	5	MAB – June PAB – July	
DASM06	30	6	MAB – June PAB – July	Exit award available PG Dip
DASM07	45	7	MAB – December PAB - December	MSc

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

The Professional Advisory Group for this programme provides valuable guidance regarding the on-going development of the programme content, added opportunities for educational gain, placement opportunities and career opportunities for students. The professional participants of this team are comprised from University staff, employer-partners and external organisations affiliated to relevant sports coaching environments pertinent to sport performance, talent identification and recruitment, and operational efficiency/strategic leadership. The members of this group meet virtually at 2 points across the year and ensure there is broad representation and feedback from industry, and academic rigour is present across the provision.

13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University, or other institutions. The research process throughout the provision will help to prepare students to pursue a postgraduate research position or continue their professional training by completing doctoral studies. In conjunction with doctoral studies there are progression opportunities within higher education teaching such as becoming an associate fellow of Advance HE.

14. Employability and Career Progression Opportunities

Employability skills are integral to this programme. Typically, graduates from the programme are expected to be candidates for rapid progression within their organisation. Through a combined focus on developing knowledge, skill acquisition, and personal development planning, students are in an excellent position to become innovators or leaders of change in their work and sporting sector contexts. Specific employability skills are developed in independent tasks and peer interaction, and through formative and summative assessments. Please see the Threads table for details of which employability skills are developed in which module.

In accordance with the University's Growth Plan, which indicates that students need to be prepared for several careers rather than a single long pathway, the MSc Data Analytics for Sport programme aims to prepare learners for a world of work that is nuanced and evolving. In doing this, we prioritise such embedded employability skill development and we are explicit about the skills employers look for, and how engagement through the programme can enhance these. Opportunities available to those working in recruitment, coaching, video and performance analysis are expanding all the time and this growth appears likely to continue for the foreseeable future. Most sports now recognise the clever and creative use of complex data as an integral part of their development and success, and many strategic and operational stakeholders consider the application and use of large datasets as an essential part of the everyday 'doing' of their work. Many sporting organisations are now appointing individuals to specialist roles, and indeed creating larger departments within their respective organisations as the competition to drive up standards continues to surge ahead.

Employability and digital skills gained through the programme may include:

- **Analytical thinking and innovation** – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- **Creativity, originality and initiative –** students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- **Critical thinking and analysis** - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- **Complex problem-solving** – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- **Leadership and social influence** - students are able to motivate others to act towards achieving a common goal
- **Emotional intelligence** – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- **Reasoning, problem-solving and ideation** – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- **Systems analysis and evaluation** – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

Digital Skills:

- **ICT Proficiency and Productivity** – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- **Digital Collaboration, Participation, Communication** – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- **Finding Digital Information and Data Management** – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- **Digital Learning and Teaching** – students are able to identify and use digital learning resources, apps and services (e.g. LearningSpace, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- **Digital Problem Solving, Creation & Development** – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- **Digital Security, Well-being and Identity** – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

Whilst many of the skills developed through the modules and experiences on this course would be applicable to a range of industries, it is anticipated that graduates would typically move into the following roles:

- Data analyst for a professional sports team
- Performance analyst for a professional sports team
- Recruitment analyst for a professional sports team
- Head of Recruitment
- Head of Performance
- Head of Data
- Insights Analyst

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication. This will occur informally and also more formally at modular and programme level.

Formalised feedback at programme and modular levels will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel. In addition, students will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

Students elect course representatives who meet with the programme team at least three times throughout the year to form the Programme Voice Panel. However, beyond the panel itself, staff are committed to ensuring that *all* students have a voice and where feedback is invited, the loop of feedback is closed to invoke improvement and change where appropriate. In order to achieve this, the programme team will seek to optimise a welcoming and inclusive environment, where all students feel safe in expressing their views on their learning experience.

17. Other Stakeholder Feedback

In developing the MSc Data Analytics for Sport, the programme team met with a range of internal stakeholders across the institution including: academic staff from the School of Sport, Business & Media, The Library Team, Computer Services, Student Recruitment, Futures & Employability Team, Quality & Academic Standards and The Equality & Disability Team. Externally, the following individuals have helped to shape this exciting programme:

- Head Coach of Plymouth City Patriots BBL team
- Head of Data at Plymouth Argyle FC
- Head of Recruitment at Plymouth Argyle FC
- Senior, Women's and Academy Analyst Teams at Exeter Chiefs RFC

This was particularly useful in aligning industry need to modular titles, intended outcomes from individual modules, and the wider purpose of the whole programme. Feedback was particularly positive, with these key stakeholders effusive in their praise for the timeliness and relevancy of such a programme. They commented on the need for data visualisation work beyond the proposed bespoke module that sought to address this. Subsequently, we reframed 2 early modules (Introduction to Coding, Performance & Video Analysis in Sport and Data and Performance Analytics for Recruitment in Sport) to provide greater opportunities for students to learn how to use appropriate coding and visualisation techniques as a pre-cursor for the larger Applied Data Visualisation in Sport module later in the programme.

A representative group of students from the BSc Football Science, BA Football Development & Coaching, and MSc Sport & Exercise Science have also been contacted, with discussions occurring on both an informal, and more formal basis. This provided useful information on the purpose, rationale and appetite for the programme. A current MSc student commented positively on the ability to share 'common' modules with other students, particularly related to Research Methods, with conversations regularly opening up enhanced opportunities for deeper critiques of research philosophies and approaches, in addition to enriching connection with a larger social group. Thus, this has influenced the use of existing Applied Professional Practice modules, in addition to a newly designed Research Methods module, which will share content with the MSc Sport & Exercise Science. Students (including recent alumni) have commented positively on this course, with a broad acceptance that it seems attractive, aligned to industry needs and would be considered as a potential learning option.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.