1. **Title of the module**

SPOR5920 (SS592) Research Methods, Design and Planning

1. **School or partner institution which will be responsible for management of the module**

School of Sport and Exercise Sciences

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

5

1. **The number of credits and the ECTS value which the module represents**

30

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and spring

1. **Prerequisite and co-requisite modules**

None.

1. **The programmes of study to which the module contributes**

BSc (Hons) Sport and Exercise Science (and with a year in industry)

BSc (Hons) Sports Therapy and Rehabilitation

BSc (Hons) Sport and Exercise for Health (and with a year in industry)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Critically analyse the strengths and weaknesses associated with a range of research methods and enquiry.
3. Develop skills to Identify and interpret descriptive, graphical and inferential statistics that inform answers to specific research questions concerned with both simple and complex research designs.
4. Conduct a variety of statistical analyses and effectively communicate information in an appropriate format.
5. Demonstrate knowledge and critical understanding of sport sciences theory and critically evaluate the findings of relevant research literature, when devising a clear specific and testable research question.
6. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
7. Develop the skills and competencies required in numeracy and information technology to analyse information in an appropriate way.
8. Evaluate critically the appropriateness of different approaches to solving problems
9. Develop skills and competencies in planning and managing learning
10. **A synopsis of the curriculum**

This module introduces students to the analysis techniques required for their dissertation module, as well as how to develop a research idea into a formal study proposal.

**Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Field, A. (2017). *Discovering statistics using SPSS*. 5th Edition. London: Sage.

Burns, R. (2000). *Introduction to Research Methods*. London: Sage.

Creswell, J.W and Cresswell J.D. (2018). *Research design: qualitative, quantitative, and mixed methods approaches*. 5th Edition. London: Sage.

Coakes, S.J. and Steed, L.G. (2009) SPSS: Analysis without anguish version 14.0 for

Windows. Australia: Wiley and Sons.

Dawson, C. (2019). *Introduction to Research Methods.* 5th Edition. London: Robinson.

Fallowfield, J. Hale, B. Wilkinson, D. (2005) *Using statistics in Sport and Exercise Science*

Research. Chichester: Lotus Publishing.

Thomas, J.R. and Nelson, J.K. (2015) Research Methods in Physical Activity.(7th Ed.)

 Champaign, Illinois: Human Kinetics.

Williams, C. Wragg, C. (2004) Data analysis and research for Sport and Exercise Science. London: Routledge.

1. **Learning and teaching methods**

Total contact hours – 32

Private study hours - 268

Total study hours - 300

1. **Assessment methods**

12.1 Main assessment methods

Data analysis and reporting exercise (approximately 15 hours) 50%

Research proposal (2500 words) 50%

Both the data analysis and reporting exercise and the research proposal are compulsory sub-elements and must be passed to complete the module.

12.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** |  |  | **x** |
| Lectures | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |
| Data analysis and reporting exercise | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Research proposal | **x** | **x** |  | **x** |  | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Research methods and academic study skills are essential attributes for sport science students taught globally. Mastery of the subject specific learning outcomes will prepare students to apply the theories and skills associated with this module in a wide range of international contexts. The module team includes lecturers with international experience of teaching and research collaboration. During the module, students will access research papers and readings that are considered international resources.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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