1. **Title of the module**

SPOR5660 (SS566) Research Study in Sport Sciences

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)**

Level 6

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

45 credits (22.5 ECTS)

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

Autumn and Spring

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

Prerequisite: SPOR5730 (SS573) Preparation for Research Study or SPOR5710 (SS571) Research Design and Planning

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

BSc. Sport & Exercise Science

BSc. Sport and Exercise for Health

BSc. Sports Therapy and Rehabilitation

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Identify an appropriate research topic that makes a relevant contribution to the student’s programme of study.
3. Demonstrate a critical understanding of the theories and concepts underpinning the chosen area of study.
4. Select the most appropriate research methods, and produce an individual research study that is presented in the appropriate way
5. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. demonstrate the communication and presentation of technical information, and communication with research participants
   2. Demonstrate the ability to use IT software and analyse data
   3. demonstrate problem solving
   4. self appraise own performance and reflect on own practice
   5. plan and manage learning
6. **A synopsis of the curriculum**

The module takes the form of an individual research study. There are taught lectures covering the management of a research project. The research projects are then conducted with the supervision of a tutor who will advise the student on issues such as methodology, analysis and presentation. It is the student’s responsibility to organise, conduct, analyse and present the research as required. The research project may comprise an experimental laboratory based dissertation, or a systematic review of the literature.

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

Creswell, J. (2013). *Research design: qualitative, quantitative, and mixed methods approaches.* 4th Ed. London: Sage.

Dancey, C. P., Reidy, J. & Rowe, R. (2012) Statistics for the Health Sciences: A Non-Mathematical Introduction. London: Sage.

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

Greenhalgh, T. (2014) *How to read a paper: the basics of evidence-based medicine.* 5th Ed. Chichester: Wiley-Blackwell.

Joyner, R. L, Rouse, W. A., & Glatthorn, A. A (2012) Writing the Winning Thesis or

Dissertation: A Step by Step Guide. 3rd Edn. Corwin Press: London

Vincent, W. J. & Weir, J. (2012) Statistics in Kinesiology. 4th Ed. Leeds: Human Kinetics.

1. **Learning and teaching methods**

Total contact hours: 12

Private study hours: 438

Total study hours: 450

1. **Assessment methods**
   1. Main assessment methods

Coursework (Presentation) – 15%

Project (Dissertation 10,000 words) – 85%

13.2 Reassessment methods

Like for like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Lectures* | **x** | **x** | **x** |  |  |  | **x** | **x** |
| *Tutorials* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| *Presentation (15%)* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Written report (85%)* | **x** | **x** | **x** | **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**

Although there are no explicitly internationally-focused learning outcomes, the nature of scientific research and the communication of it clearly has an international reach. Several dissertations produced at undergraduate level in the school have subsequently been published in internationally recognised journals.

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**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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 04/04/18 | Major | September 2018 | 6, 10-14 | No |
|  |  |  |  |  |

Revised FSO Feb 2018