

Module Code:	HSE709
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Module Title:	Advanced Research Methods
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Level:	7	Credit Value:	30
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Cost Centre(s):	GASP	JACS3 code:	C600
		HECoS code:	100433

Faculty	SLS	Module Leader:	Julian Ferrari
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Scheduled learning and teaching hours	30 hrs
Guided independent study	270 hrs
Placement	0 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
MRes Sport, Exercise and Health Science (Coaching)	✓	<input type="checkbox"/>
MRes Sport, Exercise and Health Science (Psychology)		<input type="checkbox"/>
MRes Sport, Exercise and Health Science (Physiology)		<input type="checkbox"/>
MRes Sport, Exercise and Health Science (Performance Analysis)		<input type="checkbox"/>
MRes Sport, Exercise and Health Science (Physical Activity)		<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: 01/04/2019

Version no: 1

With effect from: 23/09/2019

Date and details of revision:

Version no: 2

08/12/2020 - admin change to online exam

Module Aims

This module aims to provide students with a wider appreciation of the advanced research methods available to enable each student to find an approach that best suits them for their specific area of interest.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem-solving skills
- KS4 Information technology skills and digital literacy skills
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to**Key Skills**

1	Articulate the purpose and context of research, as the basis for selecting appropriate research methodology and designs.	KS1	KS3
		KS6	
2	Critically appraise the philosophical and conceptual traditions underpinning research within the context of their specific area of interest.	KS6	KS7
		KS8	
3	Review and critically appraise published research and interpret new research in the context of existing knowledge.	KS2	KS3
		KS6	
4	Be able to analyse and interpret statistical data and report the findings in a publishable manner	KS1	KS4
		KS5	KS10
5	Be able to examine and critique qualitative and quantitative methods and design and their use within a sport and health context	KS7	KS8
		KS9	

Transferable skills and other attributes

- Demonstrate excellent interpretation and communication of information and knowledge to others.
- Demonstrate a systematic acquisition and critique of a body of literature.
- Advanced level of confidence in judgement and decision making

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

Essay: Students will be asked to complete an essay exploring a topic of interest, they will critically evaluate the range of research designs and methodologies used and explain the relevance and feasibility of application of the results into practice.

Exam: Students will complete two online examinations. Each exam will be 4 hours in length, providing reading time for the resources provided, completion of the exam paper and submission. The exams will assess the student's ability to analyse and interpret quantitative data and describe, explain and critique qualitative research methods, designs and analysis procedures.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1-3	Essay	50%	2,500
2	4	Examination	25%	4 hours
3	5	Examination	25%	4 hours

Learning and Teaching Strategies:

The learning and teaching strategies will include lectures, seminars, workshops and a variety of online learning recourses such as quizzes and tasks.

Syllabus outline:

Research paradigms and epistemology
Research designs
Research methods
Research ethics
Qualitative inquiry
Qualitative analysis
Quantitative methods
Quantitative analysis
Statistical power and power calculations
Reliability testing and Bland Altman plots

Indicative Bibliography:

Essential reading

Cottrell, S. (2017). *Critical Thinking Skills: Effective Analysis, Argument and Reflection*. 3rd ed. London: Palgrave Macmillan.

Greenland, S. Senn, S. J. Rothman, K. J. Carlin, J. B. Poole, C. Goodman, S. N. Altman, D. G. (2016). Statistical tests, P values, confidence intervals, and power: a guide to misinterpretations. *European Journal of Epidemiology*, 31 (4), pp. 337-50.

Jones, S. R. Carley, S. Harrison, M. (2003). [An introduction to power and sample size estimation](#). *Emergency Medical Journal*, 20, pp. 453-458.

Jones, I. (2014). *Research Methods for Sport Studies*. 3rd ed. London: Routledge.

Stelter, R. Sparkes, A. Hunger, I. (2003). Qualitative Research in Sport Sciences—An Introduction. *FORUM: Qualitative Social Research*, 4 (1), Art. 2.

Other indicative reading

Andrews, D. L. Mason, D. S. Silk, M. L. (2005). *Qualitative methods in sports studies*. Oxford: New York.

Bowell, T. Kemp, G. (2014), *Critical Thinking: A Concise Guide*. 4th ed. New York: Routledge.

Petticrew, M. Roberts, H. (2006). *Systematic Reviews in the Social Sciences*. Oxford: Blackwell.

Wisdom, J. P. Cavaleri, M. A. Onwuegbuzie, A. J. Green, C. A. (2012). Methodological Reporting in Qualitative, Quantitative, and Mixed Methods Health Services Research Articles. *Health Services Research*, 47 (2), pp. 721-745.

Thomas, J. R., Nelson, J. K. Silverman, S.J. (2015). *Research Methods in Physical Activity*. 7th ed. Champaign, IL: Human Kinetics.