

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	SIR406
Module Title	Introduction to research skills
Level	4
Credit value	20
Faculty	SLS
HECoS Code	100475
Cost Code	GACM

Programmes in which module to be offered

BSc (Hons) Sports Injury Rehabilitation	Core
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Pre-requisites

n/a

Breakdown of module hours

Learning and teaching hours	19 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	17 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	36 hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	23/8/18
With effect from date	23/9/19
Date and details of revision	25/6/24 – Updated during revalidation
Version number	5

Module aims

1. To provide opportunities for the identification, evaluation and consolidation of existing skills and competencies in a range of transferable skills.
2. Provide opportunities for the practice, development and widening of personal transferable skills which will be appropriate and beneficial for each student's subsequent academic, personal and professional progress.
3. Introduce students to a range of relevant software packages that facilitate the research process.
4. Understand and appreciate the underpinning philosophies of qualitative and quantitative research.
5. Introduce data collection methods that underpin research in sports science.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Demonstrate the primary characteristics of the quantitative research process.
2	Demonstrate the ability to analyse quantitative data with basic interpretation.
3	Explain the primary characteristics of the qualitative research process.
4	Demonstrate the ability to analyse qualitative data with basic interpretation.
5	Demonstrate an ability to present assignments appropriately.

Assessment

Indicative Assessment Tasks:

Assessment 1: Examination – 1 hour – The students will be required to sit an examination, assessing their knowledge of quantitative research and underlying theory and approaches to research.

Assessment 2: Written assignment – 2000 words - The students will be required to complete a written assignment on a sports performance or healthcare setting of their choice. They will be required to retrieve qualitative information from several sources, analyse the data collected and present the key findings in report format, this will include any supporting evidence to validate their research.



Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2	Examination	50
2	3, 4, 5	Written assignment	50

Derogations

Sports Injury Rehabilitation students must pass all elements at 40% or above.

Learning and Teaching Strategies

The module will be delivered using blended learning techniques and the universities Active Learning Framework (ALF). This will include in-person sessions, online video conferencing (synchronous content) and student directed online resources (asynchronous content). The use of workshops and practical exercises will allow students to understand the content and use of the processes being taught. Formative assessment will be incorporated within this module to support the students learning journey, providing a framework and direction for the summative assessments.

Indicative Syllabus Outline

Introduction to the research process.

Approaches to research (paradigms)

Quantitative research, underpinning theory and approach

Analysis of Quantitative data

Introduction to SPSS

Qualitative research, underpinning theory and approach

Qualitative methods and data collection

Qualitative Analysis

Introduction to plagiarism, referencing, citation & credibility of data sources

Personal Development, self-analysis



Indicative Bibliography:

Essential Reads

Burns, T., and Sinfield, S. (2016), *Essential Study Skills: The Complete Guide to Success at University*. 4th ed. London: Sage.

Other indicative reading

Andrews, D.L, Mason. D, S., and Silk, M.L. (2005), *Qualitative Methods in Sports Studies*. Oxford: Berg.

Field. A. (2018), *Discovering Statistics Using IBM SPSS Statistics*. 5th ed. London: Sage.

Gratton, C., and Jones, I. (2014), *Research Methods for Sports Studies*. 3rd ed. London: Routledge.

O'Donoghue, P. (2012), *Statistics for Sport & Exercise Studies*. Oxon: Routledge.

Salkind, N. J. (2019), *Statistics for People Who (Think They) Hate Statistics*. 7th ed. London: Sage.

Thomas, J.R., Nelson, J.K., Etnier, J.L., and Silverman, S.J. (2022), *Research Methods in Physical Activity*. 8th ed. Champaign Ill: Human Kinetics.

Williams, C.A., and Wragg, C. (2004), *Data Analysis and Research for Sport and Exercise Science: A Student Guide*. London: Routledge.

Employability – The University Skills Framework

Each module and degree programme are designed to support learners as they develop their graduate skills aligned to the University Skills Framework.

Using the philosophies of the Active Learning Framework (ALF) our 10 skills are embedded within programmes complementing core academic subject knowledge and understanding. Through continuous self-assessment students own their individual skills journey and enhance their employability and career prospects.

This Module forms part of a degree programme that has been mapped against the University Skills Framework

Learners can use this document to identify where and how they are building skills and how they can develop examples of their success.

