

Module specification

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Module Code	SIR509
Module Title	Academic Discovery - Building Strong Research Ideas
Level	5
Credit value	20
Faculty	FSLS
HECoS Code	100475
Cost Code	GACM

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Sports Injury Rehabilitation	Core

Pre-requisites

N/A

Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	15 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	30 hrs
Placement / work based learning	0 hrs
Guided independent study	170 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	15/09/2022
With effect from date	
Date and details of revision	September 2022
Version number	1

Module aims

1. To develop students' knowledge and understanding of evidence-based practice and its relevance to sports injury management and rehabilitation.
2. Enrich students' understanding of quantitative and qualitative research design to equip them with the necessary knowledge and skills to be effective independent researchers.
3. Enable students to develop critical understanding of the various research philosophies, ethical considerations, methods and analytic approaches that can be applied within a sport/sports injury rehabilitation-related research area.
4. Develop analytical skills and evaluative techniques that are required for future study and employment.
5. To enable students to produce a proposal to assist their research project at level 6

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

1	Identify research questions and hypotheses from a detailed synthesis of the scientific literature.
2	Explain the justification for the application of various research approaches in quantitative/qualitative research designs.
3	Select appropriate approaches to research including methodology and analysis of data by demonstrating knowledge of relevant procedures.
4	Plan/design an independent research project with a clear understanding of ethical considerations and risk management.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

1. Students will deliver a 20-minute oral presentation of their chosen research proposal, where they will be required to explain their justification through synthesis of the scientific research and plan and design all aspects of their independent research

project. The student will be expected to consider all methodological aspects and considerations for consent, data protection, risk and governance that are required to gain ethical approval for conducting their research. This oral presentation will be followed by 10 minutes of questioning and further supported with the inclusion of a completed ethics application form (submitted prior to the presentation)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Presentation	100%

Derogations

Students must achieve a minimum pass mark of 40% in order to pass the module. No compensation is available and Students will not be able to commence level 6 without passing this module.

Learning and Teaching Strategies

Lectures, practical seminars, workshops and field research. The module will be delivered using blended learning techniques and the university's 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. All students will be expected to participate in workshops and group work. 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

- Formulating research questions and hypotheses
- Critiquing published research
- Hypothesis testing – quantitative vs. qualitative research designs
- Probability, descriptive statistics, inferential statistics and systematic reviewing
- Methodological and ethical considerations in research; management of risk
- Data collection tools – design and validation
- Reliability, Validity
- Research design; Levels of data. Data collection methods. Experimental research - Hypothesis, Sampling, Variables, Experimental designs. Questionnaires - Design, Reliability, Validity, Sampling.
- Data presentation and discussion of findings.
- Quantitative research
- Qualitative research
- Constructing a research proposal

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Braun, V. and Clarke, V. (2013), *Successful qualitative research: a practical guide for beginners*. London: Sage.

Field, A. (2018). *Discovering statistics using IBM SPSS Statistics: 5th edition*. London: Sage.

Field, A. and Hole, G. (2003), *How to design and report experiments*. London: Sage.

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

Other indicative reading

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

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

King, N., Horrocks, C. and Brooks, J. (2019). *Interviewing in qualitative research*. London: Sage.

Salkind, N. J. (2018), *Statistics for People Who (Think They) Hate Statistics*. 6th edition. London: Sage.

Thomas, J.R., Nelson, J.K., and Silverman, S.J. (2015), *Research Methods in Physical Activity*. 7th edition. 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 skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication