

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	SIR606
Module Title	Independent discovery
Level	6
Credit value	40
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	12 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	14 hrs
Project supervision (level 6 projects and dissertation modules only)	8 hrs
Total active learning and teaching hours	34 hrs
Placement / work based learning	0 hrs
Guided independent study	366 hrs
Module duration (total hours)	400 hrs

For office use only	
Initial approval date	15/9/22
With effect from date	Sept 22
Date and details of revision	25/6/24 – updated as part of revalidation
Version number	2

Module aims

1. Develop students' knowledge of and ability to apply research methods used in sport or healthcare contexts.
2. Enhance the students' ability to identify an issue to which solutions and/or recommendations can be addressed.
3. Integrate and further develop aspects of the taught programme through the independently led completion of the dissertation project.
4. Develop students' initiative and independence in their learning, through selecting and implementing a suitable research topic.
5. Culminate in a thorough, comprehensive and relevant dissemination of the student's work.

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

1	Demonstrate ethical consideration when conducting research.
2	Select a contemporary topic through a critical review of the pertinent literature.
3	Use appropriate methods to collect data that address the research hypothesis or question.
4	Critically interpret through appropriate analysis techniques the relevance of collected data within the area they have selected.
5	Use an appropriate academic writing style to document the research undertaken.

Assessment

Indicative Assessment Tasks:

Assessment 1: Written Assignment - The student will complete and submit an ethics form to the University Ethics Board outlining their research proposal. The ethics form will utilise the current University template and be submitted to the online submission platform.

Assessment 2: Dissertation - 8,000 words - The student will independently research an area that has relevance. A critical literature review of this area will allow the student to identify a research question(s) or hypothesis(es). Upon identification of the topic, the student will then implement the correct method(s) of data collection to allow investigation of the research question/hypothesis. Through analysis and interpretation of their collected data, the student will position their research alongside what is currently understood within peer-reviewed publications. The research process will be documented through the observed writing style of the chosen discipline.



Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Written Assignment	Pass/fail
2	2, 3, 4, 5	Dissertation/Project	100

Derogations

Students must pass both elements at 40% or above.

Learning and Teaching Strategies

The module is self-directed. During the year, the student can expect up to eight hours of personal tutor (supervisor) time (in the form of individual meetings and online support). Twelve hours of taught content covering numerous topics (e.g. academic writing, formatting a dissertation, conducting a literature review, sample size, working with your supervisor) and fourteen hours of supervised learning.

There will be a seminar programme to facilitate discussion amongst students using similar data collection and analysis techniques. This will act as a catalyst for the establishment of student-led peer support groups. In addition, the student is encouraged to attend refresher lectures and seminars pertinent to the chosen research area that are running as part of the Level 5 research skills module.

Confirmation and evidence must be provided that their submission is solely their own work e.g. progress reports, development versions, and documented supervisor meetings.

Indicative Syllabus Outline

Ethical considerations

Approaches to completing a research study in sports and healthcare.

Appropriate construction of a dissertation research project.

Analysis of quantitative data

Analysis of qualitative data

Analysis of mixed methods

Validity and reliability of quantitative methods in research and independent study.

Formatting a dissertation

Conducting a literature review

Avoiding plagiarism



Indicative Bibliography:

Essential Reads

Field, A. (2024). *Discovering Statistics Using IBM SPSS Statistics*: 6th ed. London: Sage.

Other indicative reading

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

Chivers, B. and Schoolbred, M. (2007). *A Students Guide to Presentations*. California: Sage Publications

Cohen, L., Manion, L. and Morrison, K. (2017), *Research Methods in Education*. 8th ed. London: Routledge.

Denzin, N.K., Lincoln, Y.S., Giardina, M.D., Cannella, G.S. (2023). *The SAGE handbook of qualitative research*. 6th ed. Sage Publications Ltd.

Jones, I. (2022). *Research methods for sport studies*. 4th ed. London: Routledge.

O'Donoghue, P. (2012), *Statistics for Sport and Exercise Studies: An introduction*. London: Routledge.

Reinhart, S., (2013). *Giving Academic Presentations*. 2nd ed. The University of Michigan Press

Veal, A. and Darcy, S. (2014), *Research Methods in Sport Studies and Sport Management a Practical 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.

