



Module Descriptor

Title	Sport & Exercise Dissertation		
Session	2024/25	Status	Published
Code	SPOR10053	SCQF Level	10
Credit Points	40	ECTS (European Credit Transfer Scheme)	20
School	Health and Life Sciences		
Module Co-ordinator	Dr Samantha Robinosn		
Summary of Module			

Module Delivery Method	On-Campus¹ ☐		Hybrid² ☒		Online³ ☐		Work -Based Learning⁴ ☐
Campuses for Module Delivery	☒ Ayr ☐ Dumfries		☒ Lanarkshire ☐ London ☐ Paisley		☐ Online / Distance Learning ☐ Other (specify)		
Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☐	
Long-thin Delivery over more than one Term	Term 1 – Term 2	☒	Term 2 – Term 3	☐	Term 3 – Term 1	☐	

Learning Outcomes	
L1	Acquire experience of researching an identified question using knowledge and understanding acquired in the programme of study.

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

L2	Devise and sustain an independent project to develop new areas of knowledge and skills, as necessary.
L3	Prepare a critical review of literature to identify a research question.
L4	Collect, collate, analyse, and present data in a scientific manner.
L5	Communicate research findings using appropriate terminology to maintain audience interest and understanding.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF 10 Demonstrating a comprehensive knowledge of the methods required to design a research project. Demonstrating critical understanding of data capture and analysis relevant to the research project.
Practice: Applied Knowledge and Understanding	SCQF 10 Using a significant range of research skills to justify the choice of research project. Designing a research project to capture data which can be analysed to meet the aims/objectives. Executing an analysis and synthesis of the data captured for the research project.
Generic Cognitive skills	SCQF 10 Critically identifying, defining, conceptualising and analysing complex problems and issues.
Communication, ICT and Numeracy Skills	SCQF 10 Presenting or conveying, formally and informally, information related to data captured. Using a range of ICT applications to support and enhance work at this level and adjust features to suit purpose. Interpreting, using and evaluating numerical and graphical data to set and achieve aims/objectives.
Autonomy, Accountability and Working with Others	SCQF 10 Exercising autonomy and initiative in undertaking data capture and analysis but also work as part of a project team.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

This module will be delivered through Term 1 and Term 2 but will not be delivered every week. It is the student's responsibility to ensure they are aware of the sessions they must attend each week. In some classes, you will be split up into groups based on the programme you are on. Information regarding these classes will be provided to you on AULA as early as possible. Teaching and learning on this module include: (a) online lectures and materials, (b) on-campus classes with module coordinators, academic skills, library staff, and careers services, (c) one-to-one and group sessions with your dissertation supervisor, and (d) independent learning.

Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	28
Asynchronous Class Activity	12
Independent Study	360
Please select	
Please select	
Please select	
TOTAL	400

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Armstrong, L.E. and Kraemer, W.J. (Ed's). (2015). ACSM's Research Methods. Baltimore: Lippincott Williams and Wilkins.

Bird, S.R. (Ed). (2019). Research Methods in Physical Activity and Health. 1st edn. New York: Routledge. (e-book).

Bishop, P.A. (2019). Measurement and evaluation in physical activity applications: exercise science, physical education, coaching, athletic training, and health. 2nd edn. New York: Routledge. (e-book).

Bryman, A. (2016) Social Research Methods. 5th edn. Oxford: Oxford University Press.

Field, A (2013) Discovering Statistics using SPSS. 4th edn. Los Angeles: Sage.

Nelson, L., Groom, R. & Potrac, P. (2014) Research Methods in Sport Coaching. Oxon: Routledge.

Smith, B. & Sparkes, A. (2016) Routledge Handbook of Qualitative Research in Sport and Exercise. Oxon: Routledge.

Jahan, N., Naveed, S., Zeshan, M. and Tahir, M.A., 2016. How to conduct a systematic review: a narrative literature review. Cureus, 8(11).

<https://www.jamovi.org> (2021) (Accessed: 20 January 2021).

<http://www.prisma-statement.org> (2021) (Accessed: 20 January 2021).

<http://www.consort-statement.org/> (2021) (Accessed: 15 March 2021).

<https://training.cochrane.org/handbook> (2021) (Accessed: 15 March 2021)

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Students will be required to attend all scheduled on-campus events and engage with the online material which includes guidance on working with your supervisor, getting started with your dissertation, the ethics process, writing your dissertation and preparing your presentation. In addition to this, it is the students responsibility to engage with their supervisor, to set up meetings and provide drafts in a ti

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Sport Exercise Health
Overall Assessment Results	☐ Pass / Fail ☒ Graded
Module Eligible for Compensation	☐ Yes ☒ No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Sport & Exercise
Moderator	Dave Grant
External Examiner	Eddie Bradley
Accreditation Details	N/A
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	1.2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Dissertation (Journal Article)
Assessment 2
Presentation
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Dissertation (Journal Article)	☒	☒	☒	☒	☐	70	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Presentation	☐	☐	☐	☐	☒	30	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who