Module Descriptor

Title	Research Methods in Sport and Exercise		
Session	2026/27	**Status**	Published
Code	SPOR11029	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	U Chris Ugbolue		

Summary of Module

In this module you will develop advanced knowledge and technical skills about the processes of design, conduction, and evaluation of applied research in sport and exercise. You will examine a range of qualitative, quantitative or mixed-research design approaches and explore the practical implications of adopting different methods of constructing evidence. You will critically examine the endorsed guidelines for prominent methodologies by which research is conducted in sport and exercise settings. Importantly, you will learn to effectively disseminate findings and insights unfolding from research endeavours thus contributing to evidence-based practices.

Throughout the learning journey, students will design a research project and demonstrate their understanding of appropriate data collection procedures. This involves writing a full research proposal and being able to demonstrate and defend the chosen methods of data collection.

This module will assist the student in the development of key 'I am UWS Graduate Attributes' to allow those that complete this module to be:

Universal:

Critical Thinker

Emotionally Intelligent

Collaborative

Work Ready:

Problem -solver

Motivated

Potential Leader

Successful:

Innovative

Resilient

Transformational

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
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	Demonstrate a critical understanding of a variety of different research methods in sport and exercise and how these can be applied throughout the research process.
L2	Evaluate different approaches to data (objective and subjective) analysis and synthesis required in different disciplines within sport and exercise research.
L3	Critically review existing research within an area of sport and exercise to generate a novel proposal for a research study.
L4	
L5	

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 11** Demonstrate integrated knowledge of research methods principles in sport and exercise. Demonstrate critical understanding of methodological issues of applied research. Demonstrate translational knowledge of best evidence for the development of research studies.
Practice: Applied Knowledge and Understanding	**SCQF 11** Use a significant range of skills to evaluate sport and exercise research in field and laboratory settings.

[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

Generic Cognitive skills	**SCQF 11** Critically identify, define, conceptualise, and analyse complex problems and issues. Demonstrate autonomous judgements based on multiple-sources information. Demonstrate originality in research design strategies.
Communication, ICT and Numeracy Skills	**SCQF 11** Present or convey, formally and informally on key findings and insights. Use a range of applications to process information (Data analysis software packages, Microsoft Office package), and to support and enhance effective communication and information convey. Interpret, use, and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.
Autonomy, Accountability and Working with Others	**SCQF 11** Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices. Take responsibility on your work and assignments, but also participate proactively as a team-player.

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. The learning and teaching approach will consist of a range of blended and face to face delivery formats, including online materials, recorded lectures, workshops and practical classes. This will utilise a mixture of the university's virtual learning environments and specialised lab and sport facilities. Core topics and key theoretical components will be introduced to the students primarily through online materials (such as online pre-recorded content), before they apply and consolidate that translational knowledge through self-directed learning, group work, class discussion and problem solving in practical settings.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory / Practical Demonstration / Workshop	36
Asynchronous Class Activity	54
Independent Study	110
n/a	
n/a	

n/a	
TOTAL	200

Indicative Resources

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

Recommended texts

Tenenbaum, G., Driscoll, MP. (2005). Methods of research in sport sciences: quantitative and qualitative approaches. Meyer & Meyer Sport, Oxford.

Gray, DE. 3rd Edition. (2014). Doing research in the real world. Sage.

Thomas, JR et al. 7th Edition (2015). Research methods in physical activity. Human Kinetics.

Vincent, WJ, Weir, JP. 4th Edition (2014). Statistics in kinesiology. Human Kinetics

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

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

Sparkes, A. & Smith, B. (2014). Qualitative Research Methods in Sport, Exercise and Health: From process toproduct. Abingdon: Routledge

Recommended journals:

The Journal of Strength and Conditioning Research

Strength and Conditioning Journal

Journal of Sport Science

International Journal of Sports Physiology and Performance

Sports Biomechanics

European Journal of Sport Science

International Journal of Performance Analysis in Sport

Journal of Biomechanics

Journal of Applied Biomechanics

Sports Medicine

British Journal of Sports Medicine

Medicine and Science in Sport and Exercise

Human Movement Science

Research Quarterly for Exercise and Sport

Haff, G.G., Triplett, N.T. (2021). Essentials of Strength Training and Conditioning (4th Edition). Human Kinetics.

*Contemporary research articles and book chapters will be the main source of information on this module rather than specific books.

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** 100% Attendance at all module events and consistent weekly engagement with online materials.

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 learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.
(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 & Health
Moderator	Anglea Beggan
External Examiner	J Salter
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation (40%).
Assessment 2
Research report (60%).
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**
Presentation	☒	☒	☐	☐	☐	40	1

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Report of practical/ field/ clinical work	☐	☐	☒	☐	☐	60	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	1 hours

Change Control

What	**When**	**Who**
E&D and A&E statements as per SEH. Component 2 unchanged, updated assessment outcome grid to match previous list if options	14/03/2025	Sarah Darroch
For AY26-27 delivery is T2 only.	17/03/26	U Ugbolue