Module Descriptor

Title	Sport Research and Evaluation		
Session	2026/27	**Status**	Published
Code	SPOR09056	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Duncan Buchan		

Summary of Module

This module is explicitly designed to construct the competencies required for both initiation and completion of a research project/dissertation in sport and exercise at Level 10. The syllabus will contain areas relevant to research such as literature searching; formulating a research question; qualitative and quantitative research designs, methods and analysis; critical analysis and research ethics; data analysis; and preparation for an undergraduate project or dissertation. Where appropriate, these topics will be contextualised using relevant sport and exercise scenarios, concepts, and practices.

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	Recognise the key features of different research designs.
L2	Formulate a research question and develop a research proposal.
L3	Analyse and interpret data from different types of research.
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 9** An understanding of the scope and defining features of research in different sport disciplines, and an integrated knowledge of its main areas and boundaries.
Practice: Applied Knowledge and Understanding	**SCQF 9** In using a range of skills, techniques and practices associated with research in sport. In using a range of skills, techniques and practices associated with research insport that are specialised and/or advanced. In practising routine methods of enquiry and/or research.
Generic Cognitive skills	**SCQF 9**

[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

	Undertaking critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in the disciplines of sport. Identifying and analyse routine problems and issues. Drawing on a range of sources in making judgement.
Communication, ICT and Numeracy Skills	**SCQF 9** Presenting or conveying, formally and informally, information on standard/mainstream topics in research to a range of audiences; Using a range of ICT applications to support understanding and enhance work; Interpreting, using and evaluating numerical, graphical and qualitative data to achieve goals/targets.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercising autonomy and initiative at a professional level whilst carrying out defined activities particularly by oneself or within a 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 adopt a learning and teaching approach that will be delivered as long-thin over terms 1 and 2. Core theoretical content will be predominantly delivered in-person. Asynchronous sessions will be interactive learning sessions to allow the students to apply theories and concepts, complete problem-based learning activities, and receive peer and tutor interaction and feedback.	
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)
Lecture / Core Content Delivery	18
Laboratory / Practical Demonstration / Workshop	18
Independent Study	164
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:

The following resources form essential underpinning for the module content and ultimately for the learning outcomes. All materials are available at the UWS library.

ESSENTIAL:

Smith, M.F. (2022). Doing Research in Sport and Exercise: A Student's Guide. Sage, LA, USA.

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

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

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

RECOMMENDED:

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

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

Price, M. (2021). Lab Reports and Projects in Sport and Exercise Science. 2nd ed. London: Routledge.

FURTHER READING:

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

Patton, M. (2015). Qualitative research & evaluation methods: integrating theory and practice. (4th Edition). Sage, London.

Thomas, J., Nelson, J., & Jack, K. (2015). Research Methods in Physical Activity. (7th Edition). Human Kinetics, Illinois.

(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 and Exercise
Moderator	Michael Sup
External Examiner	B Ives
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Class Test (Written).
Assessment 2
Review/ Article/ Critique/ Paper.
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**
Class test (written)	☐	☐	☒	☐	☐	30	0.75

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Review/ Article/ Critique/ Paper	☒	☒	☐	☐	☐	70	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0.75 hours

Change Control

What	When	Who
Hours uplift	March 2026	Duncan Buchan