

**CDA4 Programme Design Template  
Module specification (with KIS) 2014-15**



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Undergraduate Dissertation for Sports Therapists				
Module Code	UISV5B-45-3	Level	3	Version	1
UWE Credit Rating	45	ECTS Credit Rating	22.5	WBL module?	No
Owning Faculty	Hartpury	Field	Sport Science		
Department	Sport	Module Type	Project		
Contributes towards	BSc (Hons) Sports Therapy BSc (Hons) Sports Therapy (SW)				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	Applied Research Project (UISV3S-30-3)		Module Entry requirements	None	
First CAP Approval Date	08 June 2015		Valid From	01 September 2015	
Revision CAP Approval Date	N/A		Revised with effect from	N/A	

<b>Review Date</b>	01 September 2021
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply appropriate research techniques to address an area of inquiry from their subject discipline. (A)</li> <li>2. Critically evaluate literature relevant to an area of investigation. (A)</li> <li>3. Select and apply methods of analysis suitable to the subject discipline. (A)</li> <li>4. Evaluate the outcomes of the inquiry drawing upon relevant literature. (A)</li> <li>5. Disseminate the outcomes of the research inquiry effectively. (A)</li> </ol>
Syllabus Outline	<p>The nature of the dissertation will vary for each student; therefore the following content is indicative of the scheduled learning opportunities that will be made available to the students.</p> <ul style="list-style-type: none"> <li>• Writing a research proposal</li> <li>• Ethical considerations</li> <li>• Quantitative research design</li> <li>• Qualitative research design</li> <li>• Analysis of data</li> <li>• Writing guidelines</li> </ul>

Contact Hours	<p>Indicative delivery modes:</p> <ul style="list-style-type: none"> <li>Lectures, e-lectures, project supervision, seminars etc. 24</li> <li>Self directed learning 10</li> <li>Independent learning 416</li> </ul> <p>TOTAL 450</p>																																			
Teaching and Learning Methods	<p>During this module students will be introduced to the assessment, learning and teaching methods employed and will be allocated an individual project supervisor to guide them towards completion of their chosen inquiry.</p> <p><b>Scheduled learning</b> includes lectures, e-lectures, seminars, tutorials, project supervision.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, assignment preparation and completion etc. The nature of the dissertation will be individually negotiated and may also include work placement, by application. These sessions constitute an average time per level as indicated in the table below.</p> <p><b>Virtual learning environment (VLE):</b> this specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</p>																																			
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="477 983 1378 1384"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black;">45</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>450</td> <td>34</td> <td>416</td> <td>0</td> <td>450</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="592 1753 1270 1991"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>									45	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	450	34	416	0	450	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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Reading Strategy	<p><b>Essential readings</b>  Given the variety of methodological approaches, essential reading for the module will</p>																																			

	<p>be individual to the student. Any essential reading will be indicated through consultation during project supervision, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further readings</b> Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from their academic literature.</p> <p><b>Access and skills</b> Formal opportunities for students to develop their library and information skills are provided within student skills sessions. Additional support is available through online library resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <p><b>Books</b></p> <p>Field, A. (Current Edition) <i>Discovering Statistics using IBM SPSS Statistics</i>. London: Sage Publications.</p> <p>Gratton, C. and Jones, I. (Current Edition) <i>Research Methods for Sports Studies</i>. London: Routledge.</p> <p>Greetham, B. (Current Edition) <i>How to Write your Undergraduate Dissertation</i>. Hampshire: Palgrave Macmillan.</p> <p>Hawkins, D. (Current Edition) <i>Biomeasurement: A Student's Guide to Biological Statistics</i>. Oxford: Oxford University Press.</p> <p>Holmes, D., Moody, P. and Dine, D. (Current Edition) <i>Research Methods for the Biosciences</i>. Oxford: Oxford University Press.</p> <p>Martin, P. and Bateson, P. (Current Edition) <i>Measuring Behaviour: An Introductory Guide</i>. Cambridge: Cambridge University Press.</p> <p>Saunders, M., Thornhill, A. and Lewis, P. (Current Edition) <i>Research Methods for Business Students</i>. Harlow: Pearson.</p> <p>Silverman, D. (Current Edition) <i>Doing Qualitative Research: A Practical Handbook</i>. London: Sage Publications.</p> <p>Thomas, J.R., Nelson, J.K. and Silverman, S.J. (Current Edition) <i>Research Methods in Physical Activity</i>. Leeds: Human Kinetics.</p> <p>Wisker, G. (Current Edition). <i>The Undergraduate Research Handbook</i>. Hampshire: Palgrave Macmillan.</p> <p><b>Journals</b></p> <p>Due to the huge variety of likely titles, it is not possible to be specific.</p> <p><b>Websites</b></p> <p>British Educational Research Association (BERA). Ethical guidelines for educational</p>

research. URL: <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2011>

World Medical Association (WMA). WMA Declaration of Helsinki – Ethical principles for medical research involving human subjects. URL: <http://www.wma.net/en/30publications/10policies/b3/>

### Part 3: Assessment

Assessment Strategy	<p>The strategy will provide optional assessment briefs within the framework of a final dissertation thesis to enable students to select an assessment appropriate to their subject discipline and area of inquiry. In each case, the assessment will require the student to produce a summative account of their research inquiry, including a plan for dissemination thus providing the opportunity to meet each learning outcome. The nature of the inquiry and assessment option should be negotiated with a supervisor prior to the commencement of the project itself.</p> <p>The options are an undergraduate research article, a report on a vocationally relevant inquiry and a critical review of literature. Additionally students will complete an oral examination post submission of the dissertation thesis.</p> <p>In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.</p> <p><b>Students are required to gain a minimum of 40% in each component and element. In addition, no compensation of condonement may be applied to these modules.</b></p>
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Identify final assessment component and element	Component A.2: Dissertation thesis	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100%</b>	<b>0%</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b>	<b>Element weighting</b>	
<b>Description of each element</b>		
1. Oral Examination (10 minutes)	10%	
2. Dissertation thesis (up to 8000 words)	90%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b>	<b>Element weighting</b>	
<b>Description of each element</b>		
1. Oral Examination (10 minutes)	100%	
2. Dissertation thesis (up to 8000 words)	90%	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		