



## **Module Specification**

### **Education Project**

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## Part 1: Information

**Module title:** Education Project

**Module code:** UTTGV5-45-3

**Level:** Level 6

**For implementation from:** 2026-27

**UWE credit rating:** 45

**ECTS credit rating:** 22.5

**College:** College of Health, Science & Society

**School:** CHSS School of Education and Childhood

**Partner institutions:** None

**Field:** Primary, Early Childhood and Education Studies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module will involve developing and putting into practice the skills and attributes required to undertake a research project relating to education. This will involve all phases of a research project, including identifying a research focus/question, philosophical approaches, methodologies, ethics, methods, working with participants, presenting findings and writing up the study. The project and the outcome can take the form of a traditional dissertation or a practice-based/led piece of work.

**Features:** The design of this module reflects a wider programme aim to promote a student-centred approach to teaching and learning that is agile, responsive, accessible and, ultimately, equitable. This draws on a spiral learning approach, meaning core concepts, theories and ideas are introduced and revisited with increasing levels of complexity. This spiral approach is underpinned by three core pillars of learning: education for personal development, education for professional development and education for social justice and social change. Embedding these within and across modules is central to the programme team's ambition of creating inclusive teaching and learning experiences.

**Educational aims:** This module aim to prepare students to design, develop and critically reflect on an education focused research project, while drawing upon a broad, critical understanding of educational theory, research and policy. The module also aims to support students to be able to recognise and respond to moral and ethical issues involved in researching education.

**Outline syllabus:** Students' study and the understandings and skills required to undertake it will be specific to each student's chosen area of interest.

Throughout, students are encouraged to reflect on professional practice, future employability and career development.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** There will be some lectures and seminars and each student will be assigned a project supervisor who will offer significant support and formative feedback through tutorials, directed study, online engagement and e-mail contact. There is an expectation that students engage in a considerable amount of independent learning as part of this final, extended study.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Identify a field, area of interest and a specific focus for a research project in education.

**MO2** Recognise and respond to philosophical and ethical issues involved in the project.

**MO3** Design and execute a small-scale empirical study and provide a critical analysis of the research process and the findings

**MO4** Organise and present ideas and information coherently and concisely and provide a critical evaluation of those ideas

**MO5** Identify and critically reflect on key issues which arise during the enquiry, suggesting possible ways forward.

**Hours to be allocated:** 450

**Contact hours:**

Independent study/self-guided study = 426 hours

Face-to-face learning = 24 hours

Total = 450

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgv5-45-3.html) via the following link <https://uwe.rl.talis.com/modules/uttgv5-45-3.html>

## **Part 4: Assessment**

**Assessment strategy:** What is/are the assessment task(s)?

There are two assessment task:

- 1) Individual Presentation- (10mins, followed by 5- 10mins of questions)
- 2) Dissertation- 10,000 words

Why is this assessment being used?

The assessment tasks on this module are designed to enable students to demonstrate their ability to undertake a small scale research project, based on a topic of relevance to educational practice. As a substantial module in their final year of study, the assessment requires of students to apply learning from across the programme to their research interest.

The assessment tasks will require of students to demonstrate their knowledge, skills and understanding in a number of key areas of learning, including:

- design, develop and critically reflect on an educational research
- synthesise a range of information sources
- recognise and respond to moral and ethical issues involved in researching education
- draw upon a broad, critical understanding of educational theory, research and policy.

How will students be supported to meet the assessment requirements?

Students are introduced to educational research and research methods from an early point in their programme. In their second year of study they undertake a research methods module. Students are supported with a mix of group taught sessions and individual supervisory support. The first assessment task enables students to develop a research proposal, which forms the basis of their research project. The second assessment task involves a write up of the research project, which students receive guidance on through the taught sessions and in their supervisory meetings.

The 10,000 wordcount indicated for the Education Project assessment task is a maximum wordcount. Students are given the flexibility to work under this stated wordcount. Assessment wordcounts are one of a range of supportive guidance measures offered to students to help them fully address the assessment requirements, and to meet the module learning outcomes. In planning the most appropriate length and structure for your projects we strongly encourage you to work proactively with your allocated individual supervisor, alongside engaging with assessment guidance provided within the module handbook, on the VLE assessment guidance pages and through the module taught sessions.

### **Assessment tasks:**

#### **Presentation (First Sit)**

Description: An individual presentation of a research proposal for the empirical study described in the Project Written Assignment

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Dissertation (First Sit)**

Description: Written assignment – empirical study/project.

Weighting: 80 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Presentation (Resit)**

Description: An individual presentation of a research proposal for the empirical study described in the Project Written Assignment

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Dissertation (Resit)**

Description: Written assignment – empirical study/project.

Weighting: 80 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Education [Frenchay] BA (Hons) 2024-25

Education [Frenchay] - Withdrawn BA (Hons) 2024-25

Education {Foundation} [Frenchay] BA (Hons) 2023-24

Education [Frenchay] BA (Hons) 2023-24