



## **Module Specification**

### **The Project Challenge**

Version: 2026-27, v1.0, Approved

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## Part 1: Information

**Module title:** The Project Challenge

**Module code:** UMMTFQ-30-M

**Level:** Level 7

**For implementation from:** 2026-27

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Business and Law

**School:** CBL Bristol Business School

**Partner institutions:** None

**Field:** Operations and Information Management

**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 give students the opportunity to apply theoretical knowledge in a real-world context by completing a capstone project that addresses a complex project management problem. It brings together components of all other taught modules into a cohesive final project that aims to demonstrate a clear understanding of project management delivery and practice. Students are free to choose a specific topic area of interest and develop piece of applied research informed by relevant theories.

**Features:** Not applicable

**Educational aims:** The aims of this module are to furnish students with the ability to integrate theoretical knowledge of project management into a research project that addresses a real-world project management challenge. Through synthesis and application of theoretical concepts from previous modules, students will create a comprehensive project plan that addresses a challenge within an organisation. The students will learn to develop research skills in order to conduct applied research, utilising relevant theories and methodologies to investigate a specific topic of interest within project management.

**Outline syllabus:** Indicative content:

Developing a research proposal;

Conducting a literature review and developing a conceptual framework;

Research approaches and methodologies relevant to project management;

Research design and data collection techniques (primary and secondary);

Data analysis techniques and tools;

Interpreting and presenting research findings.

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

**Teaching and learning methods:** The aim is to create an engaging and dynamic student experience by blending a range of diverse learning resources, including informative texts, case studies, videos, and discussion activities. Students are encouraged to actively participate in tasks, reflective exercises, and discussions that connect theory with practical, real-world applications, helping them to deepen their understanding of inclusion, leadership, and teamwork.

Leveraging technology, the module utilises a variety of online platforms to facilitate meaningful engagement, from asynchronous discussion boards to interactive tools. These digital resources not only support students in developing inclusive teamwork and leadership skills but also foster a sense of community and collaborative learning, extending the educational experience. Additionally, students will be allocated a on-line mentor to support their project journey.

The module emphasises active and experiential learning methods. In particular, the module is informed by the 3Ps whereby students learn in 3 steps: Prepare, Participate, and Practise. Students are expected to prepare, participate fully and practically apply their knowledge and skills.

### Prepare

Students prepare by reading and studying the materials provided to acquire background knowledge.

Preparation and independent study involves students using a range of material such as videos, books, journals and professional publications to deepen their understanding of the taught concepts.

### Participate

Students participate in activities which may include group debates and completion of tasks, whereby students become co-creators of their learning journey.

Students are encouraged and expected to participate in analysing contemporary challenges through problem based learning approaches, case studies, presentations and discussions, etc. to draw conclusions.

### Practise

By engaging in the activities students practise applying their knowledge to real-world situations.

Emphasis is placed on practical application of the taught theory and student's development of learning- independence through active engagement with both taught theory and practice.

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

**MO1** Deliver a comprehensive project solution that integrates learning from prior modules.

**MO2** Communicate effectively research findings and develop recommendations for stakeholders.

**MO3** Reflect on project outcomes and lessons learned for future practice.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 260 hours

E-learning/online learning = 40 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/lists/73D54D10-1457-4F8C-F4C3-4EB218D9ED64.html) via the following link <https://uwe.rl.talis.com/lists/73D54D10-1457-4F8C-F4C3-4EB218D9ED64.html>

## Part 4: Assessment

**Assessment strategy:** The assessment is designed to develop skills and allow the learning outcomes to be demonstrated. Students will work through the stages of a project and have the opportunity for formative feedback through discussion of their portfolio elements with their research mentor.

The various portfolio elements will be staged to provide formative feedback as the project progresses, with an emphasis on the development and presentation of the student's thinking on the project rather than production of a written commentary.

The online materials will present and critique example portfolio submissions, as well as providing the students with the opportunity to engage in asynchronous discussions on their own draft submissions with tutors and fellow students. This will not only constitute a vehicle for formative feedback, but also develop students' ability to present and explain their work, in preparation for the critical discussion.

The summative assessment will consist of two tasks:

1. Project Proposal and Ethics form (Pass/Fail): Ethics approval will be necessary where the project requires the collection of data from human subjects. Students will be given two attempts to submit their ethics form, with a suitable interval between

submissions to allow them to assimilate feedback from the first attempt, should this be unsuccessful. In line with the University's ethics policy, students failing the second attempt will not be allowed to collect data.

2. Critical Discussion (100%): This will be a 30-minute critical discussion.

Resit assessment will match the first sit.

**Assessment tasks:**

**Project (First Sit)**

Description: A project proposal and ethics form (2000 words)

Weighting: 0 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

**Presentation (First Sit)**

Description: A 30-minute critical discussion

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Project (Resit)**

Description: A project proposal and ethics form (2000 words)

Weighting: 0 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

**Presentation (Resit)**

Description: A 30-minute critical discussion

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Project Management [UWE Online] MSc 2025-26