



Module Specification

Independent Project Challenge

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Part 1: Information

Module title: Independent Project Challenge

Module code: UMMTFV-30-M

Level: Level 7

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Business and Law

School: CBL Bristol Business School

Partner institutions: None

Field: Business and Management Cross-Disciplinary

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 capstone module enables students to undertake a substantial piece of independent research in a specialist area of project management. It is designed to develop advanced research, analytical, and critical thinking skills through an individual investigation. The module builds on the Group Project Challenge, as students will take forward the outline proposal that they developed in response to the group challenge.

Features: This module is aligned with the Association for Project Management (APM) Competence Framework and the Project Management Institute (PMI) Global Accreditation Centre (GAC) standards.

Educational aims: This module aims to provide students with the opportunity to undertake independent research on a topic, identified in the first project challenge module, that is related to the project scope and of personal interest to the student. By doing so, students will develop an understanding of how to conduct research that builds on a defined body of knowledge, developing their skills of analysis and evaluation, as well as their ability to construct and defend arguments. They will also gain experience of conceiving, designing and implementing a research outcome based on a Work Package (agreed in the first challenge module) of a complex project that meets given ethical standards.

Outline syllabus: Indicative content:

Research proposal and ethics approval

Literature review and theoretical framework

Methodology design and data collection

Data analysis and interpretation

Developing and justifying conclusions and recommendations

Making strong arguments.

Part 3: Teaching and learning methods

Teaching and learning methods: Independent study materials and interactive workshop sessions will guide students through the process of designing and conducting their project, including:

Engaging with the literature

Defining a research project

Identifying and addressing ethical issues

Developing a methodology for data collection and analysis

Collecting and analysing data

Developing and justifying conclusions

Critically reflecting on their project

Students learn in 3 steps: Prepare, Participate, and Practise. First, ahead of the classes, students prepare by studying the provided and suggested materials to acquire background knowledge. Second, students actively participate in class via group debates, completion of tasks and interactive sessions, becoming co-creators of their own learning journey. Third, students practise by applying what they have learned to their own project. Emphasis is placed on the student's development of learning- independence and ability to make and defend arguments.

The student is supported by the research mentor to build a portfolio of evidence covering four main areas:

a critical review of key literature;

scope, aims and objectives along with a clear plan to achieve them;

methodology and ethics;

and data collection.

The research mentor provides guidance and feedback on the portfolio submissions. In workshop sessions, example projects are presented, modelling each portfolio submission and exploring the issues and decisions that the students will face in their own study.

Workshop sessions will encourage peer to peer and peer to tutor interactions, giving the students practise in explaining and justifying their conceptual and methodological choices, as well as the ability to discuss and justify and communicate project benefits that deliver strategic value.

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

MO1 Design and conduct independent research on a complex project management challenge, demonstrating a clear understanding of ethical considerations.

MO2 Demonstrate the ability to engage in debate and defend choices in relation to their project.

MO3 Clearly articulate meaningful conclusions and recommendations, evaluating their significance to relevant literature and professional practice.

MO4 Evidence a deep understanding of, and the ability to reflect critically on, a chosen research approach.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 264 hours

Face-to-face learning = 36 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link

<https://rl.talis.com/3/uwe/lists/D4D97DD2-1F3B-156E-E927-124FFD73D935.html?lang=en-GB&login=1>

Part 4: Assessment

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

Following the Group Project Challenge module, students will take forward their individual work package and proposal developed in response to their group project management challenge.

The assessment is designed to develop skills and allow the learning outcomes to be demonstrated. Students will work through the stages of an academic research project and have the opportunity for formative feedback through discussion of their portfolio elements with their research mentor (such as methodological choices, ethics, data collection and analysis and planning).

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 workshop sessions will present and critique example portfolio submissions, as well as providing the students with the opportunity to discuss 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 where students will need to be able to defend their specific project work stream implementation and delivery.

Students will be assessed on the quality of their project defence as well as their engagement with the formative feedback process.

Resit assessment will match the first-sit.

Assessment tasks:**Project (First Sit)**

Description: Critical Discussion (30 minutes)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Project (Resit)

Description: Critical Discussion (30 minutes)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Project Management [Frenchay] MSc 2025-26