



Module Specification

Management Project: Group Project Challenge

Version: 2025-26, v1.0, Approved

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	3
Part 4: Assessment.....	5
Part 5: Contributes towards	7

Part 1: Information

Module title: Management Project: Group Project Challenge

Module code: UMOTEA-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: Organisation 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 is the first of two project modules. It introduces students to the practice and process of knowledge generation, supporting their engagement with academic and professional literature as they learn how to frame a research study within the context of an existing body of knowledge. It also gives students the opportunity to develop their group working skills.

Features: Not applicable

Educational aims: The module aims to develop students' ability to identify and summarise existing professional and/or academic knowledge on a given topic. In addition to giving students an understanding of research principles and practices, the module will encourage students to apply this knowledge to the evaluation of a body of knowledge, and the development of research ideas to address an issue or opportunity relevant to their professional field. The module also aims to support students in forming original ideas and communicating them effectively, developing their skills in making and defending arguments, both verbally and in writing.

Outline syllabus: Indicative content:

The role of research in professional practice

The research process

Research approaches and methodologies

Research methods

Using AI in research

Research ethics

Critical thinking

Argumentation

Presentation skills.

Part 3: Teaching and learning methods

Teaching and learning methods: Students will be presented with a series of issues currently facing managers in their professional field. These will vary from year to year, but indicative examples are:

Addressing UN Sustainability Goals

Integrating AI into core business processes

Navigating Geopolitical Instability and Fragmentation

Workforce Transformation and Talent Scarcity

Trust, Ethics, and Governance in a Hyper-Connected World

The privacy-personalisation paradox

The challenge to students is to develop a research idea which addresses one of

these issues. A series of workshop sessions will guide students through the process of picking an issue, scoping existing research and innovation relevant to this issue, and proposing a research idea that that will contribute to this existing knowledge. The workshops will be supported by online learning materials, and students will be allocated a mentor to review their work at key stages of the process, offering feedback, guidance and signposting the student to remedial support where necessary.

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 real-world problems via the project challenge.

Groupwork will be supported not only by teaching inputs, but also by a set of protocols that will encourage a sense of shared responsibility for the group's outputs. These protocols will empower groups to address issues of poor engagement by individual members. These include:

- A group contract

- Guidance on record keeping for group activities

- A procedure for addressing poor engagement of individual group members

- Peer-assessment

- The facility to award different marks to different group members in the final assessment

The AI in Assessment Scale (AIAS) proposed by Perkins et al (2024) will be used a framework by which students can explore the various ways in which AI can be used in line with the University's Academic Offences policy. Students will be encouraged to exploit the full potential of AI to support their learning, whilst being mindful of the potential problems with and dangers of using AI.

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

MO1 Collaborate effectively to investigate a contemporary management topic and to develop a coherent conceptual framework.

MO2 Demonstrate a critical understanding of research methodologies and ethical considerations in a professional setting.

MO3 Critically analyse, evaluate and synthesise information from academic and professional literature to produce a project proposal.

MO4 Effectively communicate complex and sophisticated outputs to professional stakeholders.

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](https://uwe.rl.talis.com/modules/umotea-30-m.html) via the following link <https://uwe.rl.talis.com/modules/umotea-30-m.html>

Part 4: Assessment

Assessment strategy: Presentation (30 minutes)

Students will be provided a list of management challenges and then work in small groups to develop a set of preliminary project proposals to address an issue or opportunity in the field of management. The presentation will focus on explaining what has been done before on that issue and how students propose to tackle it. This process requires students to engage in collective and collaborative desk-based research focusing on academic and professional literature.

Their work will involve jointly discussing and agreeing on the justification of the challenge choice, the identification and review of the underpinning literature, the evaluation of the usefulness of existing research and professional practice, a clear

definition and justification of the collective project scope and the development and justification of individual research projects.

To achieve this, the presentation will cover:

A clear problem statement

A critical review of existing research, professional knowledge and current practice relating to the problem

Collective conclusions on directions for future research and professional practice

An outline of the individual projects, which will be addressed in detail by each student.

The module assessment provides for marks for content and structure to be varied between students according to individual contributions, subject to the provision of specified evidence.

Formative feedback will be provided in live class discussion and question and answer sessions.

Resit assessment will be the same as the first-sit where possible.

Where group work is not possible, the resit will be an individual recorded PowerPoint presentation (15 minutes) plus a reflective piece (1500 words) on the role of management teams in addressing the challenge.

Assessment tasks:

Presentation (First Sit)

Description: Group presentation (30 minutes)

Weighting: 100 %

Final assessment: Yes

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3, MO4

Presentation (Resit)

Description: Group presentation (30 minutes)

Weighting: 100 %

Final assessment: Yes

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Business Management [Frenchay] MSc 2025-26