



Module Specification

Research Project

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Part 1: Information

Module title: Research Project

Module code: UTTH49-45-3

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 in a practice setting. This will involve all phases of a research project, including identifying a research focus and research questions, philosophical approaches, methodologies, ethics, methods, working with participants, presenting findings and writing up the study.

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. Students on the programme are working in practice settings, so will bring their own experiences and knowledges and as such will be active contributors to and creators of the programme content.

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 aims 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 in a specific practice setting. The module also aims to support students to be able to recognise and respond to moral and ethical issues involved in research.

Outline syllabus: The module will provide students with an overview of concepts and techniques that underpin high-quality educational research, including research methodologies and analysis, writing a literature review and structuring a dissertation.

This content will prepare students to carry out and write up their own research project, with support from a research supervisor.

Students' study and the understandings and skills required to undertake their research project 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.

As the students on the programme are working in a range of practice setting, their knowledges and expertise will be drawn on throughout.

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

MO1 Identify an appropriate field and a specific focus for a research project.

MO2 Design and execute a small-scale research study and provide a critical analysis of the research process and findings.

MO3 Recognise and address ethical issues involved in the project.

MO4 Organise and present ideas and information coherently and concisely and provide a critical evaluation of those ideas including reflection on key issues which arise during the enquiry, suggesting possible ways forward.

Hours to be allocated: 450

Contact hours:

Independent study/self-guided study = 342 hours

Face-to-face learning = 108 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/utth49-45-3.html) via the following link <https://uwe.rl.talis.com/modules/utth49-45-3.html>

Part 4: Assessment

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

There are two assessment tasks:

Dissertation Project - 10,000 words

Presentation - 10 minute individual presentation. Or equivalent as agreed with the module lead.

Why are these assessments being used?

The assessment task on this module is 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 task 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.

As the subject of the study is bespoke to each student it can also be used as a springboard to future promotion or employability as it can be designed to fit the appropriate professional development needs.

How will students be supported to meet the assessment requirements?

Students will have been introduced to educational research and research methods from an early point in their prior programmes of studies. The taught component of this module will enable students to deepen their understanding of research methods and how they can be applied to the assessments.

Students are supported with a mix of group taught sessions and individual

supervisory support.

The 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 Dissertation assessment task is a maximum 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.

Support also includes being strongly encouraged to work proactively with their dissertation supervisor, alongside engaging with assessment guidance provided within the module handbook, assignment briefs, on the Blackboard assessment guidance pages and through the module taught sessions.

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

Description: A 10 minute individual presentation

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Project (First Sit)

Description: Written research report (10000 words)

Weighting: 80 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4

Presentation (Resit)

Description: A 10 minute individual presentation

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Project (Resit)

Description: Written research report (10000 words)

Weighting: 80 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Education in Professional Practice {Top Up} [Frenchay] BA (Hons) 2026-27