

1. **Title of the module**

Research Project

2. **School or partner institution which will be responsible for management of the module**

Pearson Business School

3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 6

4. **The number of credits and the ECTS value which the module represents**

30 (15 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**

The module will always be undertaken in the first term of a student's studies at level 6(H) (whether or not they start in September or January)

6. **Prerequisite and co-requisite modules**

ELS I and II

7. **The programmes of study to which the module contributes**

Certificate of Higher Education

Diploma of Higher Education

LLB (Honours)

LLB Law with Accounting

LLB Law with Business

MLaw (Integrated Masters) Professional Legal Practice

8. **The intended subject specific learning outcomes.**

On successfully completing the module students will be able to demonstrate:

Knowledge and Understanding

1. A systematic understanding of key aspects of their chosen area of research, together with an appreciation of the uncertainty, ambiguity and limits of knowledge.
2. Having identified the legal issue/s raised in the area selected for examination, the ability to identify, research and analyse relevant case and statute law, using both paper and electronic sources as appropriate.
3. Utilise accepted methods of referencing and citation for legal work, and employ legal terminology accurately and correctly.

General Transferable Skills

1. An ability to select key relevant issues for research, formulate them with clarity and precision, and conduct detailed research using appropriate methodology and relevant source material.
2. An ability to synthesise information derived from independent research – distinguishing between relevant and irrelevant material; identifying gaps and inconsistencies; and evaluating reliability and quality of information – before critically analysing the results obtained and coming to a personal and reasoned judgment on the relevant issue.
3. An ability to manage their own learning whilst conducting research into a new area of law (or a new aspect within an area already covered), planning and implementing tasks under the supervision and guidance of a supervisor.
4. The capacity to reflect on their learning, critically evaluating its extent and identifying their current and future learning needs.
5. An ability to extract, explain and summarise key information from highly complex materials, describing and commenting upon particular aspects of current legal research, or equivalent advanced scholarship.
6. An ability to make appropriate use of information technology for the purposes of their professional work.
7. An ability to communicate information, ideas, problems and solutions, both orally and in writing, using language accurately and appropriately, to both specialist and non-specialist audiences.

9. A synopsis of the curriculum

The aim of this module is to give students the opportunity to research into a foundation subject which particularly interests them, and write up their findings as a report. It is envisaged that students will demonstrate some self-direction this project, though they will receive significant levels of support through research lectures and supervision. By the end of the module, learners should be able to conduct independent research into a new area, analysing and synthesising the data thereby collected, and be able communicate their findings accurately and effectively.

Outline Syllabus

In the course of studying this module, students will cover the following key areas:

1. The definition of the issue / question / area to be investigated.
2. How to use various primary and secondary sources within the research project.
3. Research Design: Outlining the various methods that are available in order to research a defined issue / question / area.
4. Data Analysis: the various methods that are available in order to analyse data collected. This will include considering the differences between analysing quantitative and qualitative data.
5. Devising Recommendations and Communicating Findings: Here insight will be provided on how best to substantiate conclusions / recommendations to withstand scrutiny when communicating the results of a research project.

10. Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

All textbooks and practitioner materials will be updated annually. Textbooks will be held in the latest edition and older editions will be withdrawn.

	<ul style="list-style-type: none"> • Title, author, publisher
Core Text	<ul style="list-style-type: none"> • Skills for Lawyers, Elkington, A et al, Legal Practice Guides

Recommended Reading	<ul style="list-style-type: none"> • Effective Legal Research, Knowles, J, Sweet & Maxwell • Writing law dissertations: An introduction and guide to the conduct of legal research, Salter, M & Mason, J. Pearson • Clinch, P. Legal information: what it is and where to find it, Institute of Advanced Legal Studies Library • How to write better law essays, Foster, S, Pearson • How to study law, Bradney, A, Sweet & Maxwell
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11. Learning and Teaching methods

Approximately 8 hours of support will be given to students completing this module. This will take the form of lectures and group sessions on how to conduct research and write up the findings for the purposes of a report at the beginning of the module, followed by one-to-one supervision, with a maximum of 4 hours available for the latter.

Activity	Notional Hours of Study
Research lectures and workshops	4
One to one supervision	4
Independent research and writing (including presentation)	292
Total	300

12. Assessment methods.

This module will be assessed in three parts:

Part A: Project Proposal – Maximum 1000 words accounting for 10% of the total unit mark.

Part B: Project Report – Maximum of 8000 words (excluding bibliography). This will account for 80% of the total unit mark.

Part C: Presentation / Q&A Assessment – 20 minute presentation outlining project activities, findings and a critical reflection on the learning journey. This will be followed by a 10 minute Q&A session. This will account for 10% of the total unit mark.

In order to successfully complete the module, students will be required to obtain a minimum pass mark of 40% in Parts A, B and C.

Formative feedback and advice on the direction of a student’s work, will be provided by an allocated supervisor throughout the module.

Rationale

This methodology reflects two key objectives: firstly, and most importantly, to assess that the learning outcomes set out above have been achieved by the students. Secondly, to ensure that the student paces their work appropriately and conducts their work largely independently, albeit under the guidance of their supervisor.

13. **Map of Module Learning Outcomes to Learning and Teaching Methods and methods of Assessment**

Module learning outcome		KU 1	KU 2	KU 3	GT S1	GT S2	GT S3	GT S4	GT S5	GTS 6	GTS 7
Learning/teaching method	Hours allocated										
Private Study	292	X	X	X	X	X	X	X	X	X	X
Group Study	4		X	X					X	X	X
Supervision	4	X		X		X			X		X
Assessment method											
Research proposal			X	X	X						X
Report		X	X	X	X	X	X	X	X	X	X
Presentation / Q&A		X	X	X	X			X			X

14. **The School/Collaborative Partner (delete as applicable) recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s/Collaborative Partner’s (delete as applicable) disability/dyslexia student support service, and specialist support will be provided where needed.**

15. **Centre where module will be delivered:**

Pearson College London.

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 17 and 18. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

16. **Partner College/Validated Institution:**

Pearson Business School, part of Pearson College

17. **University School responsible for the programme:**

Kent Law School

MODULE SPECIFICATION

FACULTIES SUPPORT OFFICE USE ONLY

Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)