

1. **Title of the module**

Research Project

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

Pearson Business School

3. **The level of the module (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)**

Term 2 and Term 3 (The module will always be undertaken in the second term of a student's studies at level 6(H) (whether they start in September or January))

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

None

7. **The course(s) 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. The intended generic learning outcomes.

On successfully completing the module students will be able to:

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.

10. A synopsis of the curriculum

While 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.

11. 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.

| | <input type="checkbox"/> Title, author, publisher |
|----------------------------|---|
| Core Text | <input type="checkbox"/> Skills for Lawyers, Elkington, A et al, Legal Practice Guides |
| Recommended Reading | <input type="checkbox"/> Effective Legal Research, Knowles, J, Sweet & Maxwell <input type="checkbox"/> Writing law dissertations: An introduction and guide to the conduct of legal research, Salter, M & Mason, J. Pearson <input type="checkbox"/> Clinch, P. Legal information: what it is and where to find it, Institute of Advanced Legal Studies Library <input type="checkbox"/> How to write better law essays, Foster, S, Pearson <input type="checkbox"/> How to study law, Bradney, A, Sweet & Maxwell |

12. **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 |

13. **Assessment methods**

13.1 Main 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.

A pass (40%) must be achieved in Part B (the project report) in order to pass the module.

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

13.2 Reassessment methods

N/A

14. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

| 15. 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 |

15. Inclusive module design

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

16. Campus(es) or centre(s) where module will be delivered

Pearson College London

17. Internationalisation

All the modules on the MLaw/LLB programme incorporate an international dimension wherever and whenever appropriate. This includes specific areas, such as EU statutory provisions in Contract and Employment Law and Human Right issues in Constitutional and Criminal Law, alongside an all-pervasive discussion of the effects of international law on English Law as a whole. In addition to the formal incorporation of international jurisprudence within the programme, the students are actively encouraged to participate in the numerous opportunities the College offers involving comparative analysis within the business world including guest speakers, industry workshops, alumni events, etc. Specifically, the MLaw/LLB programme provides a number of opportunities for all law students to participate in educational visits to various international institutions within the legal environment including the EU (in Strasbourg, Brussels and Luxembourg), the International Court of Justice in the Hague and the Nuremberg Trials Court House. These trips are heavily subsidised by the college to ensure affordability and maximum participation.

18. Partner College/Validated Institution

Pearson College

19. University Division responsible for the course

Division for the study of Law, Society and Social Justice

DIVISIONAL 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|---------------|----------------------|---|-----------------|---------------------------------|
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