1. **Title of the module**

BUSN9039 (CB9039) MBA Business Report

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

Kent Business School

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

Level 7

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

30 credits (15 ECTs)

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

Autumn and Spring term

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

Completion of the taught modules of the MBA Programme

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

Masters of Business Administration

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Identify and justify a problem of relevance to an appropriate business topic, mostly relevant to the underlying main overarching themes of the MBA (i.e. innovation, entrepreneurship, sustainability and CSR, and leadership).

8.2 Critically evaluate and discuss relevant literature, identify and apply advanced analytical tools and techniques appropriately to the chosen topic.

8.3 Undertake analysis of quantitative and/or qualitative data.

8.4 Draw realistic and appropriate conclusions and make recommendations based on options.

8.5 Produce a report in the required format that integrates and communicates knowledge gained from the MBA.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate competence in numeracy and quantitative skills including the use of models of business situations; qualitative research skills.

9.2 Conduct in-depth research into business and management issues.

9.3 Identify, find, record, organise, manipulate and communicate complex knowledge relevant to the development and management of organisations.

* 1. Demonstrate clear self-direction in research and analysis of business topics.

1. **A synopsis of the curriculum**

This module provides the opportunity for students to diagnose and investigate a complex business issue, to locate the work within the body of contemporary knowledge, to collect and analyse data, to derive supportable conclusions and to make practical and actionable recommendations. There are three options for the business report: consultancy report (problem), analyst report (company or sector overview), and entrepreneur’s report (business plan).

The applied nature of the report requires a critical evaluative approach, empirical investigation and analysis and a combination of business report writing skills. It requires reflection on the implications for business from an ethical, professional and continuous professional development standpoint, including an account of what has been learned during the project and how this can be applied in the future.

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

Davies, M.B. (2014) Doing successful research project (using qualitative or quantitative methods), (2nd edition) Basingstoke: Palgrave

Saunders, M., Lewis, P. (2012) Doing Research in Business and Management: An Essential Guide to Planning Your Project. London: Prentice Hall.

Saunders, M, Lewis, P and Thornhill, A. (2016), Research methods for business students, (6th edition) Harlow: Pearson.

Weyers, J. and McMillan, K. (2011) (2nd edition) "How to Write Dissertations and Project Reports", London: Prentice Hall

1. **Learning and teaching methods**

Supervision/Tutorial: 20 hours

Private study: 280 hours

Total: 300 hours

1. **Assessment methods**

13. 1 Main Assessment Method

100% coursework - 8000-10000 word business report

13.2 Reassessment Method

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Supervision/Tutorials | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Private study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| 8 – 10,000 word  Business Report | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School 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

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

**Canterbury**

1. **Internationalisation**

The module will utilise internationally relevant case studies and learning material and students will be encouraged to think about the learning outcomes in an international context.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 17/04/2018 |  | September 2018 | 8, 9, 10, 11, 12, 13, 14, 15, 17 |  |
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