1. **Title of the module**
   Final Project – PRSN6105

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

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 credits (15 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   This module can be run in any term: Autumn, Spring, or Summer

6. **Prerequisite and co-requisite modules**
   None

7. **The programmes of study to which the module contributes**
   - BA (Hons) Business Management - core module
   - BA (Hons) Business Management with Entrepreneurship - core module
   - BA (Hons) Business Management with Finance - core module
   - BA (Hons) Business Management with Global Industries - core module
   - BA (Hons) Business Management with Law - core module
   - BA (Hons) Business Management with Marketing - core module
   - BA (Hons) Applied Business Management - core module
   - BSc (Hons) Professional Accounting in Business - core module
   - Integrated Masters in Advanced Professional Accounting in Business - core module

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

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

   8.1 Identify and define complex organisational/industrial/consumer based problems or opportunities which require a justifiable and substantial level of structured research activity.

   8.2 Critically review and synthesize a variety of source materials (potentially arising from both the business and academic worlds) which are appropriate to the issue identified in order to further understand the situation they are investigating.

   8.3 Devise a justified research methodology (research methods, data collection, data analysis) suitable to the business context in order to achieve the research objectives set.
MODULE SPECIFICATION

8.4 Objectively and effectively present research data in a manner suitable to its intended audience.

8.5 Interpret research data gathered on the organisational/industrial/consumer based problem or opportunity within the light of appropriate business and academic source materials and make appropriate recommendations in light of the identified organisational/industrial/consumer based problem or opportunity.

8.6 Conduct a research project with an awareness of its commercial viability, in terms of the relationship between what an organisation would be prepared to spend on such a project as against the time it would take to complete.

8.7 Critically assess the limitations of the scope of their research project and identify opportunities to develop the project, reflecting self-critically on their performance and how they come across to others with a view to ongoing learning, development and improvement.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

9.1 Accurately deploy established techniques of analysis and enquiry

9.2 Plan, manage and complete a substantial piece of work.

9.3 Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and identify and solve problems

9.4 Learn independently, to identify learning needs of oneself and others, recognise and create learning opportunities in a range of contexts, and work with minimal supervision

9.5 Exercise initiative and personal responsibility

10. A synopsis of the curriculum

Module Aims

This module aims to allow students to independently identify real and/or live organisational, industrial or consumer based problems, opportunities or issues that require a substantial level of structured research activity in order to draw significant conclusions/recommendations, in the form of a consultancy project. The module will allow students to contextualise real life problems or opportunities, applying the knowledge, skills and understanding they have developed on the course to the issues at hand. Students will be exposed to various research methods, data collection and analysis tools as part of the course and encouraged to take a critical view of such activities in order to determine their own methodologies appropriate to the issues, opportunities or problems they see with a business setting.
Overview of syllabus

- Defining the business problem/opportunity/issue. This will include how to tackle defining a client’s (organisation / consumer / employee / manager etc.) problem/opportunity or issue. This will emulate the first stage in the consultancy process.
- How to use various primary and secondary sources within a business consultancy project. Here the aim is to understand the nature of business-orientated research and to see how the knowledge, skills and understanding developed on the course can help in consultancy projects through the clarification of a problem/opportunity/issue in order to gain further insight into how to investigate the situation effectively.
- Research Design: Outlining the various methods that are available in order to research a defined problem/opportunity/issue.
- Data Analysis: Outlining the various methods that are available in order to analyse data collected. This will include considering the differences between analysing quantitative and qualitative data.
- Devising Recommendations and Communicating Findings: Here insight will be provided on how to best substantiate recommendations to withstand scrutiny when communicating the results of a consultancy project. Here experienced consultants will be used to provide insight.

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


In the light of this module testing students as ‘independent learners / problem solvers’, a range of e-learning materials will be provided across the whole of the research process. Here the expectation will be set that students will need to drive their own learning as an
MODULE SPECIFICATION

individual based on the context/situation they are attempting to consult on. The backdrop here is to develop individuals who are able to think and work independently.

12. Learning and Teaching methods

This module is intended to be an original and substantive project that demonstrates the unique abilities of the student. Students will be allocated a mentor and/or supervisor for their project, and most of their work will be done independently. There will be two introductory lectures and ten online workshops classes to support the research skills needed to complete the project. In addition, all students will be allocated an academic mentor, and, where possible a industry-based mentor, to supervise the progress of the student on a regular basis during the project.

Where possible, Pearson will use its business connections to discover industry needs for research, and invite students to pitch for specific projects in a situation designed to mirror a competitive tendering process.

Scheduled Hours: 32
Independent Study Hours: 268
Total Study Hours: 300

13. Assessment methods.

Formative assessment will be in three parts:

1) **Project Proposal** – Maximum 1,000 words accounting for 10% of the total module mark
2) **Project Report** – Maximum of 6,000 words (excluding references). This will account for 60% of the total module mark
3) **Presentation / Q&A Assessment** – 15 minute presentation outlining project activities and findings. This will be followed be a 10 minute Q&A session. Those stakeholders for whom the recommendations are intended will be invited to attend the presentation in order to question the student on the proposed recommendations. This will account for 30% of the total module mark

A pass must be achieved in all elements of assessment in order to pass the module.

Feedback and advice on direction of a students' work, will be provided by an allocated supervisor throughout the module.
### 14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)

<table>
<thead>
<tr>
<th>Module learning outcome</th>
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15. Pearson College London 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 College’s Registry which oversees disability/dyslexia student support, and specialist support will be provided where needed.

16. Campus(es) or Centre(s) 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.

17. **Partner College/Validated Institution:**
   Pearson College London

18. **University School responsible for the programme:**
   Kent Business School
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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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<th>Date approved</th>
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<th>Start date of the delivery of revised version</th>
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