

Module code: MOD007268	Version: 3 Date Amended: 01/Sep/2026
-------------------------------	--

1. Module Title
Undergraduate Major Project (FandA)

2a. Module Leader
Naowarat Lewis

2b. School
School of Economics, Finance and Law

2c. Faculty
Faculty of Business and Law

3a. Level
6

3b. Module Type
Project or dissertation (fine graded)

4a. Credits
30

4b. Study Hours
300

5. Restrictions			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:	All Finance and Accounting Courses		

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

The Undergraduate Major Project is designed to develop the knowledge, skills, and professional judgement required to produce a high-quality business report that reflects real-world analytical and decision-making practices. You will undertake a research project within one of three contemporary business themes: Adoption of New Technologies, Shifts in Customer Behaviour, or Emerging Business Challenges. These themes provide opportunities to investigate current business issues such as Artificial Intelligence, digital transformation, subscription-based business models, changing consumer preferences, sustainability, ESG performance, operational resilience, and other emerging organisational challenges. Within these broad themes, you are supported in developing a focused and achievable research topic suitable for secondary data analysis. Topic selection is guided by three key considerations: its relevance to contemporary business practice, its potential to generate meaningful business insight, and the availability of sufficient publicly accessible secondary data to support robust analysis. The module incorporates the responsible use of Artificial Intelligence (AI) as both an academic and professional skill. You are encouraged to use AI tools to support topic development, refine research questions and objectives, identify relevant literature, and evaluate the feasibility of proposed research projects. This reflects modern workplace practices, where AI is increasingly used to support research, analysis, and decision-making. You are expected to critically evaluate any information, suggestions, analyses, or insights obtained through AI tools and use them responsibly, transparently, and ethically in accordance with academic integrity requirements.

The module also embeds sustainable education principles, encouraging you to consider environmental, social, and governance (ESG) perspectives when evaluating business challenges and opportunities. This helps to develop responsible business thinking and an appreciation of long-term organisational value creation. Learning is supported through a combination of lectures, videos, audio guidance, online learning materials, and structured report-writing templates. These resources are designed to support you throughout the research process while reflecting professional practices used in consultancy, business intelligence, and executive reporting environments. You'll receive structured support through six supervisory meetings, where you receive formative feedback on topic development, research design, data analysis, and report writing. Meetings are conducted online via Microsoft Teams, enabling you to share your work, discuss progress, receive writing feedback, and collaborate with supervisors using screen-sharing tools. This approach mirrors modern workplace environments, where teams regularly collaborate on documents and projects through digital platforms. To further enhance your analytical and employability skills, an additional session introduces the use of Bloomberg as a professional source of business and financial information. This provides exposure to industry-standard tools used for accessing and interpreting company, market, and economic data. You're also encouraged to engage with LinkedIn Learning resources to further develop your research, analytical, and professional skills.

By the end of the module, you'll be able to produce a professionally structured business report demonstrating critical thinking, effective use of secondary data, strong analytical capability, and the ability to generate practical, evidence-based recommendations for contemporary business challenges.

6b. Outline Content

The UGMP is designed to develop the knowledge, skills, and professional judgement required to produce a high-quality business report that reflects real-world analytical, research, and decision-making practices. The module provides students with the opportunity to investigate contemporary business issues through a structured programme of learning, independent research, and supervisory support. The module is organised around three contemporary business themes:

- Adoption of New Technologies – exploring how organisations adopt and utilise technologies such as Artificial Intelligence (AI), automation, digital platforms, and data-driven systems to improve performance and maintain competitive advantage.
- Shifts in Customer Behaviour – examining changing consumer expectations and behaviours, including digital consumption, subscription-based business models, influencer marketing, and evolving patterns of customer engagement and loyalty.
- Emerging Business Challenges – investigating contemporary organisational issues such as sustainability and ESG

performance, regulatory change, supply chain disruption, operational resilience, and competitive pressures in dynamic business environments.

Within these themes, students are required to develop a focused and achievable research topic that can be investigated exclusively through secondary data obtained from publicly available sources or University Library databases. Topic selection is guided by three key considerations:

1. Business relevance – the significance of the topic within contemporary business and organisational contexts.
2. Analytical value – the potential to generate meaningful business insight and contribute to understanding of the chosen issue.
3. Data feasibility – the availability of sufficient publicly accessible secondary data to support robust analysis and evidence-based conclusions.

The module integrates the responsible use of Artificial Intelligence (AI) as both an academic and professional skill. Students are encouraged to use AI tools to support topic generation, refinement of research questions and objectives, literature exploration, and evaluation of project feasibility. This reflects modern workplace practices, where AI is increasingly used to support research, analysis, and decision-making. Students are expected to engage critically with AI-assisted learning and research activities, exercising independent judgement to verify information, evaluate recommendations, and ensure that all work is presented transparently and in accordance with academic integrity requirements. The module also embeds sustainable education principles, encouraging students to consider environmental, social, and governance (ESG) perspectives within their chosen topic. This supports the development of responsible business thinking and an appreciation of long-term organisational value, sustainability, and ethical decision-making.

Learning is supported through a range of resources, including lectures, videos, audio guidance, online learning materials, and structured report-writing templates. These resources are designed to support students throughout the research process while reflecting professional workflows used in consultancy, business intelligence, analytics, and executive reporting environments. By the end of the module, students will be able to produce a professionally structured business report that demonstrates critical thinking, strong analytical capability, effective use of secondary data, and the ability to develop practical, evidence-based recommendations for contemporary business challenges.

Lectures, extra online learning activities, additional Bloomberg session and supervisory sessions are designed to support students at each stage of the research process. Teaching covers key areas including literature searching, theoretical frameworks, secondary data collection, research design, methodology, data analysis, academic writing, and professional report development. To further support professional development and employability, students will have access to a range of LinkedIn Learning courses covering research, data analysis, business reporting, AI literacy, and professional skills. Upon successful completion of these courses, students can obtain certificates which may be added to their LinkedIn profiles, providing evidence of additional skills and enhancing their professional digital portfolio.

Online supervisory support is delivered through six 20-minute student-led meetings via Microsoft Teams, designed to ensure structured progress throughout the project. These sessions enable students to share their work in real time, receive formative feedback on their writing, analysis, and report development, and collaborate with their supervisor using screen-sharing functionality. This mirrors modern workplace practices where teams review, develop, and refine documents collaboratively in digital environments.

Supervisory meetings are structured as follows:

- Meeting 1: Research skills and topic exploration.
- Meeting 2: Research aims, objectives, and topic refinement.
- Meeting 3: Proposal presentation and project timeline planning.
- Meeting 4: Presentation of preliminary findings and alignment with aims and objectives.
- Meeting 5: Draft report review and feedback.
- Meeting 6: Final refinement and preparation for submission. Active participation in teaching activities, online learning, and supervisory meetings is essential to support continuous progress and successful completion of the project.

6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

6d. Specialist Learning Resources

SPSS, Excel and other IT resources

7. Learning Outcomes (threshold standards)

No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Choose and define the scope of an appropriate current business issue or an appropriate area for structured desk-based investigation / design / development.
2	Knowledge and Understanding	Collect, organise, understand and interpret information from a variety of appropriate resources, acting autonomously, with minimal supervision.
3	Knowledge and Understanding	Identify, select and justify the use of appropriate techniques, methods and development strategies.
4	Intellectual, practical, affective and transferrable skills	Critically evaluate evidence to justify and support conclusions / recommendations and communicate effectively, in a professional manner, in writing, with visual presentation of concept and data where appropriate.
5	Intellectual, practical, affective and transferrable skills	Communicate effectively in a form appropriate to the topic chosen and audience identified and produce detailed and coherent work.

8a. Module Occurrence to which this MDF Refers

Year	Occurrence	Period	Location	Mode of Delivery
2026/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	16	1-5	2 hours hands-on sessions for a total of 4 weeks plus 2 hour repeated sessions for late arrivals for 4 weeks.
Other teacher managed learning	5	1-5	Supervisory meetings. Total 6 x 20 minutes. 3 hour drop in Library sessions and Study Skill Plus session of students' choice.
Student managed learning	279	1-5	Self-directed study in average 22hrs / week throughout trimester.
TOTAL:	300		

9. Assessment for the above Module Occurrence					
The assessment for some modules includes a presentation (see below for details on how this particular module is assessed). We recognise that presenting, especially to a large group, can cause significant anxiety or distress for some students. If this may affect you, please contact your Module Leader or the Disability and Neurodiversity Service as early as possible. We will work with you to consider appropriate reasonable adjustments. Depending on your individual needs, these might include, for example, presenting to a smaller group or presenting only to a member of academic staff.					
Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1-5	100 (%)	Fine Grade	30 (%)
6,000-word business report					

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*). In addition, students are required to: (a) achieve the qualifying mark for each element of fine graded assessment as specified above (b) pass any pass/fail elements [* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]
