



B875

MBA project: leaders of change

A Guide for Critical Readers

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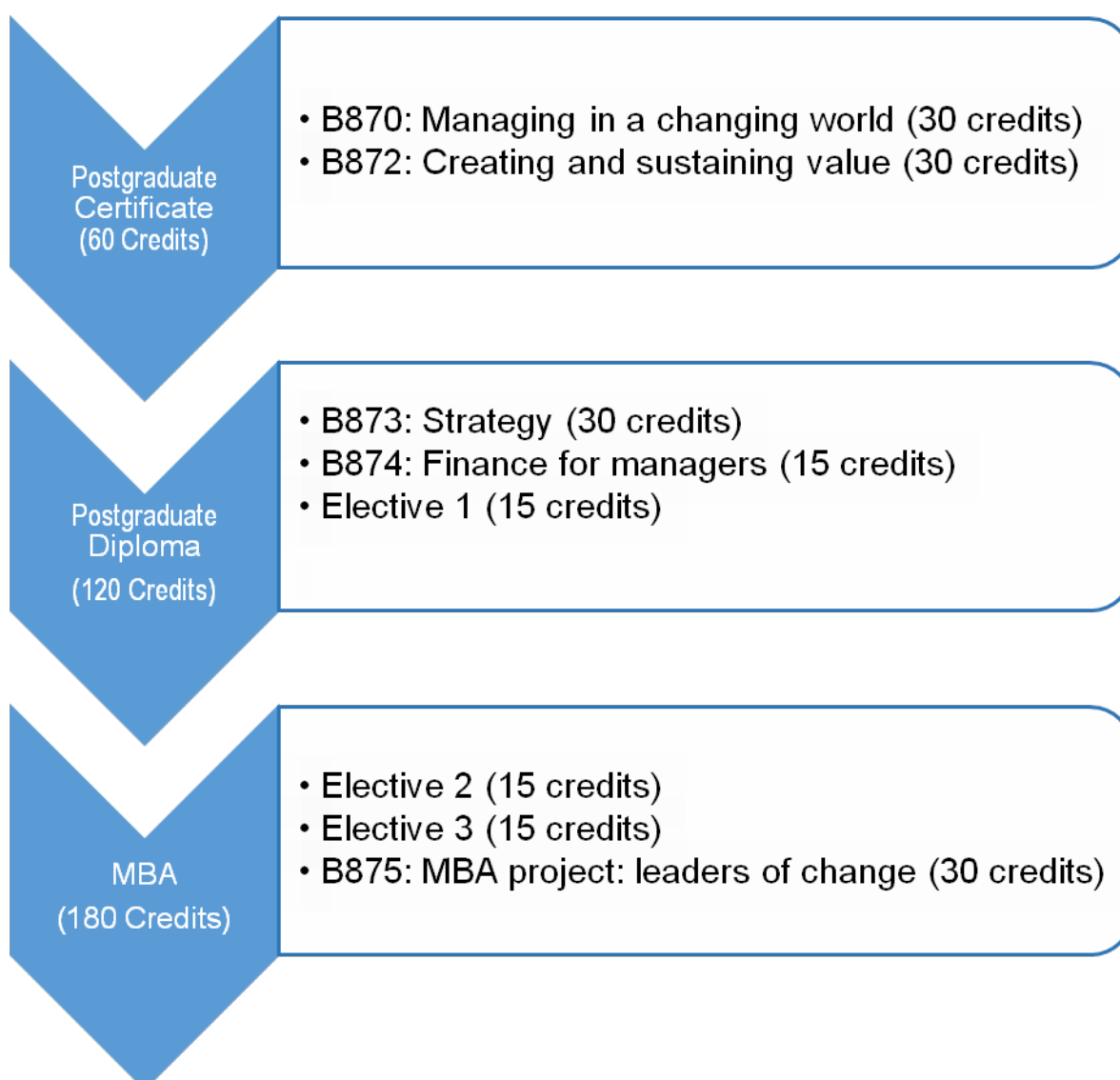
1. Introduction

Thank you for agreeing to be a critical reader for B875 MBA project: leaders of change. This document aims to provide you with the information required to undertake the role of Critical Reader. If you have any queries, please refer to the contact details in the final section of this document.

We would appreciate your comments on **what** is being taught and **how** it is being taught (e.g. the planned activities and the way we are using a mixture of text-based, video and audio resources). This will help us to create a lively and vibrant module suitable for online delivery.

Critical reading is an important part of our module production process. We are grateful for your help and we look forward to receiving your questions, advice and suggestions. Please also feel free to email us if you require clarification on any of these points during the review process.

2. MBA programme overview



3. Module summary

B875 MBA project: Leaders of Change is a 30credit module compulsory within the new MBA qualification. It is the capstone of the MBA qualification and it is expected to be the last (compulsory) module that the students will study. Completing their MBA project is a major achievement before students become valued OU alumni. It is the climax of students' MBA journey, offering the opportunity to make informed business decisions and practice influential leadership within a contemporary business context. B875 is the final step of the MBA journey in becoming Leaders of Change.

Module structure

The module is made up of 3 Units on the Virtual Learning Environment (VLE). Also included in the structure of the module are 2-day schools and a 2 night/ three-day residential school. The pathway through the module can be seen in the section below:

Study weeks	Unit 1: Developing as a leader of change in a complex world
1	Session 1: Module and EMA introduction
2	Session 2: Choosing organisational context
3	Session 3: Choosing work problem and change
4	Session 4: Context: Problem/change Theories
5	Session 5: Reviewing the literature
6	Session 6: TMA01 writing
	Unit 2: Designing a research-informed leaders of change project
7	Session 1: Managing the research process I
8	Session 2: Managing the research process II
9	Session 3: Secondary data
10	Session 4: Collecting and analysing data I
11	Session 5: Collecting and analysing data II
12	Session 6: Research Design
13	Session 7: Ethical considerations
14	Session 8: TMA02 writing
	Unit 3: Writing up my leaders of change project
15	Session 1: Collect and analyse data/ Implementing
16	Session 2: Collecting and analysing data/Implementing
17	Session 3: Drawing conclusions and bringing everything together
18	Session 4: EMA guidelines and reflection
19	Session 5: EMA writing and implementation
20	Session 6: EMA writing and implementation
21	Session 7: EMA writing

4. Module aims and learning objectives

Module overview

The MBA qualification is a vital element of FBL's current strategy to expand into the 'global' marketplace, and a core component of the international strategy at MBA, School and University level, focusing on building non-HEFCE dependent revenue sources outside the UK. B873 will be pivotal in fulfilling the OU and FBL strategic objective of 'delivering an outstanding student experience through curriculum changes to facilitate improvements in student qualification attainment and overall satisfaction with study experience for students in the four UK nations and internationally'.

B875 will be pivotal in fulfilling the OU and FBL strategic objective of 'delivering an outstanding student experience through curriculum changes to facilitate improvements in student qualification attainment and overall satisfaction with study experience for students in the four UK nations and internationally'. This module represents a progression from B839 Making a Difference, the previous capstone for the MBA. Compared to B839, B875 will address the following issues:

- Feedback on weaknesses in B839. Among other issues, feedback on B839 has indicated lack of consideration of ethical issues, decreased support on developing critical reflection and critical thinking and long module duration. B875 will address these issues by producing a new module, without reproducing the majority of B839 content.
- Development of effective research and practical skills. B875 will follow a more focused approach in terms of teaching research and practical skills that the students will be required and will be able to use in actual work contexts.
- Delivery of practical and academic tools, frameworks and methods. A combination of delivery methods will be used to ensure that the students will be equipped with the necessary theoretical as well as practical skills that will enhance their position in the market place.
- Engagement with work opportunities and challenges that today's leaders may face. Taking into consideration the constantly changing environment that people work in, students will have the opportunity to discuss contemporary work problems and seek possible solutions while putting in practice theoretical ideas developed throughout their MBA journey.

Moreover, the MBA qualification is a vital element of FBL's current strategy to expand into the 'global' marketplace, and a core component of the international strategy at MBA, School and University level, focusing on building non-HEFCE dependent revenue sources outside the UK. B875 will bring together multiple MBA pathways -MBA Technology Management, MBA Leadership Practice, SLMDA - enabling students to take into account different perspectives and contexts into account, building the capabilities of future Leaders of Change.

Being authored by a multicultural and multidisciplinary team, B875 will deliver an outstanding student experience based on current research on organisational and management practice across different contexts and economies building the knowledge and skills required for leaders to thrive in a rapidly changing and complex environment.

B875 will enable MBA students to develop as reflective and independent practitioners by exploring a real business environment identified inside or outside the UK context, and influence real organisational outcomes, if their recommendations are implemented, that could be relevant both in the UK and internationally. B875 offers the opportunity to students to make a real change and become Leaders of Change.

Particularly, B875 allows students to build specialised expertise by putting the theory taught on the MBA into practice, engaging in a life-changing learning that can challenge their understanding of theories and management practices. Students will identify a real problem in their organisation (an organisation they have worked for or they can find enough information about) and look for a change that will help solve this problem. Students will write their recommendations as to how they can proceed with implementing this change and their reflections either on the implementation of the change or on the suggested recommendations. B875 students will develop as Leaders of Change that go beyond mere applications of theoretical and practical skills to be reflective practitioners, critical thinkers and independent professionals.

The module will be particularly appealing in today's rapidly changing globalised business environments. It will provide opportunities for the students to understand a specific contemporary aspect of management, industry or the economy in depth, understand and carry out high-level research, gaining familiarity with sources and how to use data. It will also permit students to develop the ability to evaluate and synthesise existing literature and present findings accurately, clearly and concisely. It will therefore respond to changes in the MBA market by offering a practice-based module which accords with the OU's MBA identity that students come to recognise and value over the years.

By engaging with theoretical concepts that the students have learnt throughout the MBA programme while putting these concepts in practice, B875 will build the capabilities of future managers and leaders to be reflective practitioners, who take both perspectives and contexts into account, and are critical thinkers in leading in their work and navigating tomorrow's challenges. The module aims to offer content that delivers the knowledge and skills required for leaders and managers to deal with work problems and look for possible solutions. B875 will be the pinnacle of what makes an OU MBA graduate a Leader of Change.

Module outline

The main aim of the module is to assist students in completing their MBA project, developing as reflective and independent practitioners.

For their MBA project, students will firstly have to decide on an organisation they would like to use as a case for their project. This organisation can be the one that students work, have worked or can collect enough information online. The organisation can be from any sector, any country and of any size as long as it allows students to collect enough information to explore the problem they will select. Next, students select the problem they will address in their MBA project, a problem that the organisation of their choice faces and how they can change it. The problem and change can be related to any aspect of the organisation (e.g. finance, R&D, HR, operations etc.) but the students should be able to consider a multiplicity of external and internal factors that could affect the problem and change they have identified. The next step is to choose appropriate research tools (primary and secondary, qualitative and quantitative) that will enable them to collect information in order to make recommendations as to how they will proceed with the change.

The next step of their MBA project will require from students to write their recommendations explaining how they will proceed with the change. Students will have to indicate knowledge of a variety of internal and external factors that can affect the change they would like to make.

Finally, the students will provide their reflections focusing either on the implementation of the change (if they were able to implement it) or the recommendations they have made.

In order to assist students in completing successfully their MBA project, the 21 study weeks of the module will be structured into 3 units as follows:

Unit 1: Developing as a leader of change in a complex world

The aim of the unit 1 is to support the students in deciding on the organisation, problem and change they will focus on in their EMA. Students will also consider how their chosen problem and change relates to their career aspirations, leadership skills and professional practice.

The students will develop planning, time and change management skills by exploring issues such as accessibility, organisational and inter-organisational elements and practical issues in order to decide which organisation may be appropriate for their project. In order to decide on appropriate a problem and change that they would like to explore in their organisation and relevant change they would like to implement, students will review current understanding and assess alternative approaches to the identified problem, applying theory.

At the end of Unit 1, students will submit their TMA01 depicting critical assessment of theoretical ideas and reflecting on professional contexts. TMA01 will ask students to apply their knowledge and understanding of management to identify and describe a pertinent work problem and change they would like to implement in a particular context.

Unit 2: Designing a research-informed leaders of change project

The aim of the unit is to introduce different methods of data collection and ethics. It will provide students with a sound position to reflect critically on different professional contexts and research tools grounding their management learning in real life situations and demonstrating leadership skills.

Following the submission of their TMA01 where they made a decision on the organisation, problem and change they would like to explore in their MBA project, students will go through planning, time management, stages of research process and epistemological assumptions that can help them manage the research process. Then, students will develop an understanding of collecting and analysing data. Particularly, they will explore the use, collection and analysis of secondary data along with the use, collection and analysis of primary qualitative and quantitative data. Finally, the students will advance their knowledge of the ethical issues associated with practitioner research.

At the end of Unit 2, students will submit their TMA02 devising an appropriate approach to collect information for their problem and change and evaluating ways to deal with research and ethical considerations. TMA02 will ask students to design practiced-based research and apply planning, time and change management skills in order to deal with the problem, and change they have addressed in their TMA01.

Unit 3: Writing up my leaders of change project

The aim of this unit is to support students in completing and writing up their final MBA project. Students will also consider how developing as Leaders of Change can support their career planning and feed future professional plans.

First, time will be allocated in order for students to be able to collect secondary and/or primary data and, implement their change when possible. Students will also get time to analyse their data and start thinking of their findings. They will also explore how they can draw conclusions from their data, and they will look again at the requirements of the assignment, receiving support in order to write up their management project. Finally, the students will have time to concentrate on writing their MBA project.

At the end of Unit 3, students will submit their EMA illustrating capacity in locating and analysing information and in planning and executing independent research-based management projects. EMA will bring together TMA01 and TMA02, asking students to demonstrate capacity to lead and manage change by using research- and practice-based findings to advance management practice and demonstrating a capacity to communicate results and practical recommendations clearly, comprehensively and persuasively.

Module learning objectives

Knowledge and understanding:

- Demonstrate a sound knowledge of a range of theoretical perspectives applied to a self-selected work problem and change
- Identify and manage complex problems that managers face
- Develop suitable ways that change can happen in order to deliver a positive outcome for a self-chosen work context

Cognitive Skills:

- Critically collect and use valuable information, develop analysis and synthesis across different work functions
- Identify and critically analyse self-selected problems and develop actionable solutions

Practical and/or professional skills:

- Develop appropriate ways to solve problems and implementing change in a self-selected work context \
- Devise and apply evidence-based approaches to managing change
- Develop as an independent and reflective management practitioner

Key skills:

- Understand and respond to ethical considerations associated with practice-based research
- Exchange information and communicate research-based practices via a range of media
- Provide an effective and ethical change in a self-selected work problem
- Reflect critically on academic theories and apply them in a self-chosen work context

5. Assessment

B875 assessment will consist of two tutor-marked assignments (TMA01 and TMA02, electronic submission only) and one end-of-module assessment (EMA, electronic submission only). The TMAs are weighted equally and will constitute each 50% of the Overall Continuous Assessment. The EMA will constitute 100% of the Overall Exam Score (OES). The OCAS is weighted at 30% (15% each TMA) and the OES is weighted 70% in terms of the overall student result status.

The proposed weighting of each assessed element is as follows:

OCAS= 30%

OES= 70%

OCAS:

TMA01= 50% of OCAS

TMA02= 50% of OCAS

OES:

End of Module Assessment 100% of OES

In deciding the timing of the assessment submissions, a number of factors were carefully considered, such as: the need to provide timely feedback for the students in order to complete successfully their EMA; the material they need to be taught in order to complete their TMAs; attendance of Day Schools and Residential School in order to receive support and feedback on TMA and EMA ideas; time required to complete a research-based management project; time required to collect data and implement change.

TMA01: Developing as a critical thinker

The aim of TMA01 is 1) to present an informed decision on the organisational context students will use as a case for the EMA and 2) to present an informed decision on the problem and change they will focus on in their EMA. Particularly, this TMA will have two main elements. Firstly, the students will have to demonstrate that they have considered a number of factors in order to decide the organisational context they will use for their research-based management project. They will also need to illustrate that the organisational context they have selected is suitable. Secondly, the students will have to demonstrate that they have considered a range of aspects in order to decide the particular problem and change in their EMA. Towards this aim the students will have to discuss potential theories that may be helpful in making a change that resolves the problem they have identified.

In order to successfully complete TMA01, Unit 1 will be focused on finding the right work context, seeking the right work problem and change, and revising the literature review. In parallel, students will be introduced to the main requirements of their EMA. This will allow students to be prepared for the next TMA and EMA and offer them time to organise a possible implementation of their change.

In order to ensure that the students receive enough support to complete successfully their TMA01, the first Day school will be placed in Unit 1. Students will be working on their TMA01 during the Day School, allowing them enough time to rework on it and submit it at the final week of Unit 1.

TMA02: Becoming a reflective practitioner

The aim of TMA02 is to demonstrate that students can manage the research process. Particularly, students will have to demonstrate that they understand the complexities and requirements of conducting (primary and/or) secondary research when exploring a problem in management-based

projects. TMA02 consists of two main elements. Firstly, students will discuss research and practice-based aspects and demonstrate an informed decision regarding the collection of primary and/or secondary data. Secondly, students will demonstrate ethical implications.

In order to successfully complete TMA02, Unit 2 will be focused on planning, time and practical considerations when conducting a practice-based research. It will discuss the collection and analysis of primary and secondary data and will explore organisational ethics and ethics in research.

In order to ensure that students receive enough support to complete successfully their TMA02, students will be working on their TMA02 during the Residential School. Students will have time to work further on their TMA02 after the Residential School before they submit it at the end of Unit2.

EMA: Leading and managing change

The aim of the EMA is to demonstrate that students can be Leaders of Change, namely they are able to identify a problem, propose a change and related recommendations to solve the problem. Particularly, this EMA will have four main elements. Firstly, students will have to present and justify the selection of a particular work content and problem that they would like to address in their EMA and the change they will implement in order to solve this problem (TMA01 will support them to complete this element). Secondly, students will have to illustrate the research design they will/have follow/ed in order to collect information about the problem they have identified and the change they would like to make (TMA02 will support them to complete this element). Thirdly, the students will present recommendations as to how they will/have proceed/ed with the change. Finally, the students will write their reflections. These reflections can be a) about the recommendations they have provided or b) about the actual implementation of their change.

In order to successfully complete the EMA, Unit 3 will allow time to the students to collect and analyse their data and implement their change. Students will also be reminded of the requirements for submitting their EMA and will be discussing how conclusions can be drawn from a research-based management project. Finally, they will also be developing their reflection skills with several activities.

In order to ensure that students receive enough support to complete their EMA, TMA01 and TMA02 will serve as building components of their EMA. Moreover, the second Day School will be placed in Unit 2 in order for students to discuss the collection and analysis of information and the requirements of their EMA.

6. Role of critical reader

Critical readers are used to field test teaching units in order to identify strengths and weaknesses of teaching material, appropriateness for the level of study and whether learning materials are consistent with the specified workload. Readers are chosen for their expertise relating to the module, and should give their views based on their existing knowledge, experience etc. In addition to commenting on the materials, critical readers are asked to reflect on the learning opportunities suggested by the programme of activities which it describes.

Some specific issues, which we would like your feedback on, are identified below. Please note that our modules are intended to be accessible in an international context. While this may be superfluous to point out given the topic; nonetheless please comment on whether the treatment of topics seems overly Anglo-centric. The module team is eager to ensure that there is no bias shown towards any particular type of student; of different ages, genders, cultures or races, or sectors and would be grateful if you can bear this in mind when reading the module. Notes on reading from different perspectives are included below.

(a) Specific components

The following is a general guide to the things to look for/comment on as a Critical Reader in relation to the different components (if applicable) of the module.

For each Study Session (all text and activity elements on the VLE), please comment on:

- Whether the main concepts are clear and easy to follow
- Elements or features that work well and should stay the same
- Whether there is any part of the unit that you feel is superfluous or irrelevant
- The overall effectiveness of the unit in relation to the learning outcomes
- Whether each Study Session has a sufficiently international approach
- The appropriateness, coverage, scope, balance and level of content
- The clarity of writing, giving due consideration to reading from different perspectives as described below.
- Suggestions for improvement and suggestions for key material for inclusion
- Identify whether examples in the Study Session are of relevance/topical
- Identify which (if any) features of the module are causing difficulty and suggest the reason(s). Suggest how these might be changed to support students more effectively.
- Student workload – Study Session length, whether too much, about right or too little, overall and individual sections
- What content may be missing which you would consider essential
- How well you think the material will work for students
- How well the text (written material and examples) prepare students for related VLE activities
- Module structure – whether coherent, flows from Study Session to Study Session, whether enough linkage between Study Sessions
- How well the VLE activities and examples (non-text) contribute to the understanding of the content of the component
- The effectiveness and usefulness of the VLE activities/exercises/examples that relate to each Study Session
- When web links appear, whether the web links are easy to access or not. Suggest any web links that may enhance the student experience
- How appropriate were the VLE exercises/activities/examples?

Articles and/or longer pieces of text

- Whether articles contribute effectively to the understanding of the content
- Whether articles are too lengthy/too short or just right
- Whether any articles are superfluous or irrelevant
- Whether any articles are too easy/difficult for this level of study

Web-links

- Web-links - whether easy to access, whether add to understanding, etc.

(b) Notes on reading from different perspectives

Please note that our modules are intended to be accessible in an international context. The module team is eager to ensure that there is no bias or discrimination shown towards any particular type of student whether on the basis of age, genders, ethnicity, culture or sector and would be grateful if you can bear this in mind when reading the module. If you feel that any part of the text would be difficult for international students to understand such as idioms, ethno-centric examples, etc., we would also welcome your comments. The following notes are provided as guidance.

European and International Perspectives

- (i) Please note any passages that are unclear, as a result of colloquial English, unexplained abbreviations, sentence structure and tortuous etc.
- (ii) Please highlight passages where UK assumptions are unhelpful and unnecessary – for example, where a UK legal or institutional environment has been taken for granted; where particular practices would be culturally inappropriate, or need to be adapted, in their country. If you can, please indicate how the text should be modified.
- (iii) Overall, what are the main limitations of this material for someone in Continental Europe or worldwide etc? How might we overcome these limitations? For example, please suggest any additional material that might be helpful to provide to European and International students to ensure they get the most out of this Study Session/component.

Equal Opportunities

- (i) Please note any passages that make assumptions about, or stereotype, certain groups. Please note in the same way any practices or procedures which in your opinion do not represent good practice in managing for equal opportunities and indicate what improvements could be made.
- (ii) Please indicate any areas where any of the groups could with advantage be made more visible, for example, by altering or substituting any example or case study, introducing additional examples or introducing relevant material from other areas of scholarship which reflect the diverse experiences of different groups.
- (ii) Please highlight any tokenistic references to any equal opportunities issue or to any of the groups identified or to any points where the issues are inadequately integrated. If you have read other module Units, are the references in this text consistent with the references in those texts? Please note *in the text* any areas of inconsistency and how you believe the text could be improved.

Public/non-profit Sector

- (i) Please indicate if there are areas which we could amend to make the module useful to people working in the public, and not for profit areas where we need to draw clearer distinctions between private and public sector financial issues.

7. Process

Each unit will be made available to you electronically. You should complete the B875 Critical Reader Feedback template which indicates particular areas of focus and also make any additional amendments, suggestions and comments by providing a separate sheet giving clear details of any changes or comments clearly signposting what these relate to. You will also receive readings that will relate to the above study sessions and these will be sent to you electronically. Please send your completed templates for each session and separate sheets directly to Eleanor Bunting-Gray (eleanor.bunting-gray@open.c.uk) cc Mina Panchal (mina.panchal@open.ac.uk)

Please return **by no later than** the date indicated below which is the agreed production timetable (however some dates are indicate and may change).

Module Component:	Date to receive draft:	Return date no later than:
Unit 1: Sessions 1 – 5 and readings TMA01 EMA Assessment Guide	17/02/20	09/03/20
Unit 1: Sessions 2 and 3 and readings	25/02/2020	12/3/2020
Unit 2: Sessions 1 – 3 and readings	09/03/2020	30/03/2020
Unit 2: Sessions 4 – 6 and readings & TMA 02	16/03/2020	15/04/2020
Module Guide and Welcome	23/03/2020	13/04/2020
Unit 3: Sessions 1 – 5 and readings	30/03/2020	20/04/2020

If you anticipate any issues in meeting this schedule, please contact the Qualification Manager as early as possible.

8. Contact details:

Qualification Manager: mina.panchal@open.ac.uk

Curriculum Assistant: eleanor.bunting-gray@open.ac.uk

Module Chair: isidora.kourti@open.ac.uk

THANK YOU for your help.

Appendix 1: Indicative Module Study Planner

PROVISIONAL STUDY CALENDAR								
Study week	Unit theme	Session theme	Study Hours	Module directed study	Student directed study	Studentship	Tuition and tutorials	Assessment (TMAs/EMA)
1	Unit 1 Developing as a leader of change in a complex world	Module and EMA introduction	14	6.5	5	1	1 (Tutorial 1)	0
2		Choosing organisational context	14	7	6	1	0	0
3		Choosing work problem and change	14	7	6	1	0	0
4		Context Problem/change Theories	14	1	4	1	7 (Day School 1)	1
5		Reviewing the literature	15	7.5	5	1	1.5 (Webinar 1 – module team)	0
6		TMA01 writing	13	0	5	1	0	7 (summative assessment)
7	Unit 2 Designing a research-informed leaders of change project	Managing the research process I	14	7.5	5.5	1	0	0
8		Managing the research process II	14	7	6	1	0	0
9		Secondary data	14	7.5	5.5	1	0	0
10		Collecting and analysing data I	15	6.5	6	1	1.5 (Webinar 2 – module team)	0
11		Collecting and analysing data II	15	8	6	1	0	0
12		Research design	22	0	0	0	21 (Residential School)	1
13		Ethical considerations	14	6.5	5	1	1.5 (Tutorial 2)	0
14		TMA02 writing	13	0	5	1	0	7 (summative assessment)

15	Unit 3 Writing up my leaders of change project	Collect and analyse data/ Implementing	14	1	10.5	1	1 (Tutorial 3)	0
16		Collecting and analysing data/Implementing	13	1	11	1	0	0
17		Drawing conclusions and bringing everything together	14	1	4	1	7 (Day School 2)	1
18		EMA guidelines and reflection	14	7.5	5.5	1	0	0
19		EMA writing and implementation	14	0	4.5	1	1 (Tutorial 4)	7 (summative assessment)
20		EMA writing and implementation	13	0	6	0	0	7 (summative assessment)
21		EMA writing	13	0	6	0	0	7 (summative assessment)
Total			300	82.5	117.5	18	60.5	38

Appendix 2: B875 Critical reader feedback template

Name	
Unit / session	

Please answer the following questions as best you can about the different elements of the units using one template for each unit. Please be specific about the bits that work and those that don't!

Unfortunately, you will not be able to see *all* parts of some activities because they are on-line and we cannot sort the access permissions and/or they may not yet be finished.

The 'pathway' or student journey through the module: Is the flow, order and momentum of the different elements about right?	
VLE content	
Reader content	
Activities	
The elements together: Do they make sense individually and collectively?	
Did you feel that there was there anything missing?	
Which activities were too long, too short, too difficult, too easy? Where there too many, too few, etc?	
Did the activities help to illustrate the points being made at that point? If not, what might have been better? Did they add to the overall experience?	
Were the indicated timings for activities correct? If not, what should they be?	
Did you feel encouraged to reflect on your learning?	

Were there parts you found yourself skipping or not wanting/feeling you needed to read?	
Do you feel there was enough time included overall for completing the unit?	
Tuition	
Were there concepts/points/arguments in the unit you found difficult or stimulating? What you would like to see picked up on in a tutorial or TGF session?	
Are there particular things in these units that you would like included in tutorials?	
Assessment Please give comments on the proposed TMA/EMA questions (WHERE APPLICABLE)	
Do you feel you understand what we are asking the student to do in the assessment?	
How do you think it will help them in both their study and management practice? Why/why not? What alternative types of assessment might you propose?	
Overall	
Were the stated Learning Objectives met?	
Did the workload seem about right? If not, and if you haven't already said so above, what might we cut out or add?	
Anything else we have missed or you would like to say?	

ON BEHALF OF THE B875 TEAM **THANK YOU** FOR YOUR PARTICIPATION

