



Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2025/26

Date created: 06/01/2025

Last amended: 24/01/2025

Version no. 1 Date approved by EQED:

Click or tap here to enter text.

1. Programme title(s) and code(s):

MSc in Business Analytics

Postgraduate Diploma in Business Analytics*

Postgraduate Certificate in Business Analytics*

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

HECOS Code

HECOS Code	%
100089 (Management Studies)	50%
101030 (Applied Statistics)	50%

2. Awarding body or institution: University of Leicester

3. a) Mode of study Full-time

a) Type of study Campus-based

4. Registration periods:

MSc in Business Analytics

The normal period of registration is 1 year

The maximum period of registration 2 years

5. Typical entry requirements

A good second-class honours degree or equivalent from a recognised university, or a relevant graduate level professional qualification; or a demonstration of considerable relevant practical experience and evidence of the ability to cope with the demands of the course.

When English is not the first language of the candidate, the successful applicant must have either IELTS 6.5 TOEFL (paper) 575 with TWE 4.0, 90 (IBT), or the University of Leicester English Language Test or meet the University's English regulations by other means as stated in Senate Regulation 1

6. Accreditation of Prior Learning

n/a

7. Programme aims

The MSc in Business Analytics is a non-specialist programme aimed at professionals aiming to learn about the latest trends in data analytics and its application to business. In particular, the programme aims to:

- i. Demonstrate a systematic understanding of knowledge and critical understanding of the principal ideas, concepts, models, principles and practices underpinning business, and management
- ii. Demonstrate a systematic understanding of knowledge and critical understanding of the principal ideas, concepts, models, principles and practices underpinning modern data analytics
- iii. Develop critiques of methodologies in collating, analysing, selecting and communicating data utilising media, formats and language appropriate for a variety of audiences
- iv. Demonstrate self-direction and originality required to be a confident learner, with the ability to work both independently and collaboratively
- v. Critically evaluate and apply knowledge of ethics, responsibility and sustainability to corporate, regional, local, national and global business
- vi. Deal with complex issues - both systematically and creatively, make sound judgements to seek out solutions to unfamiliar problems
- vii. Critically evaluate arguments and evidence considering context and having an awareness of alternative viewpoints

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [Education Strategy](#)
- [University Assessment Strategy](#) [login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

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9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

i) Knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Masters Successful students should be able to apply a competent knowledge of the key principles and practices in all of the following four areas: - International Business, Strategy and Innovation - Marketing Management and Practice - Business Analytics - Big Data Communication and Visualisation In addition to the above students should demonstrate advanced knowledge of research methods used to independent research project. (I,ii,iv)	Masters Lectures, seminars, computer classes, directed reading, guided independent study, assignment feedback: formative and summative In addition to the above: completion of an independent research project culminating in a dissertation. Taught component of the dissertation module and supervisory meetings	Masters Seminar discussions, problems sets and computer classes exercises; supervisory discussions	Masters Individual or group essay, tests, problems, data analysis projects, formative and summative assessment, dissertation

ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Masters Successful students should be able to comprehend and explain core concepts in all of the following four areas: - International Business, Strategy and Innovation - Marketing Management and Practice - Business Analytics - Big Data Communication and Visualisation In addition to the above, graduates should be able to explain, apply and critique core concepts in research methodology underpinning the application of data analytics to business decisions. (i,iii,vii)	Masters Lectures, seminars, computer classes, directed reading, guided independent study, assignment feedback: formative and summative In addition to the above: completion of an independent research project culminating in a dissertation. Taught component of the dissertation module and supervisory meetings	Masters Seminar discussions, problems sets and computer classes exercises; supervisory discussions	Masters Individual or group essay, tests, problems, data analysis projects, formative and summative assessment, dissertation

iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Masters Students should be able to demonstrate the ability to select of relevant material from academic readings and demonstrate the ability	Masters Lectures, seminars, computer classes, directed reading, guided independent study, assignment feedback: formative and summative	Masters Seminar discussions, problems sets and computer classes exercises; supervisory discussions	Masters Individual or group essay, tests, problems, data analysis projects, formative and summative assessment, dissertation

of academic writing and associated bibliographic techniques. Students should also be able to use data analytic techniques to summarise data and extract information useful for business decision making In addition to the above, successful students should be able to demonstrate mastery of a range of appropriate methodological tools and critically appraise their suitability to tackle a particular business problem (iii,vi,vii)	In addition to the above: completion of an independent research project culminating in a dissertation. Taught component of the dissertation module and supervisory meetings		
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iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning activities	Assessment Type
Masters Successful students should be able to identify and apply relevant concepts and techniques with independence and rigour. In addition to the above, successful students should show critical understanding of the choice of relevant data and how this can be used to inform a business problem of practical relevance	Masters Lectures, seminars, computer classes, assignment feedback: formative and summative; directed reading, guided independent study private-study, seminars. In addition to the above: completion of an independent research project culminating in a dissertation. Taught component of the dissertation module and supervisory meetings	Masters Seminar discussions, problems sets and computer classes exercises; supervisory discussions	Masters Individual or group essay, tests, problems, data analysis projects, formative and summative assessment, dissertation

(v,vi)			
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v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Masters Students should be able to present and communicate professional and academic writing to a professional standard appropriate for a variety of audiences (iii)	Masters Lectures, seminars, computer classes, assignment feedback: formative and summative; directed reading, guided independent study private-study, seminars.	Masters Seminar discussions, problems sets and computer classes exercises; supervisory discussions	Masters Individual or group essay, tests, problems, data analysis projects, formative and summative assessment

vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Masters Students should be able to assess and analyse a variety of business practices and critically analyse the usefulness of data in the evidence gathering process using up to date techniques. In addition to the above, students should be able to demonstrate an independent level of inquiry at an advanced level (iv, vi, vii)	Masters Lectures, seminars, computer classes, assignment feedback: formative and summative; directed reading, guided independent study. In addition to the above: completion of an independent research project culminating in a dissertation. Taught component of the dissertation module and supervisory meetings	Masters Seminar discussions, problems sets and computer classes exercises; supervisory discussions	Masters Individual or group essay, tests, problems, data analysis projects, formative and summative assessment, dissertation

b) Transferable Skills

i) Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Masters Students should be able to locate, select and organise relevant evidence and to produce logically structured, focused and clearly written assignments. In addition to the above, students should be able to plan research projects based on focused research questions, conduct significant background research and literature, collect and analyse data relevant to research questions, and report on findings demonstrating an ability to critique the data (iii, iv,v,vii).	Masters Lectures, seminars, computer classes, assignment feedback: formative and summative; directed reading, guided independent study private-study, seminars. In addition to the above: completion of an independent research project culminating in a dissertation. Taught component of the dissertation module and supervisory meetings	Masters Seminar discussions, supervisory discussions	Masters Individual or group essay, tests, problems, data analysis projects, formative and summative assessment, dissertation

ii) Communication skills

Intended learning Outcome	Teaching methods	Learning activities	Assessment Type
Masters Students should be able to write and present (both written and oral) with clarity and precision. In addition to the above, produce a dissertation that is logically structured and written with clarity and precision (iii).	Masters Discussions during lectures, seminars, computer classes, assignment feedback: formative and summative; directed reading, guided independent study private-study, seminars. In addition to the above: completion of an independent research project culminating in a dissertation. Taught	Masters Seminar discussions, problems sets and computer classes exercises; supervisory discussions	Masters Written skills to be assessed using a variety of assessment techniques for example; essays, case studies, data analysis reports. Oral skills to be assessed using formative assessment based on informal qualitative feedback on content and performance from lecturer and peers in small group

	component of the dissertation module and supervisory meetings		seminars and assessed presentation, dissertation
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iii) Data Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Masters Students should be able to understand the main sources of data used in business, and how to use data analytic techniques to summarise, visualise and extract meaningful information from them. In addition to the above, produce a dissertation to evidence the critical understanding of the use of data in business decisions and justify the appropriateness in the use of particular models to tackle the problem analysed (ii,iii)	Masters Lectures, seminars, computer classes, assignment feedback: formative and summative; directed reading, guided independent study. Particularly on modules related to data analytics In addition to the above: completion of an independent research project culminating in a dissertation. Taught component of the dissertation module and supervisory meetings	Masters Seminar discussions, problems sets and computer classes exercises; supervisory discussions	Masters Data analysis projects and data visualisation assignments, group and individual assignments in data analytics modules; tests; dissertation

iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Masters Students should be able to present information using appropriate IT software supporting their oral or written communication. They should also be able to use industry standard	Masters Lectures, seminars, computer classes, assignment feedback: formative and summative; directed reading, guided independent study. Particularly on modules related to data analytics.	Masters Problems sets and computer classes exercises; supervisory discussions	Masters Data analysis projects and data visualisation assignments, group and individual assignments in data analytics modules; tests; dissertation

computer programming software to analyse data In addition to the above, critically evaluate the data and tools used in their analysis as part of their dissertation (ii,iii)	In addition to the above: completion of an independent research project culminating in a dissertation. Taught component of the dissertation module and supervisory meetings		
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v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Masters Students should be able to identify, investigate, analyse, formulate and advocate solutions to problems. Analysis should lead to the proposal of sustainable actions that help resolve problems (v,vi).	Masters Discussions and work in seminars, computer classes, assignment feedback: formative and summative; directed reading, guided independent study.	Masters Seminar discussions, supervisory discussions	Masters Individual or group essay, tests, problems, data analysis projects, formative and summative assessment

vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Masters Student should be able to work collaboratively as part of a team; ability to contribute and comment on ideas in learning groups. Successful students will be able to draw on the knowledge and expertise	Masters Participation in seminar activities such as moderating and participating in a focus group; group problem solving through marketing case studies as well as preparation of short presentations.	Masters Seminar discussions, problems sets and computer classes exercises; supervisory discussions	Masters Formative assessment based on informal qualitative feedback on content and performance from teacher and peers. Contribution to group projects. Dissertation

of others and judge when it is appropriate to do so. (iv, vii).	In addition to the above: the establishment of a working relationship with the dissertation supervisor		
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vii) Managing learning

Intended learning Outcome	Teaching and learning methods	Learning Activities	Assessment Type
Masters Students should be able to manage guided independent study to ensure the completion of assessment tasks and successfully manage the related study work-load In addition to the above: students should be able to identify a credible research project; construct a feasible research timetable; carry out independent research (iv).	Masters Seminars and computer classes; guided independent study, self-reflection on assignment feedback; formative and summative. In addition to the above: completion of an independent research project culminating in a dissertation.	Masters Seminar discussions, problems sets and computer classes exercises; supervisory discussions	Masters Individual assignments (formative and summative), group assignments. Dissertation

viii) Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Masters Students should be able to take charge of progress and development; to reflect on strengths and limitations, interests, motivation and skills; recognition of achievements In addition to the above: if appropriate, to research an area	Masters Seminar discussions, problems sets and computer classes exercises; supervisory discussions Personal Tutor system; self- reflection on assignment feedback; guest lecture/s from alumni and marketing	Masters Seminar discussions, supervisory discussions	Masters Seminar discussions, problems sets and computer classes exercises; supervisory discussions Personal Development Planning through formative reflection of module content and within personal tutor meetings. Dissertation

which may be relevant to the student's career preferences (iv, vi).	professionals, Continuing Professional Development opportunities. In addition to the above, completion of an independent research project culminating in a dissertation.		
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10. Progression points

This programme follows the standard Scheme of Progression set out in [Senate Regulations](#) – see the version of *Senate Regulation 6 governing postgraduate programmes* relevant to the year of entry.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

a) Course transfers

n/a

b) Year in Industry

[For the Year in Industry variant the additional progression points apply](#)

11. Criteria for award and classification

This programme follows the standard scheme of postgraduate award and classification set out in [Senate Regulations](#) – see the version of *Senate Regulation governing postgraduate programmes* relevant to the year of entry.

12. Special features

Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
Research-briefed Bringing staff research content into the curriculum.	MSc Business Analytics provides a solid foundation in the skills and knowledge essential for success in today's business environment. The program emphasizes critical thinking, problem-solving, and the development of innovative solutions to real-world business challenges. Research-briefed – From the first week, students are introduced to research processes and outputs, engaging with the work of active research staff, third-party researchers, and professionals from the industry. This exposure ensures that students are well-versed in the latest research trends and methodologies.
Research-based Framed enquiry for exploring existing knowledge.	Research-based – Teaching staff in the program are actively involved in research and professional activities, integrating these into the course content and teaching sessions. This approach focuses on addressing real-world challenges, thereby enhancing students' analytical and problem-solving abilities.
Research-oriented	Research-oriented – Students interact with peer-reviewed academic papers, critically analysing theories, frameworks, and contrasting viewpoints. They are required to analyse real-world data and effectively communicate their findings

Students critique published research content and process.	through coursework and a final dissertation. This process allows students to demonstrate the knowledge, skills, and competencies they have developed throughout the programme
Research-apprenticed Experiencing the research process and methods; building new knowledge.	Research-apprenticed – Students receive training and practical experience in writing for various audiences, collaborative working, oral presentation skills, and academic literacy. This training ensures that students are prepared to communicate their research effectively in both academic and professional contexts.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Research seminars and workshops are timetabled on a weekly basis across the College of Business and are accessible to all students within the College. These sessions focus not only on potential research outputs and working papers from academic staff within the College but also on the processes underpinning research and associated funding and dissemination of work

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

All module leaders and teaching focused staff and members are not only their subject specific research group but also the College's Academy of Education. The college academy of education runs regular sessions including external speakers and workshops for recognition of external awards for teaching excellence. The Academy also facilitates a journal paper book group which provides an informal environment to discuss contemporary pedagogic issues related to Business education.

13. Indications of programme quality

The quality of all ULSB programmes is the responsibility of the School's Learning and Teaching Committee. The school use a variety of indicators to maintain oversight of programme quality including:

- External Examiner Reports
- Internally Administered Student Satisfaction Feedback
- Student Attainment Data

- Peer Enhancement of Learning and Teaching Process and Reporting
- Panel of Examiners

All programmes are reviewed formally through the University administered processes of:

- Periodic Development Review
- Programme Level Annual Development Review
- Curriculum Planning

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required].

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Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

MSc in Business Analytics

Level 7/Year 1 Delivery Year 2025/26 Intake Month September Mode of Study Full Time Structure

Credit breakdown

Status	Teaching Period 1	Teaching Period 2	Teaching Period 3 and Teaching Period 4
Core	60 credits	60 credits	n/a
Optional	n/a	n/a	n/a
Dissertation	n/a	n/a	60 credits

180 credits in total

Core modules

Delivery period	Code	Title	Credits
Teaching Period 1 (October – January) Semester 1	MK7053	Global Strategy, Innovation and Operations	30 credits
Teaching Period 1 (October – January) Semester 1	MK7010	Marketing Management and Practice	30 credits

Delivery period	Code	Title	Credits
Teaching Period 2 (January – April) Semester 2	EC7062	Business Analytics	30 credits
Teaching Period 2 (January – April) Semester 2	EC7063	Big Data Communication and Visualisation	30 credits
Teaching Period 3 & 4 (May - September) Semester 2*	EC7064	Research Methods and Dissertation	60 credits

Notes

All modules are core

*Denotes module with delivery spanning 2 academic years

Level 7/Year 1 Delivery Year 2025/26 Intake Month January Mode of Study Full Time Structure

Credit breakdown

Status	Teaching Period 2	Teaching Period 3	Teaching Period 4 and Teaching Period 1
Core	60 credits	60 credits	n/a
Optional	n/a	n/a	n/a
Dissertation	n/a	n/a	60 credits

180 credits in total

Core modules

Delivery period	Code	Title	Credits
Teaching Period 2 (January – April) Semester 2	EC7062	Business Analytics	30 credits

Delivery period	Code	Title	Credits
Teaching Period 2 (January – April) Semester 2	EC7063	Big Data Communication and Visualisation	30 credits
Teaching Period 3 (May – July) Term 3	MK7053	Global Strategy, Innovation and Operations	30 credits
Teaching Period 3 (May – July) Term 3	MK7010	Marketing Management and Practice	30 credits
Teaching Period 4 & Teaching period 1 (July – January) T3*	EC7064	Research Methods and Dissertation	60 credits

Notes

All modules are core.

*Denotes module with delivery spanning 2 academic years

Level 7/Year 1 Delivery Year 2025/26 Intake Month April Mode of Study Full Time Structure

Credit breakdown

Status	Teaching Period 3	Teaching Period 4*	Teaching Periods 1 & 2 (Year long)
Core	60 credits	60 credits	n/a
Optional	n/a	n/a	n/a
Dissertation	n/a	n/a	60 credits

180 credits in total

Core modules

Delivery period	Code	Title	Credits
Teaching Period 3 (April – July) T3	MK7053	Global Strategy, Innovation and Operations	30 credits
Teaching Period 3 (April – July) T3	MK7010	Marketing Management and Practice	30 credits
Teaching Period 4 (July - September) T3*	EC7062	Business Analytics	30 credits
Teaching Period 4 (July - September) T3*	EC7063	Big Data Communication and Visualisation	30 credits
Teaching Period 1 and Teaching Period 2 (October – April) Year Long	EC7064	Research Methods and Dissertation	60 credits

Notes

All modules are core

*Denotes module with delivery spanning 2 academic years

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Appendix 2: Module specifications

See postgraduate [module specification database](#) (Note - modules are organized by year of delivery)
[login-required]