



## Programme Specification (Postgraduate)

FOR ENTRY YEAR 2026/27

Date created: 18/02/2025

Last amended: Click or tap to enter a date.

Version no. 1 Date approved

by EQED: Click or tap here to enter text.

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

MRes Business and Management

Postgraduate Certificate in Business and

Management \*

Notes

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

#### a) [HECOS Code](#)

| HECOS Code | %   |
|------------|-----|
| 100078     | 50% |
| 100962     | 50% |

### 2. Awarding body or institution: University of Leicester

#### 3. a) Mode of study Full-time

#### b) Type of study Distance learning

### 4. Registration periods:

- The normal period of registration for the MRes Business and Management is 12 months.
- The maximum period of registration for the MRes Business and Management is 24 months.

### 5. Typical entry requirements

[First- or second-class honours degree from a UK university or equivalent degree from a non-UK university or academic institution, or Postgraduate degree or diploma from a recognized institution, or a Higher Education diploma with a minimum of three years appropriate and relevant work experience (defined as having worked in a supervisory, managerial or professional role)]

### 6. Accreditation of Prior Learning

N/A

### 7. Programme aims

The MRes Business and Management is a specialist career entry programme which aims to help students to:

- Aim 1 - Demonstrate an in-depth understanding of foundational and contemporary business and management theories, frameworks.
- Aim 2 - Exhibit advanced knowledge of qualitative and quantitative research methods, design, and techniques specific to business and management research.
- Aim 3 - Utilise advanced data analysis techniques, including qualitative, statistical and computational tools, to derive insights and support evidence-based management decisions.
- Aim 4 - Communicate research findings effectively through high-quality academic writing, presentations, and publications targeted at academic, professional, and practitioner audiences.
- Aim 5 - Conceptualise an understanding of the societal impact of business and management research, and aim to contribute solutions to real-world challenges.
- Aim 6 - Systematically acquire the skills necessary to undertake doctoral-level research in business, management or related fields.
- Aim 7 - Translate academic research into actionable insights that can inform and improve management practices in organisations.

#### **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). To ensure students meet the programme specific learning outcomes the following competences are mapped to the programme learning outcomes as described in 7.

#### a) Discipline specific knowledge and competencies

##### i) Knowledge

| Intended learning Outcome   | Teaching methods  | Learning Activities   | Assessment Type   |
|---|---|---|---|
| Students should be able to: <ul style="list-style-type: none"> <li>- Demonstrate ability to critique and comprehend research theories and models in the area of business and management. (Aim 1)</li> </ul> | Online seminars, directed reading, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research. | Case studies, debate, reflection, simulation, quizzes, leading discussions, group meetings, | Essay, coursework assignments and presentation (formative and summative).<br>Research proposal; dissertation. |

##### ii) Concepts

| Intended learning Outcome  | Teaching methods  | Learning Activities  | Assessment Type  |
|--|---|--|--|
| Students should be able to: <ul style="list-style-type: none"> <li>- comprehend and critique core business and management research concepts including epistemological and methodological frameworks, research paradigms and key concepts. (Aim 5)</li> </ul> | Online seminars, directed reading, guided independent study, Blackboard discussions, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research. | Case studies, debate, reflection, simulation, quizzes, leading discussions | Essay, coursework assignments and presentation (formative and summative).<br>Research proposal; dissertation |

|  |  |  |  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>- explain and critique core concepts in research methodology underpinning the business and management research. This includes differentiating between positivism and interpretivism; discussing the differences between qualitative and quantitative data collection, analysis and presentation. (Aim 2)</li> </ul> |  |  |  |
|--|--|--|--|

iii) Techniques

| Intended learning Outcome   | Teaching methods   | Learning Activities   | Assessment Type  |
|---|--|---|--|
| <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- demonstrate mastery of a range of methodological tools used to investigate topics business and management research (including, interviews, questionnaires, focus groups, ethnographic research, surveys).</li> <li>- differentiate the conditions when either qualitative or quantitative data analysis should be used and/or be able to identify the conditions under which it is appropriate to combine different techniques. (Aim 3, Aim 6)</li> </ul> | <p>Online seminars, directed reading, guided independent study, Blackboard discussions, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.</p> | <p>Case studies, debate, reflection, simulation, quizzes, leading discussions</p> | <p>Essay, coursework assignments and presentation (formative and summative).<br/>Research proposal; dissertation</p> |

iv) Critical Analysis

| Intended learning Outcome  | Teaching methods   | Learning Activities  | Assessment Type   |
|--|--|--|---|
| Students should be able to:<br>-identify and apply relevant concepts and techniques with independence and rigour in their respective fields.<br>(Aim 1, Aim 5) | Online seminars, directed reading, guided independent study, assignment feedback: formative and summative. | The dissertation supervision process (1-to-1), independent research. Case studies, debate, reflection, simulation, leading discussions | Essay, coursework assignments and presentation (formative and summative).<br>Research proposal; dissertation. |

v) Presentation

| Intended learning Outcome  | Teaching methods  | Learning Activities   | Assessment Type  |
|--|---|---|--|
| Students should be able to:<br>- differentiate between relevant and non-relevant material; professional and academic writing, to write up and deliver written work to a professional standard. (Aim 6) | Assignment feedback: formative and summative; directed reading, online seminars, guided independent study and seminars. | The dissertation supervision process (1-to-1), independent research. reflection, leading discussions. | Essay, coursework assignments and presentation of the research proposal (formative and summative).<br>; dissertation |

vi) Appraisal of evidence

| Intended learning Outcome   | Teaching methods   | Learning Activities  | Assessment Type   |
|---|--|--|---|
| Students should be able to:<br>- demonstrate an independent level of inquiry at an advanced level which is required for PhD in Business and Management studies.<br>(Aim 6, Aim 5) | Online seminars, directed reading, guided independent study, assignment feedback: formative and summative.<br>The dissertation supervision process (1-to-1), independent research. | Case studies, debate, reflection, simulation, quizzes, leading discussions | Essay, coursework assignments and presentation (formative and summative).<br>Research proposal; dissertation. |

## b) Transferable Skills

### i) Research Skills

| Intended learning Outcome   | Teaching methods   | Learning Activities  | Assessment Type   |
|---|--|--|---|
| Students should be able to: <ul style="list-style-type: none"> <li>- locate, select and organise relevant evidence for essays; demonstrate an ability to produce logically structured, focused and clearly written essays and research reports. (Aim 2, Aim 3)</li> </ul> | Online seminars, assignment feedback: formative and summative; directed reading, guided independent study.<br>The dissertation supervision process (1-to-1), independent research. | Case studies, debate, reflection, simulation, online quizzes, leading discussions, online seminar discussion, Blackboard activities. | Essay, coursework assignments and presentation (formative and summative).<br>Research proposal; dissertation. |

### ii) Communication skills

| Intended learning Outcome  | Teaching methods   | Learning Activities  | Assessment Type   |
|--|--|--|---|
| Students should be able to: <ul style="list-style-type: none"> <li>- discuss relevant information in an essay report or presentation format in response to written questions and case studies (Aim 4, Aim 7)</li> <li>- prepare oral presentations. (Aim 4)</li> </ul> | Assignment feedback: formative and summative; guided independent study and seminars.<br>The dissertation supervision process (1-to-1), independent research. | Case studies, debate, reflection, simulation, online seminars. | Written skills to be assessed using essay, report and coursework assignments. Oral skills to be assessed using formative/summative assessment based on research project presentation. |

### iii) Data Presentation

| Intended learning Outcome  | Teaching methods  | Learning Activities   | Assessment Type  |
|--|---|---|--|
| Students should be able to: <ul style="list-style-type: none"> <li>- synthesise secondary research data into coherent and sustained written arguments, ability to respond to case</li> </ul> | Assignment feedback: formative and summative; guided independent study. | Case studies, debate, reflection, simulation, quizzes, leading discussions during seminars. | Essays, coursework assignments and presentation (formative and summative).<br>Research proposal; dissertation. |

|  |   |  |  |
|--|---|--|--|
| studies through professional report.<br>(Aim 1, Aim 2, Aim 4, Aim 6) | The dissertation supervision process<br>(1-to-1), independent research. |  |  |
|--|---|--|--|

iv) Information Technology

| Intended learning Outcome   | Teaching methods  | Learning Activities                           | Assessment Type  |
|---|---|---|--|
| <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- retrieve and present information using appropriate information technology, for example bibliographic software and subject specific databases. (Aim 3)</li> <li>- Utilise data analysis software that is relevant to their dissertation (e.g. SPSS or NVivo). (Aim 3)</li> </ul> | Recorded videos around Introduction to SPSS and Nvivo, online seminars, Machine Learning, Blackboard Resources. | Case studies, reflection, simulation, quizzes | Essays, assignments and presentation (formative and summative).<br>Research proposal and independent research project. |

v) Problem Solving

| Intended learning Outcome   | Teaching methods   | Learning Activities                           | Assessment Type  |
|---|--|---|--|
| <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- identify, investigate, analyse, formulate and advocate solutions to business and management research problems. (Aim 5)</li> <li>- Set research objectives seeking to solve real world business problems. (Aim 7)</li> </ul> | Online seminars, directed reading, guided independent study, assignment feedback: formative and summative.<br>The dissertation supervision process (1-to-1), independent research. | Case studies, reflection, simulation, quizzes | Practical report, Essay assignments, independent research, particularly that leading to the final independent project. |

vi) Working relationships

| Intended learning Outcome  | Teaching methods  | Learning Activities   | Assessment Type   |
|--|---|---|---|
| <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- Knowing how and when to draw on the knowledge and expertise of others. (Aim 6, Aim 7)</li> </ul> | <p>Online seminar activities designed by Module Leaders; group problem solving through case studies in seminars as well as preparation of presentations.<br/>the establishment of a working relationship with the dissertation supervisor (or the resolution of any problems through consultation with the Module Leader and the Programme Leader).</p> | <p>Case studies, debate, reflection, simulation, leading discussions, group meetings.</p> | <p>Formative assessment based on informal qualitative feedback on content and performance from lecturers, peers and supervisor (in the case of dissertation).</p> |

vii) Managing learning

| Intended learning Outcome  | Teaching methods   | Learning Activities   | Assessment Type  |
|--|--|---|--|
| <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- identify a credible independent research project; construct a feasible research timetable; carry out independent research leading to PhD level. (Aim 1, Aim 3, Aim 4)</li> </ul> | <p>Online seminars, directed reading, Blackboard discussions, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research project.</p> | <p>Case studies, debate, reflection, leading discussions.</p> | <p>Essays, coursework assignments and presentation (formative and summative).<br/>Research proposal; Independent Research project.</p> |

viii) Career Management

| Intended learning Outcome   | Teaching methods  | Learning Activities                     | Assessment Type                     |
|---|---|---|-------------------------------------|
| <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>- take charge of progress and development; to reflect on</li> </ul> | <p>Personal Tutor system; self-reflection on assignment feedback; Blackboard discussions and online seminars,</p> | <p>Reflection, leading discussions.</p> | <p>Independent Research Project</p> |

|   |  |  |  |
|---|--|--|--|
| strengths and limitations, interests, motivation and skills; recognition of achievements. (Aim 5, Aim 6, Aim 7) | Continuing Professional Development opportunities.<br>The independent supervision process. |  |  |
|---|--|--|--|



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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.

- a) Course transfers

n/a

- b) Year in Industry

n/a

### 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  |
|--|--|
| <p><b>Research-briefed</b></p> <p>Bringing staff research content into the curriculum.</p> | <p>The three modules work together to guide students from foundational knowledge to advanced research capabilities, fostering the skills and confidence needed to conduct independent, impactful research or excel in professional roles.</p> <p><b>Research-briefed</b></p> <p>Module 1 (Research Approaches and Design) is a Foundation Stage to develop Research awareness and to bring research content into the curriculum. Staff will introduce research content to students to understand key research philosophies (positivism, interpretivism, critical realism) and their relevance in business and management studies. Staff will also infuse the Module with research insights around research design on how to identify and differentiate between qualitative, quantitative, and mixed-methods approaches in business research.</p> |
| <p><b>Research-based</b></p> <p>Framed enquiry for exploring existing knowledge.</p>       | <p><b>Research-based</b></p> <p>Both Module 1 and Module 2 offer a thorough understanding of the key theories, practices, and challenges of management research, providing students with the foundational knowledge required to complete a comprehensive Literature Review. Accordingly, research-based skills will be enhanced and the two core Modules will be framed around the exploration of existing knowledge. In Module 3 students will produce a Literature review around their topic of choice and they will conduct independent research by exploring existing knowledge.</p>   |



Fostering high-quality research publications in top-tier academic journals.

Encouraging engagement in conferences, workshops, and seminars to disseminate knowledge and gain external perspectives.

Measuring research impact not only through citations but also through contributions to business practice, policy, and societal challenges.

### 3. Research Environment and Infrastructure

Investing in state-of-the-art resources, including databases, software, and laboratory spaces for business research. The Bloomberg Trading room for example, offers access to a plethora of databases for business research.

Additionally, in the College of Business, we established internal research grants and funding seminars to support innovative projects and we invite students to attend in person or online. In terms of seminar series, there is a vibrant research seminar series where faculty and students share ideas and receive constructive feedback. Students are invited to and the MRes students are provided with online access to attend the seminars and engage with speakers and members of staff. Students can attend seminars around International Business, Marketing and Entrepreneurship based on the three respective research centres in the School of Marketing and Strategy.

**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:**

#### 1. Integration of Cutting-Edge Research into Teaching

Course content will be shaped by the latest research in business and management, ensuring students engage with contemporary debates and emerging theories.

Staff will incorporate their own research findings into teaching materials, case studies, and discussions.

Students will engage in research-led learning, where they critically evaluate real-world business problems using research methods and theoretical frameworks.

#### 2. Development of Research Skills Through Active Participation

Students will be trained in advanced research methodologies and supported in developing their own independent research projects.

Structured research training workshops will expose students to best practices in data collection, analysis, and dissemination of findings.

#### 3. Reflexive and Ethical Research Training

Teaching will emphasize research integrity, ethics, and responsible business practices, ensuring students critically assess the implications of their work.

A reflective learning approach will be encouraged, where students evaluate their research processes, assumptions, and biases.

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

The College Academy for Business Education runs regular sessions, including external speakers and workshops for recognition of external awards for teaching excellence. The Academy also facilitates a journal paper and book reading group, which provides an informal environment to discuss contemporary pedagogic issues related to Business education.

The Academy underpins a teaching and learning research culture which provides staff with a clear platform to share and evaluate current and potential practice-based activities within the pedagogic sphere.

### **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](mailto: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.

MRes in business and management

#### Credit breakdown

| Status   | October    | January    | April       |
|----------|------------|------------|-------------|
| Core     | 30 credits | 30 credits | 120 credits |
| Optional | n/a        | n/a        |             |

180 credits in total

**Level 7/Year 1      Delivery Year 2026/27    Intake Month October    Mode of Study Full Time Structure**

#### Core modules

| Delivery period | Code   | Title  | Credits     |
|-----------------|--------|--|-------------|
| October         | MK7620 | Research Approaches and Design                         | 30 credits  |
| January         | MK7621 | Business Research Methods                              | 30 credits  |
| April           | MK7622 | Independent Research Project and Research Presentation | 120 credits |

**Level 7/Year 1      Delivery Year 2026/27    Intake Month April Mode of Study Full Time Structure**

Credit breakdown

| Status   | April      | July       | November    |
|----------|------------|------------|-------------|
| Core     | 30 credits | 30 credits | 120 credits |
| Optional | n/a        | n/a        |             |

180 credits in total

Core modules

| Delivery period | Code   | Title                          | Credits    |
|-----------------|--------|--------------------------------|------------|
| April           | MK7620 | Research Approaches and Design | 30 credits |
| July            | MK7621 | Business Research Methods      | 30 credits |

**Notes**

N/A

**Level 7/Year 2      Delivery Year 2027/28    Intake Month April Mode of Study Full Time Structure**

| Delivery period | Code   | Title  | Credits     |
|-----------------|--------|--|-------------|
| November        | MK7622 | Independent Research Project and Research Presentation | 120 credits |



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### Appendix 2: Module specifications

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