Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2027/28

Date created: 27/10/2026 **Last amended:** 27/10/2026 **Version no.** 1 **Date approved by EQED:**
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1. **Programme title(s) and code(s):**

MSc Business and Digital Transformation

MSc Business and Digital Transformation with AI ^

Postgraduate Diploma in Business and Digital Transformation*

Postgraduate Certificate in Business and Digital Transformation*

Notes

^ Students who successfully choose and complete the AI-focused project pathway will be awarded MSc Business and Digital Transformation with AI

* Exit awards only

a) HECOS Code

HECOS Code	%
100079	50
100362	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:**

MSc Business and Digital Transformation

The normal period of registration is 12 months

The maximum period of registration 24 months

MSc Business and Digital Transformation with AI

The normal period of registration is 12 months

The maximum period of registration 24 months

5. **Typical entry requirements**

A first- or second-class honours degree (or international equivalent) from a recognised higher education institution. Applicants with a recognised postgraduate degree or postgraduate diploma may also be considered.

Applicants are expected to have access to the support arrangements associated with the programme through an approved University partner. These arrangements may be provided through an approved UK or international partner.

6. Accreditation of Prior Learning

Applicants who do not meet the standard academic entry requirements may be considered through the University's Accreditation of Prior Experiential Learning (APEL) procedures where they hold a Higher Education diploma together with a minimum of three years' relevant supervisory, managerial or professional experience.

Applicants may be considered for APL or APEL in accordance with the University's Policy on the Accreditation of Prior Learning. A maximum of 60 credits at Level 7 may be awarded, with APL/APEL available only against the first two taught modules of the programme: Strategic Innovation and Operations and Digital Consumer Strategy and Brand Transformation. Applications will be assessed through the University's approved APL/APEL procedures, including mapping against the relevant module learning outcomes.

7. Programme aims

On successful completion of the programme, graduates will be able to:

- Critically evaluate contemporary theories, frameworks, and practices relating to business and digital transformation.
- Analyse complex organisational challenges and opportunities within dynamic, technology-enabled business environments.
- Assess the strategic role of innovation, digital technologies, data, and analytics in supporting organisational performance and transformation.
- Evaluate the opportunities, risks, and ethical implications associated with digital transformation and emerging technologies.
- Apply evidence-based approaches, research methods, and analytical techniques to investigate contemporary business and transformation challenges.
- Develop and communicate effective solutions and recommendations to support organisational change, innovation, and value creation.
- Demonstrate independent learning, critical reflection, and professional judgement in addressing complex business problems.
- Undertake independent research or applied project work that integrates theory and practice to address a contemporary business and digital transformation issue.

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: Critically evaluate contemporary theories, concepts and practices relating to business and digital transformation.	Recorded lectures, online learning materials	Directed reading, case study analysis, discussion activities	Recorded Strategy Presentation, Strategic Innovation Report, Case Analysis, Consultancy Report, Dissertation/Project
Assess the role of innovation, digital technologies, business intelligence and analytics in organisational performance and transformation.	Recorded lectures, online learning materials	Independent research, data analysis, case study activities	Strategic Innovation Report, Brand Transformation Plan, Consultancy Report, Applied Analytics Report, Dissertation/Project
Evaluate the opportunities, risks and ethical implications associated with digital transformation and emerging technologies, including artificial intelligence.	Recorded lectures, guided learning activities	Critical reflection, case studies, discussion activities	Consultancy Report, Applied Analytics Report, Dissertation/Project
Critically examine strategic, operational, consumer and organisational dimensions of business transformation	Recorded lectures, online learning materials	Case analysis, directed reading, independent study	Strategic Innovation Report, Brand Transformation Plan, Consultancy Report, Dissertation/Project

ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply business, management, innovation and digital transformation concepts to contemporary organisational challenges.	Recorded lectures, online learning materials	Strategic Innovation Report, Brand Transformation Plan, Consultancy Report	Strategic Innovation Report, Brand Transformation Plan, Consultancy Report
Evaluate the relationships between strategy, innovation, customers, technology and organisational performance.	Recorded lectures	Independent study, case analysis	Strategic Innovation Report, Consultancy Report, Dissertation/Project

iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply appropriate analytical, research and business intelligence techniques to investigate organisational challenges.	Recorded lectures	Data analysis, research activities, independent study	Applied Analytics Report, Dissertation/Project
Select and apply appropriate methods to support evidence-based decision-making.	Online learning materials	Analytical exercises, independent research	Consultancy Report, Applied Analytics Report, Dissertation/Project

iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Students should be able to: Critically evaluate alternative approaches to organisational transformation and change.	Recorded lectures	Case study analysis, directed reading	Strategic Innovation Report, Consultancy Report, Dissertation/Project
Critically evaluate alternative approaches to organisational transformation and change.	Online learning materials	Independent research, discussion activities	Consultancy Report, Dissertation/Project

v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Communicate complex ideas and recommendations effectively to professional audiences.	Guided learning materials	Presentation preparation, discussion activities	Recorded Strategy Presentation
Present evidence-based arguments in a clear and professional manner.	Online learning materials	Independent study, presentation activities	Recorded Strategy Presentation, Dissertation/Project

vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Critically evaluate the quality, relevance and limitations of academic and organisational evidence.	Recorded lectures	Literature review, research activities	Applied Analytics Report, Dissertation/Project
Synthesise evidence from multiple sources to support decision-making.	Online learning materials	Directed reading, independent research	Consultancy Report, Dissertation/Project

a) Transferable Skills

i) Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Design and undertake independent research using appropriate methodologies and methods to investigate contemporary business and digital transformation issues.	Recorded lectures, research supervision	Literature review, research design activities, independent investigation	Applied Analytics Report, Dissertation/Project
Critically evaluate, synthesise and apply evidence from academic, professional and organisational sources to support decision-making and problem-solving.	Online learning materials	Directed reading, evidence appraisal, independent research	Applied Analytics Report, Consultancy Report, Dissertation/Project

ii) Communication skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Communicate effectively with academic, professional and organisational audiences.	Online learning materials	Written assignments, discussions	All assessments

iii) Data Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:	Guided online activities	Data analysis exercises	Applied Analytics Report

Present and interpret quantitative and qualitative data to support business decision-making.			
Communicate analytical findings using appropriate formats and visualisations.	Online learning materials	Analytical	Applied Analytics Report, Dissertation/Project

iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Utilise digital technologies and information resources to support learning, research and business analysis.	Online learning materials	Research activities, digital learning tasks	All assessments
Evaluate the role of digital technologies in organisational transformation.	Recorded lectures	Case studies, independent research	Consultancy Report, Dissertation/Project

v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Analyse and address complex organisational problems using evidence-based approaches.	Recorded lectures	Case analysis, project work	Strategic Innovation Report, Consultancy Report, Dissertation/Project

Develop practical solutions to business and digital transformation challenges.	Guided learning activities	Applied projects, independent research	Brand Transformation Plan, Consultancy Report, AI Project

vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate awareness of stakeholder perspectives in business decision-making.	Case studies	Guided activities	Consultancy Report, Brand Transformation Plan

vii) Managing learning

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate autonomy and responsibility in planning and managing independent learning.	Online learning materials	Independent study, research activities	All assessments
Reflect on personal development and learning needs.	Guided learning material and exercises	Reflective learning activities	Dissertation/Project

viii) Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply knowledge and skills relevant to contemporary professional practice in business and digital transformation.	Case-based learning	Consultancy activities, applied projects	Strategic Innovation Report, Brand Transformation Plan, Consultancy Report

Demonstrate professional capabilities that support career development and lifelong learning.	Guided online material	Independent learning, project work	Dissertation/Project, AI Project

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.

Students entering with APL

Students may be awarded up to 60 credits of APL against the first two taught modules. Where 60 credits are awarded, students will undertake the remaining 60 taught credits at the University of Leicester. To progress to the research project, students must attempt all 60 of these taught credits and pass at least 30 credits at the first attempt.

Students entering under APEL

Students entering under APEL will, for progression and reassessment purposes, be considered under the same structure as a 60:120 programme. Students must pass at least 30 credits of the taught component at the first attempt in order to progress to the research project.

Reassessment

A programme-specific dispensation from Senate Regulation 6.35 applies, allowing students on the programme to re-sit or re-submit up to 30 taught credits.

Compensation

Up to 30 taught credits may be compensated, subject to the requirements of Senate Regulation 6.

a) Course transfers

Transfer between the distance-learning and campus-based programmes is not available.

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.

Students completing the dissertation pathway will be awarded MSc Business and Digital Transformation. Students who successfully choose and complete the AI-focused project pathway will be awarded MSc Business and Digital Transformation with AI.

Students entering with APEL

Students may be granted Accreditation of Prior Learning (APL) or Accreditation of Prior Experiential Learning (APEL) for up to 60 credits of taught modules, subject to approval and mapping of prior learning outcomes. The Business Intelligence, Research Methods and Strategic Analytics module and the final dissertation or project are compulsory components and are not normally eligible for exemption, ensuring that all students develop advanced analytical and research capabilities and complete the capstone project at the University.

At the point of progression, the Taught Credit Weighted Average will be calculated on the basis of the 60 taught credits studied at the University of Leicester.

At the point of award, the Programme Credit Weighted Average will be calculated on the basis of the 120 credits awarded by the University of Leicester. The MSc will therefore be calculated on the 120 credits studied at the University of Leicester. The Postgraduate Diploma and Postgraduate Certificate will be calculated on the 60 taught credits completed at the University of Leicester.

APEL award and classification

For students entering under APEL:

At the point of progression, the Taught Credit Weighted Average will be calculated on the basis of the 60 taught credits studied at the University of Leicester.

At the point of award, the Programme Credit Weighted Average will be calculated on the basis of the 120 credits awarded by the University of Leicester.

The Master's degree will be calculated on the basis of the 120 credits studied at the University of Leicester.

The Postgraduate Diploma and Postgraduate Certificate will be calculated on the basis of the 60 taught credits completed at the University of Leicester.

For these students, the following classification scheme applies:

- Masters and Postgraduate Diploma
- Pass: Programme Credit-Weighted Average of at least 50.00%.
- Merit: Programme Credit-Weighted Average of at least 60.00%, or at least 58.00% with at least 60 credits at 60.00% or higher.
- Distinction: Programme Credit-Weighted Average of at least 70.00%, or at least 68.00% with at least 60 credits at 70.00% or higher.

Postgraduate Certificate

- Pass: Programme Credit-Weighted Average of at least 50.00%.
- Merit: Programme Credit-Weighted Average of at least 60.00%, or at least 58.00% with at least 30 credits at 60.00% or higher.
- Distinction: Programme Credit-Weighted Average of at least 70.00%, or at least 68.00% with at least 30 credits at 70.00% or higher.

12. Special features

This programme is delivered under the University's Educational Delivery Partner for Distance Learning Programmes partnership model. The University of Leicester retains responsibility for the programme's academic standards, curriculum, entry requirements and admissions decisions, teaching and academic delivery, assessment and award.

Partners may undertake recruitment and other authorised activities to support the programme. Recruitment activity and educational delivery-support activity are distinct and are governed within the scope of the University's approved partnership arrangements.

The detailed operational arrangements, including the respective responsibilities of the University and its partners, the boundaries of partner activity, monitoring arrangements and governance requirements, are set out in the MSc Business and Digital Transformation (DL Enhanced) Partnership Operational Document. The operational document forms part of the programme's governance framework and should be read alongside this programme specification.

12a. Research-inspired Education

Sub-section i: Considering your students' journey through Research-inspired Education Framework.

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.	Students engage with contemporary research and scholarship in strategy, digital transformation, innovation, business analytics, artificial intelligence and responsible business. Teaching draws upon current research and contemporary developments within these fields.
Research-based Framed enquiry for exploring existing knowledge.	Students apply inquiry-based approaches through case studies, applied business problems, data analysis and authentic assessments, enabling them to investigate contemporary organisational challenges using research-informed approaches.
Research-oriented Students critique published research content and process.	Students critically evaluate academic literature, research methods and evidence throughout the programme, developing the ability to apply research to strategic decision-making and organisational practice.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	Students develop research design, methodological and analytical skills within the Business Intelligence, Research Methods and Strategic Analytics module and apply these through either the Business Transformation Dissertation or the AI Agent Solutions in Business Project, undertaking an independent research project under academic supervision.

Sub-section ii: Articulation of research culture in your programme or School/Department.

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:

Students will engage with the University's research culture through research-informed learning materials, contemporary academic literature, and research outputs produced by the School of Marketing and Strategy, the College of Business, and the wider University. Students undertaking the Business Transformation Dissertation or AI Agent Solutions in Business Project will engage directly with the research process through independent inquiry supported by academic supervision

Sub-section iii: Articulation of research-informed teaching within your programme.

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 programme has been designed in accordance with evidence-informed approaches to online and distance learning, drawing on pedagogic research relating to asynchronous learning, authentic assessment, inclusive curriculum design, and student engagement. Module design, learning activities and assessment have been developed to promote active learning, independent enquiry, reflection and the practical application of knowledge. The programme will be reviewed regularly through student feedback, quality assurance processes and emerging evidence in higher education pedagogy to support continuous enhancement.

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 Business and Digital Transformation / MSc Business and Digital Transformation with AI

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

Credit breakdown

Status	October	Jan	May
Core	60 credits	60 credits	n/a
Optional	n/a	n/a	60 credits

180 credits in total

Core modules

Delivery period	Code	Title	Credits
October	MKxxxx	Strategic Innovation and Operations	30 credits
October	MKxxxx	Digital Consumer Strategy and Brand Transformation	30 credits
January	MKxxxx	Digital Transformation and Digital Responsibility	30 credits
January	MKxxxx	Business Intelligence, Research Methods and Strategic Analytics	30 credits

Option modules

Delivery period	Code	Title	Credits
May	MKxxxx	Business Transformation Dissertation	60 credits
May	MKxxxx	AI Agent Solutions in Business Project	60 credits

Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules. Students who complete the AI Agent Solutions in Business Project will be awarded MSc Business and Digital Transformation with AI.

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Appendix 2: Module specifications

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