1. Programme title(s):

Master of Business Administration (MBA)

Exit awards:

- Postgraduate Certificate in Business Administration
- Postgraduate Diploma in Business Administration

2. Awarding body or institution:

University of Leicester

3. a) Mode of study:

Part-time

b) Type of study:

Flexible learning (a combination of online and face-to-face learning)

4. Registration periods:

The normal period of registration: 30 months

The maximum period of registration: 60 months

5. Standard entry requirements:

Candidates must meet all three of the following entry requirements:

(1) Appropriate academic and/or professional qualifications, as follows:
    (a) A first or second class honours degree from a UK university, and/or
    (b) An equivalent degree from a non-UK university or academic institution, and/or
    (c) A postgraduate degree or diploma from a recognised institution, and/or
    (d) An equivalent graduate level professional qualification, such as the Association of Chartered Certified Accountants (ACCA) Chartered Certified Accountant qualification or Chartered Institute of Management Accountants (CIMA) Professional Qualification;

    and

(2) A minimum of three years appropriate and relevant postgraduate work experience, defined as having worked in a supervisory, managerial or professional role,

    and

(3) English language proficiency (if English is not the candidate's first language), evidenced by:
    (a) Prior education in a country approved by the University of Leicester as teaching in the medium of English, as follows:
        i. Completed secondary education in a state-funded school, or
        ii. Completed at least two years of an undergraduate level programme within three years of the course start date, or
        iii. Completed a postgraduate level programme of any duration within three years of the course start date

    or

(b) Achievement of a required score/mark on an English language proficiency test from a source such as:
  i. IELTS – score of 6.5 or above, or
  ii. TOEFL – score of 90 or above, or
  iii. Cambridge English language Proficiency Test – grade of C or above, or
  iv. The University of Leicester English Language Test

Further information about meeting the University's English requirements can be found here: www.le.ac.uk/englishskills

Applicants who have the potential to meet the MBA learning requirements but do not hold the academic or professional qualifications outlined above may be considered if they have significantly more than three years of relevant work experience in a supervisory, managerial or professional role. Applicants admitted on this basis are also required to have achieved a GMAT score of 600+ within the past 5 years.

6. Accreditation of Prior Learning:

None

7. Programme aims:

The programme aims to develop MBA graduates who have knowledge and skills to:

- lead individuals, teams and organisations to achieve organisational objectives and improve the wellbeing of individuals, organisations, communities and societies
- think critically, reflectively, and strategically
- make decisions and manage decision-making in an evidence-based way
- manage and integrate across functional areas
- work for an inclusive and sustainable global economy and be generators of sustainable value for their organisations and society at large[1]
- manage their careers and professional development and engage in life-long learning

These aims have been informed by:

(1) The Association of MBAs (2016) MBA Accreditation Criteria: MBA Attributes
(2) The United Nations Global Compact initiative Principles for Responsible Management Education (PRME) (2012)
(3) The University of Leicester School of Business motto: "Distinctive and relevant" and the Leicester MBA mission and values

Leicester MBA mission: "To inspire and enable future leaders to reflect and contribute positively to their organisations and our society"

Leicester MBA values:

- Diversity. We treasure and support variety. We are international, interdisciplinary, and inclusive. We develop leaders who respect and nurture diversity and pluralism
- Community. We promote collegiality, collaboration and cooperation. We share, care and help. We develop leaders who work and learn in partnership

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[1] Sustainable development includes "sustainable development and sustainable lifestyles, human rights, gender equality, a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development" (as defined in. United Nations (2015) "Transforming our world: the 2030 Agenda for Sustainable Development", Sustainable Development Goal 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all")

- Integrity. We uphold the highest standards of honesty, transparency, and professionalism. We develop leaders who are ethical, fair, responsible and trustworthy
- Making a difference. We strive to make things better, for individuals, organisations, community and the world. We develop leaders who have knowledge and skills to make a positive impact and courage and confidence to overcome obstacles

8.   Reference points used to inform the programme specification:

Internal (University of Leicester) reference points:

- University of Leicester Strategic Plan (2015)
- University of Leicester Discovery-Led and Discovery-Enabling Learning Strategy 2016-2020
- University of Leicester Transferable Skills Framework (2015)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)

External reference points:

- Association of MBAs (2016) MBA Accreditation Criteria. London: Association of Masters in Business Administration
- The Association to Advance Collegiate Schools of Business (2016) Eligibility Procedures and Accreditation Standards for Business Accreditation. Tampa, FL: The Association to Advance Collegiate Schools of Business
- The Quality Assurance Agency for Higher Education (2015) Subject Benchmark Statement. Master's Degrees in Business and Management. (QAA1235 - June 15). Gloucester, UK: The Quality Assurance Agency for Higher Education
- The United Nations (2015) Transforming our world: the 2030 Agenda for Sustainable Development (in particular, Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all)
- The United Nations Global Compact initiative Principles for Responsible Management Education (PRME) (2012)
- The Center for Evidence-Based Management (CEBMa) (2015) "Evidence-Based Practice: The Basic Principles"
- The framework of managerial work requirements and concomitant competencies, developed by Dierdorff and Rubin (Dierdorff et al., 2009) and currently employed as a standard for assessing the relevance of MBA curriculum (Costigan and Brink, 2014; Rubin and Dierdorff, 2009; Rubin and Dierdorff, 2013)[2].

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[2] Dierdorff EC, Rubin RS and Morgeson FP (2009) The milieu of managerial work: An integrative framework linking work context to role requirements. *Journal of Applied Psychology* 94(4): 972–988.
Costigan RD and Brink KE (2014) Another Perspective on MBA Program Alignment: An Investigation of Learning Goals. *Academy of Management Learning & Education* 14(2): 260-276.
Rubin RS and Dierdorff EC (2009) How Relevant Is the MBA? Assessing the Alignment of Required Curricula and Required Managerial Competencies. Ibid.8): 208–224.
Rubin RS and Dierdorff EC (2013) Buildinga a Better MBA: From a Decade of Critique Toward a Decennium of Creation *Academy of Management Learning & Education* 12(1): 125-141.

9. Programme Outcomes:

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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge		
Postgraduate Certificate Level		
Demonstrate the evidence-based knowledge of a) Individual and group behaviours in organisations; b) general management at operational and strategic levels; c) leadership in and of organisations; d) strategic human resource management; e) interpersonal relations and communications; f) managing change g) resources, systems and processes in organisations, including planning and design, production and operations, marketing, and sales/distribution of goods and services, and the management of thereof h) innovation, creativity, intrapreneurial and entrepreneurial behaviour, enterprise development, and the management of thereof i) financing of organisations, financial management, managerial applications of accounting, microeconomics and macroeconomics j) information and communication technology and information systems, digitization, (big) data and analytics and their business/ organisational and managerial applications; k) organisational polices and strategies, strategy development and implementation, strategic management, l) risk management and compliance m) ethics, corporate governance, corporate social responsibility, and sustainability and their implications for management n) the impact of environmental (including economic, political, legal and regulatory, technological, social, and cultural) forces on organisations, in national and international contexts and the globalisation of various aspects of organisations and management o) prevalent international business and management standards and regional/national variations in business and management regulations, norms and practices	Asynchronous online lectures; synchronous online seminars incorporating problem-solving activities, case studies, demonstrations, and presentations; asynchronous online faculty-mediated discussion forums; on-site/face-to-face workshops incorporating case studies, simulations, role plays and oral presentations; online readings and text and multimedia instructional materials (learning guides/lessons); self-assessment knowledge tests; online and off-line activities; learning and professional development portfolio	Written examinations, assignments, and learning and professional development portfolio

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Postgraduate Diploma Level		
In addition to the above, demonstrate advanced knowledge of a specialist area out of the following three areas: 1. Strategic human resource management 2. Corporate finance 3. Managing international branding, communications, and marketing relationships	Asynchronous online lectures; synchronous online seminars incorporating problem-solving activities, case studies, demonstrations, and presentations; asynchronous online faculty-mediated discussion forums; online readings and text and multimedia instructional materials (learning guides/lessons); self-assessment knowledge tests; online and off-line activities; learning and professional development portfolio	Individual and group assignments, and learning and professional development portfolio
Master Level		
In addition to the above, demonstrate the knowledge of organisational research and consultancy methods	Asynchronous online lectures; synchronous online seminars incorporating problem-solving activities, case studies, demonstrations, and presentations; asynchronous online faculty-mediated discussion forums; on-site/face-to-face workshops incorporating case studies, simulations, role plays and oral presentations; online readings and text and multimedia instructional materials (learning guides/lessons); self-assessment knowledge tests; online and off-line activities	MBA project

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(b) Subject-specific/managerial and transferable skills		
Critical thinking		
Recognise and explain the skills of critical thinking, including: (1) Interpretation (categorization; decoding significance; clarifying meaning); (2) Analysis (examining ideas; detecting arguments; analysing argument); (3) Evaluation (assessing claims; assessing arguments); (4) Inference (querying evidence; conjecturing alternatives; drawing conclusions); (5) Explanation (stating results; justifying procedures; presenting arguments); (6) Self-regulation (self-examination; self-correction). Apply critical thinking principles and methods in authentic performance contexts	Asynchronous online lectures; synchronous online seminars incorporating problem-solving activities, case studies, demonstrations, and presentations; asynchronous online faculty-mediated discussion forums; on-site/face-to-face workshops incorporating case studies, simulations, role plays and oral presentations; online readings and text and multimedia instructional materials (learning guides/lessons); self-assessment knowledge tests; online and off-line activities; learning and professional development portfolio	Written examinations, assignments, and learning and professional development portfolio
Creative thinking, innovation and entrepreneurship		
Explain the role, nature, and different forms of innovation and entrepreneurship. Identify the key organisational factors that help or hinder innovative activity within an organisation. Analyse how ideas are generated, developed, and shaped during the innovation process. Apply creative thinking and innovative and entrepreneurial approaches in authentic performance contexts	Asynchronous online lectures; synchronous online seminars incorporating problem-solving activities, case studies, demonstrations, and presentations; asynchronous online faculty-mediated discussion forums; on-site/face-to-face workshops incorporating case studies, simulations, role plays and oral presentations; online readings and text and multimedia instructional materials (learning guides/lessons); self-assessment knowledge tests; online and off-line activities; learning and professional development portfolio	Written examinations, assignments, and learning and professional development portfolio

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Strategic thinking		
Summarise and apply the principal concepts, frameworks and techniques of strategic management, critically, in different contexts of application. Apply a structured approach to the analysis of complex strategic and financial decision-making problems, utilising relevant management information systems	Asynchronous online lectures; synchronous online seminars incorporating problem-solving activities, case studies, demonstrations, and presentations; asynchronous online faculty-mediated discussion forums; on-site/face-to-face workshops incorporating case studies, simulations, role plays and oral presentations; online readings and text and multimedia instructional materials (learning guides/lessons); self-assessment knowledge tests; online and off-line activities; learning and professional development portfolio	Written examinations, assignments, and learning and professional development portfolio
Decision making and problem solving		
Apply the knowledge of decision making on individual, group and organisational levels in the context of authentic performance tasks. Identify individual, group and organisational problems pertaining to general management; apply relevant subject knowledge to generate multiple alternative solutions; evaluate solutions based on relevant criteria (e.g., effectiveness, efficiency, sustainability)	Asynchronous online lectures; synchronous online seminars incorporating problem-solving activities, case studies, demonstrations, and presentations; asynchronous online faculty-mediated discussion forums; on-site/face-to-face workshops incorporating case studies, simulations, role plays and oral presentations; online readings and text and multimedia instructional materials (learning guides/lessons); self-assessment knowledge tests; online and off-line activities; learning and professional development portfolio	Written examinations, assignments, and learning and professional development portfolio

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Information and communication technology and systems, data and analytics		
Apply the knowledge of information (including digital) and communication technologies and systems and of digitization, business 'big' data and analytics in management in the context of authentic performance tasks.	Asynchronous online lectures; synchronous online seminars incorporating problem-solving activities, case studies, demonstrations, and presentations; asynchronous online faculty-mediated discussion forums; on-site/face-to-face workshops incorporating case studies, simulations, role plays and oral presentations; online readings and text and multimedia instructional materials (learning guides/lessons); self-assessment knowledge tests; online and off-line activities; learning and professional development portfolio	Written examinations, assignments, and learning and professional development portfolio
Reflective thinking and self-awareness		
Apply the knowledge of organisational behaviour to reflect on one's own skills, abilities and personality, values and attitudes, and leadership, conflict resolution and negotiation styles	Asynchronous online lectures; synchronous online seminars incorporating problem-solving activities, case studies, demonstrations, and presentations; asynchronous online faculty-mediated discussion forums; on-site/face-to-face workshops incorporating case studies, simulations, role plays and oral presentations; online readings and text and multimedia instructional materials (learning guides/lessons); self-assessment knowledge tests; online and off-line activities; learning and professional development portfolio	Written examinations, assignments, and learning and professional development portfolio

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Organisational research and consulting		
Identify and propose a valid research question in the field of management that allows to produce a traditional dissertation, an in company project, a business plan or a business case for a specific business problem. Carry out high-level research analysis and present findings accurately, clearly and concisely; make and justify recommendations Develop an independent, reflective and critical perspective throughout the MBA project that reflects upon strengths and weakness of personal skills and abilities as a researcher Apply a consulting process framework to an actual client engagement; explain the value of stakeholder engagement and how to apply it	Asynchronous online lectures; synchronous online seminars incorporating problem-solving activities, case studies, demonstrations, and presentations; asynchronous online faculty-mediated discussion forums; on-site/face-to-face workshops incorporating case studies, simulations, role plays and oral presentations; online readings and text and multimedia instructional materials (learning guides/lessons); self-assessment knowledge tests; online and off-line activities; learning and professional development portfolio	MBA Project
Ethics, corporate social responsibility and sustainability		
Identify and address ethics, CSR and sustainability issues. Apply ethical and sustainability criteria to general management and functional management processes and decisions	Asynchronous online lectures; synchronous online seminars incorporating problem-solving activities, case studies, demonstrations, and presentations; asynchronous online faculty-mediated discussion forums; on-site/face-to-face workshops incorporating case studies, simulations, role plays and oral presentations; online readings and text and multimedia instructional materials (learning guides/lessons); self-assessment knowledge tests; online and off-line activities; learning and professional development portfolio	Written examinations, assignments, and learning and professional development portfolio

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Communication (including data presentation)		
Summarise and explain the types of linguistic/oral and written (including presenting, listening and conversing) and non-linguistic/non-verbal (body language) communication. Analyse examples of communication behaviours using models of behaviour presented in text and multimedia formats. Demonstrate effective communication behaviour appropriate to the communication purpose, target/audience, media and context; utilise assertive communication where appropriate	Asynchronous online lectures; synchronous online seminars incorporating problem-solving activities, case studies, demonstrations, and presentations; asynchronous online faculty-mediated discussion forums; on-site/face-to-face workshops incorporating case studies, simulations, role plays and oral presentations; online readings and text and multimedia instructional materials (learning guides/lessons); self-assessment knowledge tests; online and off-line activities; learning and professional development portfolio	Written examinations, assignments, and learning and professional development portfolio
Working with others, in groups and teams		
Identify and explain the determinants of group behaviour in organisations. Distinguish between different types of tasks; decide whether a team is appropriate for the task to be accomplished and what type of team is needed for the given task. Compose an effective team, define direction and norms of conduct for the team, and identify supporting conditions necessary for effective performance. Diagnose and repair problems within teams	Asynchronous online lectures; synchronous online seminars incorporating problem-solving activities, case studies, demonstrations, and presentations; asynchronous online faculty-mediated discussion forums; on-site/face-to-face workshops incorporating case studies, simulations, role plays and oral presentations; online readings and text and multimedia instructional materials (learning guides/lessons); self-assessment knowledge tests; online and off-line activities; learning and professional development portfolio	Written examinations, assignments, and learning and professional development portfolio

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Negotiation and conflict resolution		
Identify the types and sources of conflict within organisations. Identify and apply appropriate conflict management approaches. Analyse and assess the interests of different parties in a negotiation; identify and employ different negotiation styles and strategies; evaluate the factors that determine negotiation outcomes	Asynchronous online lectures; synchronous online seminars incorporating problem-solving activities, case studies, demonstrations, and presentations; asynchronous online faculty-mediated discussion forums; on-site/face-to-face workshops incorporating case studies, simulations, role plays and oral presentations; online readings and text and multimedia instructional materials (learning guides/lessons); self-assessment knowledge tests; online and off-line activities; learning and professional development portfolio	Written examinations, assignments, and learning and professional development portfolio
Leading/leadership		
Explain the dynamics of leadership and followership, identify leader traits and behaviours and followers' perceptions and attributions affecting leader effectiveness and apply this knowledge to developing own effective leadership behaviours	Asynchronous online lectures; synchronous online seminars incorporating problem-solving activities, case studies, demonstrations, and presentations; asynchronous online faculty-mediated discussion forums; on-site/face-to-face workshops incorporating case studies, simulations, role plays and oral presentations; online readings and text and multimedia instructional materials (learning guides/lessons); self-assessment knowledge tests; online and off-line activities; learning and professional development portfolio	Written examinations, assignments, and learning and professional development portfolio

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Managing performance		
Analyse and assess performance management processes and methods, and propose recommendations for improvement	Asynchronous online lectures; synchronous online seminars incorporating problem-solving activities, case studies, demonstrations, and presentations; asynchronous online faculty-mediated discussion forums; on-site/face-to-face workshops incorporating case studies, simulations, role plays and oral presentations; online readings and text and multimedia instructional materials (learning guides/lessons); self-assessment knowledge tests; online and off-line activities; learning and professional development portfolio	Written examinations, assignments, and learning and professional development portfolio
Managing change		
Explain the sources and the types of organisational change facing contemporary organisations, identify practical implications of different approaches towards resistance to change, and determine the methods of managing change appropriate to the circumstances.	Asynchronous online lectures; synchronous online seminars incorporating problem-solving activities, case studies, demonstrations, and presentations; asynchronous online faculty-mediated discussion forums; on-site/face-to-face workshops incorporating case studies, simulations, role plays and oral presentations; online readings and text and multimedia instructional materials (learning guides/lessons); self-assessment knowledge tests; online and off-line activities; learning and professional development portfolio	Written examinations, assignments, and learning and professional development portfolio

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Career management and life-long learning		
Recognise and explain, with application to careers in general management: the current national and international trends in jobs, careers, employment contracts, labour markets, and the impact of economic, technological, political and social environments on these; the roles of organisation (including the impact of organisational characteristics, such as size and ownership, and the roles of line management and HR function) and individual in career management and development; meanings of careers and career building, planning and opportunistic approaches, types of career patterns and paths, work role and career transitions Develop and demonstrate the awareness of one's own knowledge, skills, abilities, personality and motivations, in relation to career development, the ways to assess those and to identify strengths, limitations, and opportunities for development Evaluate career options and establish personal career goals and action plans to achieve those	Asynchronous online lectures; synchronous online seminars incorporating problem-solving activities, case studies, demonstrations, and presentations; asynchronous online faculty-mediated discussion forums; on-site/face-to-face workshops incorporating case studies, simulations, role plays and oral presentations; online readings and text and multimedia instructional materials (learning guides/lessons); self-assessment knowledge tests; online and off-line activities; learning and professional development portfolio	Learning and professional development portfolio

10. Special features

Specialisms

Students may choose to pursue an MBA with a named specialism. If a student registers for a particular specialism in their MBA, successfully completes the core modules, the option module approved for this specialism, and the MBA project in that specialism, s/he will be awarded an MBA with this specialism

Attendance and participation

Students are required to complete at least 500 hours of interaction between the student cohort and faculty, of which at least 120 hours should be completed through synchronous ('real time') interaction and the remainder should be completed through asynchronous ('non-real time') interaction.

Students can achieve at least 120 hours of synchronous interaction through attendance at and participation in residential workshops, online seminars and the Leicester Masterclass.

Students can achieve the balance of 500 contact hours in asynchronous interaction through participation in online lectures and online discussion forums.

Leicester Masterclass

Students are required to attend Leicester Masterclass at the University of Leicester School of Business once throughout the duration of their studies on the programme. Students who are unable to attend Leicester Masterclass in person will be required to complete an online version of Leicester Masterclass

Career Management and Development Programme

Students are required to engage with the Career Management and Development Programme

Career Management and Development Programme is a co-curricular element of the Leicester MBA programme, which runs alongside the curricular elements throughout the programme

11. Indicators of programme quality

(a) Accreditation references

The programme is accredited by the Association of MBAs and adheres to the Association of MBAs Accreditation Criteria

- [Association of MBAs (2016) MBA Accreditation Criteria. London: Association of Masters in Business Administration](#)

(b) Benchmark QAA

The programme adheres to the Quality Assurance Agency for Higher Education Subject Benchmark Statement for Master's Degrees in Business and Management

- [The Quality Assurance Agency for Higher Education (2015) Subject Benchmark Statement. Master's Degrees in Business and Management. (QAA1235 - June 15). Gloucester, UK: The Quality Assurance Agency for Higher Education](#)

12. Scheme of Assessment

As defined in [Senate Regulation 6:](#) Regulations governing taught postgraduate programmes of study.

In addition, as stipulated by the Association of MBAs MBA Accreditation Criteria (2016), to be considered for the award of MBA degree, a student must have accumulated at least 120 synchronous contact hours throughout the course of studies on the programme.

13. Progression points

As defined in [Senate Regulation 6:](#) Regulations governing taught postgraduate programmes of study.

Progression Point corresponds to the progression from the Postgraduate Diploma level module to the module MN7709 Organisational Research and Consultancy Methods and the MBA Project.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate award where appropriate.

Postgraduate Diploma level module is an option module, chosen from the three option modules: MN7704, MN7705 and MN7707

A student's progress will be reviewed at the completion of the option module and the module MN7708 Learning and Professional Development Portfolio. All modules must be attempted and a pass grade achieved for MN7708 Learning and Professional Development Portfolio before a student can progress.

In accordance with Senate Regulations 6.29, the following progression rules apply

Taught module credits failed at first attempt where there has been no resubmission to date	Progression rule
Up to 30 credits	A student will proceed to MN7709 and is entitled to re-sit failed modules, at the earliest opportunity. A student will be advised that s/he may take a period of academic suspense in which to complete the reassessment. A pass grade for MN7708 must be achieved before a student can progress.
31-60 credits	A student will not proceed to MN7709 and is entitled to re-sit failed modules, up to the maximum credit value of 60 credits, at the earliest opportunity. A student will

	be advised to take a period of academic suspense in which to complete the reassessment.
	If, after reassessment, a student has up to 30 credits of failed modules, s/he will be allowed to progress to MN7709. A pass grade for MN7708 must be achieved before a student can progress. If, after reassessment, a student has more than 30 credits of failed modules, s/he will not be allowed to progress to MN7709 and shall be considered at the next meeting of the Board of Examiners.
	Where the number of credits failed is such that the student has a sufficient number to meet the requirements for an intermediate award, a Board of Examiners shall consider the student's performance and recommend an appropriate intermediate award. Where the number of credits failed is such that the student does not have a sufficient number to meet the requirements for an intermediate award, a Board of Examiners shall consider the student's performance and withdraw him/her for academic failure.

14. Rules relating to re-sits or re-submissions:

As defined in Senate Regulation 6: Regulations governing taught postgraduate programmes of study.

15. External Examiners reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports can be found here

16. Additional features (e.g. timetable for admissions)

The programme has two intakes: April and October

APPENDIX 1: PROGRAMME STRUCTURE (PROGRAMME REGULATIONS)

Programme Structure

All students are required to take all core modules and one option module.

Module code	Module title	Credits
Core modules		
MN7701	Managing and Developing People and Organisations	30
MN7702	Managing Value Creation Processes from Idea to Market	30
MN7703	Managing Finances and Strategic Decision-Making	30
MN7708	Learning and Professional Development Portfolio	0
MN7709	Organisational research and consultancy methods and the MBA project	60
Option modules		
MN7704	Managing International Marketing Communications, Brands and Relationships	30
MN7705	Managing Finance for Corporate Policy and Strategy	30
MN7707	Managing Human Resources Strategically	30

The modules are taken in the following sequence:

1. MN7701
2. MN7702
3. MN7703
4. Option module
5. MN7709

Module MN7708 commences at the start of the module MN7701 and concludes at the end of the option module.

Specialisms

Students may choose to pursue an MBA with a named specialism. If a student registers for a particular specialism in their MBA, successfully completes the core modules, the option module approved for this specialism, and the project in that specialism, s/he will be awarded an MBA with this specialism

Specialism	Approved Option Module	
	Module Code	Module Title
MBA (Marketing)	MN7704	Managing International Marketing Communications, Brands and Relationships
MBA (Finance)	MN7705	Managing Finance for Corporate Policy and Strategy
MBA (Human Resource Management)	MN7707	Managing Human Resources Strategically

Co-curricular programme elements

The programme includes two co-curricular elements: (1) Career Management and Development Programme and (2) Leicester Masterclass

1. Career Management and Development Programme

Career Management and Development (CMD) programme is a co-curricular element of the programme, which aims to develop core career management competencies required of MBA graduates. It is delivered alongside the curricular elements throughout the programme.

The CMD programme has the following Intended Learning Outcomes:

1) To explain, with application to careers in general management, the current trends in jobs, careers, employment contracts, and labour markets; the roles of organisation and individual in career management and development; meanings of careers and career building, planning and opportunistic approaches, types of career patterns and paths, work role and career transitions
2) To demonstrate awareness of one's own knowledge, skills, abilities, personality and motivations, in relation to career development, and of the ways to assess those and identify strengths, limitations, and opportunities for development
3) To establish personal career goals and action plans to achieve those
4) To research and use labour market intelligence and identify relevant job opportunities in the internal and external labour markets; identify and use the talent management processes and opportunities for career development and progression within the employing organization
5) To identify learning opportunities to acquire competencies required to achieve career goals
6) To be able to apply the knowledge of career management to providing guidance to others, within the remit of a general manager role
7) To apply the knowledge of HRM processes (recruitment, selection, performance and reward management, training and development) and methods (e.g., selection methods, such as psychometric tests, assessment centres, and interviews) to one's own career development
8) To apply the knowledge and skills of oral, written and non-linguistic communication and negotiation in the context of one's own engagement with internal and external recruitment and selection and talent management processes (e.g., job interview, salary negotiation)
9) To appreciate the role of professional networking and social media and to effectively engage with professional networks and social media

The CMD programme includes

   (1) scheduled synchronous online seminars and MBA surgeries, which equate to 30 synchronous contact hours throughout the duration of the programme (approximately one hour per month, for the normal period of registration of 30 months);
   (2) one-to-one coaching with the Careers and Professional Development manager;
   (3) self-directed learning using the Professional Development Resource (PDR)[3].

Students are required to actively engage in the CMD programme through participation in the programme's synchronous online seminars and on-to one coaching sessions, guided independent study using the Professional Development Resource, authentic performance tasks (e.g., updating the current CV), and reflection on their personal career management and development in the Learning and Professional Development Portfolio.

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[3] Professional Development Resource (PDR) is an online career management resource, which includes: CV Builder, Cover Letter Builder and Document Manager, Career Assessment tests, Career Newsroom reporting on the career-related current news from global publications); Career Pathways presenting real-life career stories; Career Planner; resources on Self-Employment (a range of resource on self-employment); Career E-Learning lessons in career related skills; Interview Simulator; Assessment Centre Training; and Industry Reports

2. Leicester Masterclass

Leicester Masterclass is a co-curricular element of the programme.

Leicester Masterclass has two aims:

(1) to further develop the students' managerial knowledge and skills in the following areas:
- Managing risk
- Managing in the digital world
- Managing data and analytics
- Managing projects
- Entrepreneurship and innovation
- Leadership

(2) to increase the integration of the MBA student body within and across cohorts and provide opportunities for networking

Leicester Masterclassis held annually at the University of Leicester School of Business.

Leicester Masterclass delivers the minimum of 48 hours of scheduled face-to-face contact between the faculty and the students, across six days, through a structured programme of workshops.

In addition, Leicester Masterclass includes social events, such as Ceilidh and Gala Dinner

Students are required to attend a Leicester Masterclass once throughout the duration of their studies on the programme. Students who are unable to attend Leicester Masterclass in person will be required to complete an online version of Leicester Masterclass

Appendix 2: Module specifications
See module specification database http://www.le.ac.uk/sas/courses/documentation