Programme Specification (Postgraduate) FOR ENTRY YEAR: 2026-2027

Date created: 18/09/2025 **Last amended:** 10/08/2026 **Version no.** 1 **Date approved by EQED:**
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1. Programme title(s) and code(s):

MSc Management

MSc Management (People Analytics)

MSc Management (Business Psychology)

MSc Management (Sustainable Business)

Postgraduate Diploma in Management*

Postgraduate Certificate in Management*

MSc Management with Professional Practice^

MSc Management (People Analytics) with Professional Practice

MSc Management (Business Psychology) with Professional Practice

MSc Management (Sustainable Business) with Professional Practice

Notes

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

^ Refer to Section 11: Criteria for Award and Classification

a) HECOS Code

HECOS Code	%
100078	100

2. Awarding body or institution: University of Leicester

3. a) Mode of study Full-time

b) Type of study Campus-based

4. Registration periods:

MSc Management

The normal period of registration for MSc Management is 12 months. The maximum period of registration for the MSc Management is 24 months.

MSc Management (People Analytics)

The normal period of registration for MSc Management is 12 months. The maximum period of registration for the MSc Management (People Analytics) is 24 months.

MSc Management (Business Psychology)

The normal period of registration for MSc Management is 12 months. The maximum period of registration for the MSc Management (Business Psychology) is 24 months.

MSc Management (Sustainable Business)

The normal period of registration for MSc Management is 12 months. The maximum period of registration for the MSc Management (Sustainable Business) is 24 months.

5. Typical entry requirements

The programme will follow standard entry requirements: a good UK honours degree or its equivalent or an acceptable professional qualification; or possession of the University of Leicester's Professional Diploma in Management (or its predecessor, the Diploma in Management) will be required. For students whose first language is not English, the English Language requirement is an IELTS 6.5 or TOEFL 90. Students who complete 1+2 or 2+1 undergraduate degrees where the non-Leicester component is not taught in English must still meet the University IELTS requirement.

> For the aims, learning outcomes and application criteria for the with professional practice options please see https://le.ac.uk/study/postgraduates/courses/professional-practice .

6. Accreditation of Prior Learning

n/a

7. Programme aims

Upon completion of these programmes, students will be able to:

1. Integrate and apply advanced knowledge of core business disciplines including strategy, risk, organisational behaviour, economics, finance, marketing, and people management to solve complex organisational problems in global contexts.
2. Critically evaluate the changing global business environment, including economic, political, technological, and ethical forces, and assess their impact on organisational strategy and stakeholder decision-making.
3. Demonstrate data-informed decision-making through the synthesis of research methods, digital tools, and analytic techniques relevant to contemporary management challenges.
4. Undertake independent, ethically sound research that contributes to academic or practice-based understanding, culminating in a specialist dissertation/project.
5. Exhibit responsible leadership, collaboration, and communication skills within diverse and inclusive environments, contributing to both organisational effectiveness and wider societal value.

In addition, for the 'pathway' variants

MSc Management

6. Assess the impact of contemporary issues on international global values chains and the application of change management methodologies.

MSc Management (People Analytics)

6. Apply quantitative and analytical tools to human capital challenges, integrating data-driven insights with ethical and theoretical frameworks to inform strategic workforce decisions.

MSc Management (Business Psychology)

6. Analyse and evaluate individual and team behaviours using psychological theory, enhancing organisational performance through assessment, capability development, and inclusive team design.

MSc Management (Sustainable Business)

6. Critically assess the interdependence of business and society, and develop strategies that support environmental, social, and economic sustainability in global 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 annual monitoring and review process
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Graduate Outcomes Data

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 competencies are mapped to the programme learning outcomes as described in section 7.

a) Discipline specific knowledge and competencies

i) Knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma: Demonstrate foundational knowledge of core business and management disciplines including strategy, risk, organisational behaviour, economics, finance, marketing, and people management, and apply broader theoretical perspectives to understand management functions within diverse contexts. (1)	Delivered through lectures, seminars, and workshops supported by directed reading, case analysis, and research-led teaching, with supervision guiding independent study.	Engaging with core texts and case materials; preparing responses for seminars; analysing organisational examples to connect theories across functions; collaborative work comparing perspectives.	Essays and an exam testing core disciplinary knowledge, supported by a report and portfolios that require application across multiple areas.
Masters: In addition to the above, integrate and critically evaluate advanced and specialist knowledge to generate insight into contemporary business challenges in a globalised and digital world. (2 & 3)	In addition to the above, supervision for the design, execution, and presentation of a substantial independent dissertation or project.	In addition to the above, undertaking independent critical reading of advanced scholarship, developing literature reviews, and formulating original arguments within research projects.	In addition to the above, dissertation or project, and advanced essays requiring synthesis and critical evaluation across theoretical traditions.

ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma: Identify and explain key concepts related to managing organisations, including economic, political, technological, and ethical forces, and analyse how these concepts are applied across functions to interpret organisational behaviour and decision-making. (2)	Lectures, seminars, and workshops supported by directed reading, applied case discussions, group tasks, independent study, and formative feedback.	Reviewing core readings and applying key concepts to case studies; preparing seminar contributions that compare different theoretical perspectives; participating in team-based exercises that highlight the application of management concepts to practical challenges.	Essays and an exam requiring explanation and application of core concepts; report and portfolios analysing case organisations and incorporating a presentation demonstrating understanding of conceptual frameworks in practice.
Masters: In addition to the above, synthesise and evaluate theoretical frameworks to develop nuanced interpretations of complex management scenarios. (1 & 3)	In addition to the above, supervision for independent research and dissertation or project work that requires critical application of conceptual frameworks.	In addition to the above, conducting comparative literature reviews, integrating multiple conceptual frameworks into independent research, and developing original analyses within dissertation or project.	In addition to the above, dissertation or project and advanced essays requiring critical synthesis of conceptual frameworks; portfolio incorporating research proposal applying concepts to original questions and group presentation.

iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma: Identify and apply basic research and analytical techniques used in management practice, selecting appropriate tools to investigate organisational problems and support decision-making in line with assurance of learning outcomes (3).	Lectures, seminars, and workshops introducing research design and analytical methods; practical exercises in data interpretation; directed reading and independent study supported by formative feedback.	Completing exercises in interpreting financial, organisational, and market data; applying analytical frameworks to case studies; preparing short research tasks; developing portfolio evidence of applied techniques.	Exam and essays demonstrating application of analytical tools; report and portfolios evidencing use of appropriate techniques and presentation of applied solutions.

Masters: In addition to the above, design and justify advanced methodological approaches, employing qualitative, quantitative, or mixed-methods techniques to generate original insights into management challenges in line with assurance of learning outcomes (3 & 4).	In addition to the above, supervision for research design, methodological training, and the application of advanced techniques within the dissertation or project.	In addition to the above, constructing research proposals; conducting independent data collection and analysis; integrating multiple methods; preparing methodological sections of the dissertation or project.	In addition to the above, dissertation or project with a robust application of methodological techniques; advanced portfolios incorporating research proposal evidencing critical engagement with research techniques.

iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma: Demonstrate the ability to critically analyse management decisions within their organisational, economic, cultural, and ethical contexts, distinguishing between descriptive and evaluative approaches in line with assurance of learning outcomes (3).	Lectures, seminars, and workshops that foster critical debate; case study analysis; guided reading of contrasting perspectives; structured group discussions and independent study.	Comparing and contrasting case studies; writing critical essays on management problems; analysing literature and organisational examples to test competing interpretations; participating in debates and reflective group tasks.	Essays and exam assessing ability to critique management problems; report and portfolios requiring evaluative judgement; presentation of critical perspectives on organisational issues.
Masters: In addition to the above, evaluate competing theories, practices, and sources of evidence to develop original and critical insights into organisational dynamics and business challenges in line with assurance of learning outcomes (3 & 4).	In addition to the above, supervision and advanced seminars that challenge students to critique assumptions and construct original arguments in dissertation or project research.	In addition to the above, preparing comprehensive literature reviews; integrating conflicting perspectives in independent research; producing dissertation/project chapters that advance original arguments.	In addition to the above, dissertation or project requiring extended critical analysis; advanced essays and portfolio incorporating research proposal synthesising multiple perspectives and presentation of solutions.

v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma: Communicate ideas, arguments, and findings clearly and coherently in forms appropriate to academic and professional contexts in line with assurance of learning outcomes (2).	Lectures and seminars emphasising clear argumentation and academic writing; workshops on presentation skills; group activities requiring verbal reporting; formative feedback on drafts and practice presentations.	Preparing essays and a report with attention to clarity and coherence; rehearsing and delivering presentation in seminar groups; developing visual materials (slides) for assessment and feedback; peer review of communication approaches.	Group presentation (as part of a portfolio) assessing clarity and persuasiveness; essays and a report demonstrating structured written presentation.
Masters: In addition to the above, deliver persuasive, well-structured, and evidence-based written outputs that meet advanced academic and professional standards, in line with assurance of learning outcomes (5).	In addition to the above, dissertation or project supervision guiding the structure, style, and clarity of extended written work.	In addition to the above, preparing and refining the dissertation or project as a sustained piece of written research.	In addition to the above, dissertation or project assessing ability to present complex arguments and findings in a coherent extended written format.

vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma: Locate, organise, and assess academic and practitioner evidence, demonstrating the ability to evaluate the reliability and relevance of different sources when addressing management problems in line with assurance of learning outcomes (1).	Lectures and seminars on evidence-based management; directed reading; case-based workshops; independent study with formative feedback on evaluating sources.	Reviewing academic articles and a business report; completing source evaluations; comparing different arguments in seminar debates; writing essays and a report supported by evidence.	Essays requiring evaluation of academic and practice-based sources; report and portfolios demonstrating the ability to marshal and assess evidence; exam testing ability to interpret evidence in applied contexts.
Masters: In addition to the above, synthesise and critically appraise	In addition to the above, dissertation or project supervision focusing on	In addition to the above, conducting systematic literature reviews;	In addition to the above, dissertation or project requiring advanced

diverse forms of evidence, integrating academic literature, empirical data, and practice-based insights to produce justified and original conclusions in line with assurance of learning outcomes (4).	advanced literature review, data interpretation, and the integration of multiple evidence streams.	appraising and triangulating multiple sources of evidence for independent research; critically evaluating limitations and implications of evidence in the dissertation or project.	appraisal of evidence; research proposal as part of a portfolio and extended essays synthesising literature and data sources.

b) Transferable Skills

i) Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma: Demonstrate the ability to locate, select, and use academic and practitioner sources effectively; design small-scale inquiries appropriate to modular assessments; and apply referencing and ethical awareness to research tasks in line with assurance of learning outcomes (3).	Lectures and seminars introducing research methods and academic integrity; workshops on sourcing, evaluating, and referencing materials; guided reading and formative feedback on assessment preparation.	Identifying and retrieving relevant literature; constructing bibliographies; applying academic conventions in essays and a report; integrating evidence into arguments; reflecting on source reliability and limitations.	Essays, a report, and portfolios that require evidence of structured inquiry and effective use of sources; presentation demonstrating integration of research into argumentation, as part of a portfolio.
Masters: In addition to the above, design and execute independent research that demonstrates advanced methodological competence, critical engagement with literature, and the ability to generate new insights into management practice in line with assurance of learning outcomes (4).	In addition to the above, supervision for independent projects, with advanced training in research design, methodology, and critical synthesis.	In addition to the above, conducting literature reviews at an advanced level; collecting and analysing primary or secondary data; designing and justifying methodological choices; critically reflecting on research process and outcomes.	In addition to the above, dissertation or project assessing the ability to plan, conduct, and present an extended independent research project.

ii) Communication skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma: Communicate ideas and arguments clearly and coherently in written and oral formats; adapt style and register to academic and professional audiences; and demonstrate clarity, structure, and appropriate use of evidence in essays, a report, and presentation in line with assurance of learning outcomes (5).	Lectures and seminars emphasising clear academic writing and presentation; workshops on oral communication and argument structure; group exercises with verbal reporting; formative feedback on drafts and practice presentations.	Drafting and editing essays and a report; structuring presentation and oral contributions in seminars; rehearsing communication of arguments using slides and other visual aids; peer review and feedback on clarity and style.	Essays, a report, and group presentation as part of a portfolio, assessing ability to communicate ideas clearly and persuasively.
Masters: In addition to the above, produce extended and persuasive outputs for academic and practitioner audiences, including a substantial independent dissertation or project that demonstrates advanced communication skills in line with assurance of learning outcomes (4).	In addition to the above, dissertation or project supervision focusing on developing clarity and coherence in extended written work and communicating findings to multiple audiences.	In addition to the above, producing extended written outputs such as a dissertation or project; presenting aspects of independent research in written form to academic and professional audiences; refining writing style through iterative feedback.	In addition to the above, dissertation or project assessing extended communication of complex arguments and findings.

iii) Data Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma: Organise and present quantitative and qualitative information accurately using appropriate formats (tables, charts, diagrams, written summaries) to support analysis and decision-making in modular assessments in	Lectures and workshops introducing principles of data presentation; seminars and guided tasks using case study data; formative feedback on draft tables, charts, and visual aids.	Practising data display in essays and a report; creating charts, tables, and infographics for group presentation; interpreting case study data and communicating findings in written and visual form.	Report and portfolios requiring presentation of financial, organisational, or research data; group presentation with visual components; essays incorporating accurate tables and figures.

line with assurance of learning outcomes (3).			
Masters: In addition to the above, create professional, context-sensitive visualisations and narrative presentation of complex datasets that aid interpretation and inform managerial or academic decision-making in line with assurance of learning outcomes (1).	In addition to the above, supervision and advanced workshops supporting the design of data visualisations and interpretation within independent research projects.	In addition to the above, designing and justifying data presentation strategies in dissertation or project work; integrating multiple forms of evidence into coherent visual and written outputs; critically reflecting on clarity and audience appropriateness of data displays.	In addition to the above, dissertation or project assessing professional presentation of data through charts, tables, and integrated visual analysis.

iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma: Use digital tools effectively to locate, analyse, and present information; employ standard software for word processing, spreadsheets, and presentation; and demonstrate competence in applying IT to support academic tasks and problem-solving in line with assurance of learning outcomes (3).	Lectures and workshops on IT applications in management; seminars incorporating digital platforms; directed practice using spreadsheets, databases, and presentation tools; formative feedback on IT-enabled tasks.	Using learning platforms and databases to access materials; creating a presentation with digital tools; applying spreadsheet functions for analysis; practising referencing software; contributing to online discussions.	Essays and a report requiring effective use of digital research and presentation tools; portfolios demonstrating application of software in problem-solving.
Masters: In addition to the above, employ specialised digital tools and software for data analysis, research management, and presentation, integrating them into advanced independent research and	In addition to the above, supervision supporting the use of specialised digital tools in dissertation or project work, including statistical packages, qualitative coding software, and digital reference management systems.	In addition to the above, employing advanced data analysis software; managing references and data using digital tools; designing digital outputs for dissertation or project; critically reflecting on appropriate IT choices for research and presentation.	In addition to the above, dissertation or project assessing advanced use of IT for data management, analysis, and presentation of findings.

professional outputs in line with assurance of learning outcomes (4).			

v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma: Identify and define management problems; apply taught frameworks and tools to generate feasible solutions; and evaluate alternative courses of action using evidence from academic and practitioner sources in line with assurance of learning outcomes (1).	Lectures and seminars introducing problem-solving frameworks; workshops using case-based and simulation tasks; group activities applying structured approaches; formative feedback on solutions proposed.	Analysing case studies to identify issues; using problem-solving models in a report and essays; participating in group tasks to compare alternative solutions; reflecting on the strengths and limitations of chosen approaches.	Essays, a report, portfolios, incorporating group presentation requiring application of frameworks to solve management problems.
Masters: In addition to the above, address complex, ambiguous, or novel organisational problems by integrating multiple theories, data sources, and professional judgement to develop original and context-sensitive solutions in line with assurance of learning outcomes (2).	In addition to the above, supervision for dissertation or project research that requires independent framing of problems and justification of solutions in light of literature, data, and context.	In addition to the above, independently framing researchable problems; designing and justifying solutions through original research; applying critical synthesis in dissertation or project analysis and recommendations.	In addition to the above, dissertation or project assessing the framing of a complex research problem and the development of justified, original solutions.

vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma: Work collaboratively and responsibly in groups; contribute effectively to shared tasks; and demonstrate awareness of diverse perspectives and intercultural sensitivity in team	Seminars and workshops incorporating team-based tasks; group discussions and simulations; guided activities requiring	Participating in group projects, case study teams, and seminar discussions; negotiating roles and responsibilities; reflecting on collaborative processes and peer feedback.	A report and portfolios incorporating group presentation and reflective elements evaluating group process.

contexts in line with assurance of learning outcomes (5).	collaboration; formative feedback on team contributions.		
Masters: In addition to the above, lead and manage working relationships in complex, interdisciplinary, or cross-cultural environments, demonstrating advanced interpersonal skills and reflective awareness of group dynamics in line with assurance of learning outcomes (2 & 5).	In addition to the above, supervision of dissertation or project that requires establishing effective working relationships with supervisors, peers, or research participants.	In addition to the above, managing supervisory relationships; collaborating with peers on research-related activities; reflecting critically on team dynamics and leadership within dissertation or project work.	In addition to the above, dissertation or project assessing ability to sustain professional working relationships over an extended project.

vii) Managing learning

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma: Plan and organise responses to set tasks; draw on a range of appropriate sources; and reflect on progress and feedback to support ongoing academic and professional development in line with assurance of learning outcomes (1).	Independent research tasks embedded in modules; lectures and seminars with directed reading; workshops encouraging reflection; formative and summative feedback supporting development.	Planning study schedules; engaging with feedback from tutors and peers; using directed reading and independent research to prepare assignments; reflecting on strengths and areas for improvement.	Essays, a report, and portfolios demonstrating planning, integration of sources, and responsiveness to feedback.
Masters: In addition to the above, demonstrate advanced self-direction and critical reflexivity in managing an extended independent project, integrating feedback and adapting strategies to achieve research and professional goals in line with assurance of learning outcomes (4).	In addition to the above, dissertation or project supervision and guidance that requires students to take ownership of their research process and development.	In addition to the above, setting and monitoring goals for dissertation or project progress; critically evaluating learning approaches; adapting methods in response to challenges during research.	In addition to the above, dissertation or project evidencing the ability to sustain independent learning and critically reflect on the research process.

viii) Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma: Reflect on personal strengths, skills, and motivations; identify areas for professional development; and relate programme learning to potential career pathways in management in line with assurance of learning outcomes (2).	Lectures and seminars introducing career planning and employability; workshops on reflective practice; opportunities for peer discussion; formative feedback linking academic work to professional skills.	Reflecting on skillsets and areas for growth; preparing CVs, cover letters, or reflective essays; linking learning from assessments to professional contexts; engaging in peer and tutor feedback on employability.	Portfolio tasks that evidence awareness of career development; report and presentation, as part of a portfolio, linking theory to practice in professional contexts.
Masters: In addition to the above, critically evaluate career options in light of global trends and professional contexts; articulate a coherent plan for progression; and demonstrate readiness to apply advanced skills in employment or further study in line with assurance of learning outcomes (1 & 2).	In addition to the above, dissertation or project supervision and guidance that supports the development of specialist expertise aligned to career aspirations.	In addition to the above, connecting dissertation or project research to professional goals; critically evaluating personal development strategies; articulating career pathways in light of specialist knowledge and global opportunities.	In addition to the above, dissertation or project demonstrating advanced knowledge and skills relevant to chosen career pathways, with reflective elements on professional development.

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) With Professional Practice

If the virtual internship is unavailable or the student is unable to attend due to mitigating circumstances, a suitable equivalent, such as a live business case study or an authentic business simulation that mirrors work-based tasks, will be made available to students. Students would then be able to complete reflective accounts (10%) and their Business Projects (70%) related to this business challenge.

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 are required to pass the module MK7006 to be able to get an award titled MSc Management with Professional Practice.

If the interim award is based only on a combination of non-specialist modules (MN7031, MN7046, MN7048, MN7049) students will instead gain an interim award of a Management PGCert/Dip.

12. Special features

AMBA accredited programme.

The University recognises that undertaking a work placement as part the programme of study can enhance career prospects and provide added value, and as such this programme includes a 'with Professional Practice' variant.

By experiencing real-world scenarios and applying skills and knowledge to a professional environment, students can gain a unique insight into how their studies can be utilised in industry. This will not only showcase their abilities to future employers but will also enhance their studies upon returning to university to complete their programme.

12a. 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.	From the outset, students engage with cutting-edge academic research that addresses contemporary management challenges in global and organisational contexts. Teaching across the core and specialist pathways is informed by staff research in areas such as organisational behaviour, strategic management, digital transformation, people analytics, business psychology, and sustainable business. Students are exposed to current debates and real-world case studies emerging from staff expertise, including research into ethical business practices, workplace wellbeing, sustainability, and data-driven decision-making. This integration of staff research and teaching ensures students gain insight into the latest theoretical advancements and applied studies, fostering analytical thinking and critical reflection on how research shapes practice. By engaging with ongoing projects, interdisciplinary centres, and research-active staff, students develop the ability to evaluate evidence, interrogate emerging trends, and apply research-informed understanding to complex managerial problems.
Research-based Framed enquiry for exploring existing knowledge.	The MSc Management suite equips students to critically engage with the body of knowledge that underpins contemporary management theory and practice. Through exposure to diverse perspectives and debates, students interrogate established and emerging models, frameworks, and techniques across disciplines such as organisational behaviour, strategic management, sustainability, business psychology, and people analytics. Learning activities require students to frame enquiries that synthesise academic literature, evaluate competing explanations, and situate management challenges within wider economic, political, social, and technological contexts. By engaging critically with published research and case material, students develop the capacity to analyse complex issues, assess the relevance of theory to practice, and generate research-informed insights that shape managerial decision-making in an international environment.
Research-oriented Students critique published research content and process.	Students develop advanced critical appraisal skills by interrogating published research, assessing not only findings but also the processes and methodologies that underpin them. Across core and specialist modules, students examine competing frameworks of enquiry, evaluating reliability, validity, and ethical implications in order to judge the robustness of academic and practitioner studies. Guided discussions, applied case work, and assessments require students to critique how evidence is generated and used in fields such as strategic management, organisational behaviour, people analytics, business psychology, and sustainable business. In doing so, students learn to navigate divergent perspectives, identify limitations in existing research, and construct well-evidenced arguments that inform managerial decision-making in global and complex contexts.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	Students gain direct experience of the research process through structured training in research design, data analysis, and methodological application. Research skills are developed progressively across core modules, where students learn to frame questions, evaluate data sources, and apply appropriate qualitative, quantitative, or mixed-methods approaches to contemporary management problems. Assessments require the practical application of research techniques in essays, a report, presentation, and dissertation/project, fostering confidence in evidence-based reasoning. The dissertation/project represents the culmination of this apprenticeship, providing sustained supervision and support as students design and execute an independent research project. Through this process, students move beyond applying existing knowledge to generating new insights, contributing to debates in areas such as strategic management, people analytics, business psychology, and sustainable business.

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 on the MSc Management suite benefit from being part of a research-intensive university where staff are actively engaged in internationally recognised scholarship. They are encouraged to participate in College-wide research seminars, workshops, and guest lectures that showcase emerging research across management and related disciplines. These events highlight not only published findings but also the processes of research design, funding, collaboration, and dissemination. Specialist research centres, such as the Centre for Sustainable Organisations, provide opportunities for students to engage with cutting-edge debates in areas relevant to their chosen pathway, including sustainability, people analytics, and organisational behaviour. High-performing students may also have the chance to present their dissertation/project work at internal showcase events, gaining experience of academic communication within a supportive research community.

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:

Teaching on the MSc Management suite is grounded in research-informed pedagogy as well as disciplinary scholarship. Academic staff actively engage in the Scholarship of Teaching and Learning (SoTL), sharing innovations through the College of Business Academy for Business Education and contributing to pedagogical conferences, workshops, and publications. Insights from this scholarship are embedded into curriculum design, assessment strategy, and delivery, including the use of digital tools, case-based inquiry, and problem-based learning approaches. 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. Staff also draw on research into management and organisational practice to inform teaching content, ensuring students benefit from up-to-date theoretical and applied perspectives. Engagement with professional bodies further strengthens the link between research-informed teaching and students' professional development.

13. Indications of programme quality

Academic quality will be maintained by adhering to School practice and University regulations. Programmes are carefully planned and reviewed internally on a yearly basis through the ADR mechanism. External examiners of programme content and marking will provide external validation and comparison to programmes offered by competitors. Coordination and alignment between the programme teaching team and professional services ensures a consistent and high quality academic experience for the students.

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

- Annual Monitoring and Review Processes
- Programme Level Annual Development Review
- Internal moderation
- Internally Administered Student Satisfaction Feedback
- Student Attainment Data
- Peer Enhancement of Learning and Teaching Process and Reporting
- Panel of Examiners

And through external quality processes

- Professional Accreditation Monitoring
- External Examiner Reports

Graduate Outcomes Data

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].

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 Management

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

Credit breakdown

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

180 credits in total

Core modules

Delivery Period	Code	Title	Credits
Teaching Period 1	MN7031	The Global Business Environment	30 credits
Teaching Period 1	MN7046	Risk Analysis and Organisational Behaviour	30 credits

Delivery Period	Code	Title	Credits
Teaching Period 2	MN7048	Management Inquiry and Strategy in the Age of AI	30 credits
Teaching Period 2	MN7049	Management in a Changing World	30 credits
Teaching Period 3 & 4* Sem 2 spanning	MN7058	Dissertation	60 credits
Teaching Period 3 & 4* sem 2 spanning	MK7006	Placement in Business	60 credits

Notes

* Denotes module with delivery spanning 2 academic years

MSc Management

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

Credit breakdown

Status	Year long	Teaching Period 1	Teaching Period 2	Teaching Period 3 & 4
Core	n/a	60 credits	60 credits	n/a
Optional	n/a	n/a	n/a	n/a
Dissertation/placement	n/a	n/a	n/a	60 credits

180 credits in total

Core modules

Delivery Period	Code	Title	Credits
Teaching Period 2	MN7048	Management Inquiry and Strategy in the Age of AI	30 credits
Teaching Period 2	MN7049	Management in a Changing World	30 credits
Teaching Period 3	MN7031	The Global Business Environment	30 credits
Teaching Period 3	MN7046	Risk Analysis and Organisational Behaviour	30 credits
Teaching Period 4 & 1* T3 Spanning	MN7058	Dissertation	60 credits
Teaching Period 4 & 1* T3 Spanning	MK7006	Placement in Business	60 credits

Notes

* Denotes module with delivery spanning 2 academic years

MSc Management

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

Credit breakdown

Status	Year long	Teaching Period 1 & 2	Teaching Period 3	Teaching Period 4
Core	n/a	n/a	60 credits	60 credits

Status	Year long	Teaching Period 1 & 2	Teaching Period 3	Teaching Period 4
Optional	n/a	n/a	n/a	n/a
Dissertation/placement	n/a	60 credits	n/a	n/a

180 credits in total

Core modules

Delivery Period	Code	Title	Credits
Teaching Period 3	MN7031	The Global Business Environment	30 credits
Teaching Period 3	MN7046	Risk Analysis and Organisational Behaviour	30 credits
Teaching Period 4*	MN7048	Management Inquiry and Strategy in the Age of AI	30 credits
Teaching Period 4*	MN7049	Management in a Changing World	30 credits
Teaching Period 1 & 2 Year Long	MN7058	Dissertation	60 credits
Teaching Period 1 & 2 year long	MK7006	Placement in Business	60 credits

Notes

* Denotes module with delivery spanning 2 academic years

MSc Management (People Analytics)

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

Credit breakdown

Status	Year long	Teaching Period 1	Teaching Period 2	Teaching Period 3 & 4
Core	n/a	60 credits	60 credits	n/a
Optional	n/a	n/a	n/a	n/a
Dissertation/placement	n/a	n/a	n/a	60 credits

180 credits in total

Core modules

Delivery Period	Code	Title	Credits
Teaching Period 1	MN7031	The Global Business Environment	30 credits
Teaching Period 1	MN7046	Risk Analysis and Organisational Behaviour	30 credits
Teaching Period 2	MN7048	Management Inquiry and Strategy in the Age of AI	30 credits
Teaching Period 2	MN7052	People Analytics with Management	30 credits
Teaching Period 3 & 4*	MN7058	Dissertation	60 credits
Teaching Period 3 & 4*	MK7006	Placement in Business	60 credits

Notes

* Denotes module with delivery spanning 2 academic years

MSc Management (People Analytics)

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

Credit breakdown

Status	Year long	Teaching Period 1	Teaching Period 2	Teaching Period 3 & 4
Core	n/a	60 credits	60 credits	n/a
Optional	n/a	n/a	n/a	n/a
Dissertation/placement	n/a			60 credits

180 credits in total

Core modules

Delivery Period	Code	Title	Credits
Teaching Period 2	MN7048	Management Inquiry and Strategy in the Age of AI	30 credits
Teaching Period 2	MN7052	People Analytics with Management	30 credits
Teaching Period 3	MN7031	The Global Business Environment	30 credits
Teaching Period 3	MN7046	Risk Analysis and Organisational Behaviour	30 credits

Delivery Period	Code	Title	Credits
Teaching Period 4 & 1*	MN7058	Dissertation	60 credits
Teaching Period 4 & 1*	MK7006	Placement in Business	60 credits

Notes

* Denotes module with delivery spanning 2 academic years

MSc Management (People Analytics)

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

Credit breakdown

Status	Year long	Teaching Period 1 & 2	Teaching Period 3	Teaching Period 4
Core	n/a	n/a	60 credits	60 credits
Optional	n/a	n/a	n/a	n/a
Dissertation/placement	n/a	60 credits	n/a	n/a

180 credits in total

Core modules

Delivery Period	Code	Title	Credits
Teaching Period 3	MN7031	The Global Business Environment	30 credits
Teaching Period 3	MN7046	Risk Analysis and Organisational Behaviour	30 credits

Delivery Period	Code	Title	Credits
Teaching Period 4*	MN7048	Management Inquiry and Strategy in the Age of AI	30 credits
Teaching Period 4*	MN7052	People Analytics with Management	30 credits
Teaching Period 1 & 2	MN7058	Dissertation	60 credits
Teaching Period 1 & 2	MK7006	Placement in Business	60 credits

Notes

* Denotes module with delivery spanning 2 academic years

MSc Management (Business Psychology)

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

Credit breakdown

Status	Year long	Teaching Period 1	Teaching Period 2	Teaching Period 3 & 4
Core	n/a	60 credits	60 credits	n/a
Optional	n/a	n/a	n/a	n/a
Dissertation/placement	n/a	n/a	n/a	60 credits

180 credits in total

Core modules

Delivery Period	Code	Title	Credits
Teaching Period 1	MN7031	The Global Business Environment	30 credits
Teaching Period 1	MN7046	Risk Analysis and Organisational Behaviour	30 credits
Teaching Period 2	MN7048	Management Inquiry and Strategy in the Age of AI	30 credits
Teaching Period 2	MN7056	Psychology of Workplace Performance	30 credits
Teaching Period 3 & 4*	MN7058	Dissertation	60 credits
Teaching Period 3 & 4*	MK7006	Placement in Business	60 credits

Notes

* Denotes module with delivery spanning 2 academic years

MSc Management (Business Psychology)

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

Credit breakdown

Status	Year long	Teaching Period 1	Teaching Period 2	Teaching Period 3 & 4
Core	n/a	60 credits	60 credits	n/a

Status	Year long	Teaching Period 1	Teaching Period 2	Teaching Period 3 & 4
Optional	n/a	n/a	n/a	n/a
Dissertation/placement	n/a			60 credits

180 credits in total

Core modules

Delivery Period	Code	Title	Credits
Teaching Period 2	MN7048	Management Inquiry and Strategy in the Age of AI	30 credits
Teaching Period 2	MN7056	Psychology of Workplace Performance	30 credits
Teaching Period 3	MN7031	The Global Business Environment	30 credits
Teaching Period 3	MN7046	Risk Analysis and Organisational Behaviour	30 credits
Teaching Period 4 & 1*	MN7058	Dissertation	60 credits
Teaching Period 4 & 1*	MK7006	Placement in Business	60 credits

Notes

* Denotes module with delivery spanning 2 academic years

MSc Management (Business Psychology)

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

Credit breakdown

Status	Year long	Teaching Period 1 & 2	Teaching Period 3	Teaching Period 4
Core	n/a	n/a	60 credits	60 credits
Optional	n/a	n/a	n/a	n/a
Dissertation/placement	n/a	60 credits	n/a	n/a

180 credits in total

Core modules

Delivery Period	Code	Title	Credits
Teaching Period 3	MN7031	The Global Business Environment	30 credits
Teaching Period 3	MN7046	Risk Analysis and Organisational Behaviour	30 credits
Teaching Period 4*	MN7048	Management Inquiry and Strategy in the Age of AI	30 credits
Teaching Period 4*	MN7056	Psychology of Workplace Performance	30 credits
Teaching Period 1 & 2	MN7058	Dissertation	60 credits

Delivery Period	Code	Title	Credits
Teaching Period 1 & 2	MK7006	Placement in Business	60 credits

Notes

* Denotes module with delivery spanning 2 academic years

MSc Management (Sustainable Business)

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

Credit breakdown

Status	Year long	Teaching Period 1	Teaching Period 2	Teaching Period 3 & 4
Core	n/a	60 credits	60 credits	n/a
Optional	n/a	n/a	n/a	n/a
Dissertation/placement	n/a	n/a	n/a	60 credits

180 credits in total

Core modules

Delivery Period	Code	Title	Credits
Teaching Period 1	MN7031	The Global Business Environment	30 credits
Teaching Period 1	MN7046	Risk Analysis and Organisational Behaviour	30 credits
Teaching Period 2	MN7048	Management Inquiry and Strategy in the Age of AI	30 credits

Delivery Period	Code	Title	Credits
Teaching Period 2	MN7057	Responsible Business in a Global Context	30 credits
Teaching Period 3 & 4*	MN7058	Dissertation	60 credits
Teaching Period 3 & 4*	MK7006	Placement in Business	60 credits

Notes

* Denotes module with delivery spanning 2 academic years

MSc Management (Sustainable Business)

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

Credit breakdown

Status	Year long	Teaching Period 1	Teaching Period 2	Teaching Period 3 & 4
Core	n/a	60 credits	60 credits	n/a
Optional	n/a	n/a	n/a	n/a
Dissertation/placement	n/a			60 credits

180 credits in total

Core modules

Delivery Period	Code	Title	Credits
Teaching Period 2	MN7048	Management Inquiry and Strategy in the Age of AI	30 credits

Delivery Period	Code	Title	Credits
Teaching Period 2	MN7057	Responsible Business in a Global Context	30 credits
Teaching Period 3	MN7031	The Global Business Environment	30 credits
Teaching Period 3	MN7046	Risk Analysis and Organisational Behaviour	30 credits
Teaching Period 4 & 1*	MN7058	Dissertation	60 credits
Teaching Period 4 & 1*	MK7006	Placement in Business	60 credits

Notes

* Denotes module with delivery spanning 2 academic years

MSc Management (Sustainable Business)

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

Credit breakdown

Status	Year long	Teaching Period 1 & 2	Teaching Period 3	Teaching Period 4
Core	n/a	n/a	60 credits	60 credits
Optional	n/a	n/a	n/a	n/a
Dissertation/placement	n/a	60 credits	n/a	n/a

180 credits in total

Core modules

Delivery Period	Code	Title	Credits
Teaching Period 3	MN7031	The Global Business Environment	30 credits
Teaching Period 3	MN7046	Risk Analysis and Organisational Behaviour	30 credits
Teaching Period 4*	MN7048	Management Inquiry and Strategy in the Age of AI	30 credits
Teaching Period 4*	MN7057	Responsible Business in a Global Context	30 credits
Teaching Period 1 & 2	MN7058	Dissertation	60 credits
Teaching Period 1 & 2	MK7006	Placement in Business	60 credits

Notes

* Denotes module with delivery spanning 2 academic years

Appendix 2: Module specifications

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

Appendix 3: Research-inspired Education: Module Mapping Matrix

Please refer to the Research-inspired Education guidance when completing the sections below. ***This is an internally-facing document which will not be shared directly with prospective or future students.***

Sub-section i: Articulation of research-inspired components within taught modules.

RiE Quadrant	Module code and name	Core[1]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-briefed Bringing staff research content into the curriculum.	MN7031 The Global Business Environment	Yes	Lectures and seminars draw on staff expertise in international business, sustainability, and global strategy. Students engage with contemporary research on economic change, geopolitics, and global markets to understand the external contexts shaping management decisions.
	MN7046 Risk Analysis and Organisational Behaviour		Module content incorporates staff research into organisational behaviour, leadership, and decision-making under uncertainty. Research-led case studies expose students to the latest thinking on managing risk in dynamic organisational settings.
	MN7048 Management Inquiry and Strategy in the Age of AI		This module integrates staff research on digital transformation, analytics, and strategic decision-making. Students are introduced to ongoing debates about the role of data, technology, and methodological approaches in shaping managerial practice.
	MN7058 Dissertation		Students benefit from one-to-one supervision by staff who are active researchers in management and related disciplines. Supervisors bring their own research interests and methodological expertise into the supervisory process, ensuring students are exposed to current research practice.

RiE Quadrant	Module code and name	Core[2]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-based Framed enquiry for exploring existing knowledge.	MN7031 The Global Business Environment	Yes	Students use published research to analyse how global economic, political, social, and technological forces influence management practice. Module activities require students to interpret competing theoretical perspectives and apply them to real-world cases.
	MN7046 Risk Analysis and Organisational Behaviour		Students evaluate research evidence on organisational behaviour and risk management, developing critical insights into how organisations respond to uncertainty and

			change. They interrogate models and frameworks from the academic literature to interpret workplace challenges.
	MN7048 Management Inquiry and Strategy in the Age of AI		This module introduces students to methodological debates and theoretical frameworks that underpin management research. Students are expected to appraise published studies, assess the validity of methods, and synthesise literature to inform their own projects.
	MN7058 Dissertation		Students design and carry out an independent research project grounded in existing literature. They critically evaluate theoretical traditions and empirical evidence to position their study within the wider field of management research.

RiE Quadrant	Module code and name	Core[3]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-oriented Students critique published research content and process.	MN7031 The Global Business Environment	Yes	Students critique competing perspectives on globalisation, sustainability, and international business drawn from recent research. They evaluate the strengths and limitations of different theoretical frameworks when interpreting global management challenges.
	MN7046 Risk Analysis and Organisational Behaviour		Students assess the reliability and validity of research on organisational behaviour, leadership, and decision-making under risk. They critically appraise the assumptions behind models of organisational response and consider alternative interpretations.
	MN7048 Management Inquiry and Strategy in the Age of AI		This module trains students to interrogate methodological choices in published studies, enabling them to critique research design, data collection, and analytical strategies. Students engage in discussions on ethical considerations and the implications of research processes.
	MN7058 Dissertation		Students critique the literature and methodologies in their chosen field as part of their dissertation design. They evaluate published studies to justify their own research approach and to position their enquiry within ongoing academic debates.

RiE Quadrant	Module code and name	Core[4]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-apprenticed Experiencing the research process and methods; building new knowledge.	MN7031 The Global Business Environment	Yes	Students apply research techniques to analyse global case studies, using data sources and research reports to develop evidence-based interpretations of business environments.
	MN7046 Risk Analysis and Organisational Behaviour		Through applied tasks, students use analytical tools and organisational behaviour frameworks to investigate risk-related challenges. They gain practical experience in evaluating evidence and interpreting findings to inform management decisions.
	MN7048 Management Inquiry and Strategy in the Age of AI		Students engage directly with the research process by designing projects, applying qualitative and quantitative methods, and analysing data sets. They gain hands-on experience with methodologies that prepare them for independent research.
	MN7058 Dissertation		Students undertake a substantial independent research project, framing questions, collecting and analysing data, and producing new insights into management and organisational practice under the guidance of a research-active supervisor.

Sub-section ii: Articulation of plans / intentions for development of Research-Inspired Education beyond the existing provision. *Please capture any future ideas that are not already happening in the box below. This is an optional section and will not be subject to review.*

Looking ahead, the School intends to further embed Research-Inspired Education across the MSc Management suite by expanding opportunities for students to participate in the wider research culture. Plans include strengthening connections between taught modules and the School's research centres, offering structured opportunities for dissertation projects to link with ongoing staff research, and inviting students to contribute to seminar series and workshops that showcase emerging research themes. The programme team is also exploring the use of live datasets, digital platforms, and practitioner-research collaborations to provide students with richer, practice-informed research experiences. In the longer term, we aim to develop optional co-curricular activities such as research internships, collaborative projects with doctoral researchers, and postgraduate showcase events where MSc students can present their findings to peers, staff, and external stakeholders.