Programme Specification (Undergraduate) FOR ENTRY YEAR: 2026/27

Date created: 10/03/2026 **Last amended:** Click or tap to enter a date. **Version no.** 1 **Date approved by EQED:** Click or tap here to enter text.

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

BSc Business Administration

a) HECOS Code

HECOS Code	%
100080	100%

b) UCAS Code (where required)

N/A

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

BSc Business Administration

The normal period of registration is 1 year

The maximum period of registration 2 years

5. Typical entry requirements

Applicants will have previously studied and successfully completed one of the following: A relevant* HND with a grade of Merit or above; a relevant Foundation degree with a score of 50% or above; level 5 of a relevant* undergraduate degree with a score of 50% or above, or an international equivalent to any of the above.

*Relevant = mapping to 80% of the QAA Undergraduate Subject Benchmark Statements (2023) Business and Management.

6. Accreditation of Prior Learning

NA. Entry requirements necessitate completed Level 5 study with equivalence to UKHE study at L5.

7. Programme aims

The programme aims to:

1. Develop a critical and applied understanding of contemporary management themes, concepts, and practices, equipping students with the ability to analyse and respond to complex organisational and institutional challenges in diverse business environments.

2. Foster essential analytical and digital competencies, ensuring students can effectively interpret and apply data-driven decision-making, communication strategies, and technological tools in professional settings.
3. Enhance graduate employability and professional readiness by developing intellectual agility, problem-solving skills, research capability, and the confidence to engage with organisations in a dynamic global economy.
4. Prepare students for a wide range of career and training opportunities in management disciplines across private, public, and third-sector organisations.
5. Support academic progression for those interested in postgraduate study, equipping students with independent research skills, critical thinking abilities, and the capacity for lifelong learning in management and related fields.

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

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9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s). To ensure students meet the programme specific learning outcomes, the following competencies are mapped to the programme learning outcomes as described in 7.

a) Knowledge and Critical Understanding

i) Competence in an appropriate body of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate a critical understanding of Business Administration, and use the body of knowledge associated with this to inform decision-making. (LO1)	Lectures, seminars, exercises, group work, directed reading, independent study and the Business Project.	In-class (lectures and seminars) activities, analyses of different scenarios; application of theory to practice, which requires informed formative discussions to feed into managerial decision-making.	Essays, reports, reflections and the Business Project.
Ability to engage in critical debates on contemporary issues. (LO4)	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and final year project.	Formative learning through structured debates on current business issues; reflective journals on weekly discussions; panels with industry experts for live Q&A on trending topics.	Essay assignments and oral presentations. Problem-based exercises and case study work. Project research.

ii) Breadth of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate a critical understanding of multi-faceted nature of Business Administration, drawing on established theories and concepts across a range of relevant subject areas. (LO1)	Lectures, seminars, exercises, group work, directed reading, independent study and the Business Project.	Concept mapping of the core principles; scenario analysis to identify practical limitations; group discussions and peer to peer feedback on case studies that challenge standard theories.	Essays, reports, and reflections. The applied group innovation project and the Business Project.
Demonstrate the ability to apply concepts and theories across a range of clearly identified research problems. (LO3)	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and the Business Project.	Formative assessment through collaborative problem-based research activities; simulation exercises, group and individual application of theories to real-world problems.	Essays, reports, and reflections. The applied group innovation project and the Business Project.

iii) Understanding of source materials

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should demonstrate the: Ability to read, analyse and reflect critically upon management and organisation texts and other source materials, both theoretical and empirical. (LO2 & LO3)	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and the Business Project	Group discussions and feedback on assigned texts; application and contextualisation of theory, reflective journals on key readings and insights. Building work related critical review skills.	Essays, assignments, reflections and the Business Project.
Ability to understand contextual influences on the generation and application of management and organisational source materials. (LO3)	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and the Business Project	Scaffolded, in-class formative group discussions on the development of management theories; discussions on cultural influences in business practices	Essay, assignments and the applied group innovation project The Business Project.

b) Cognitive and Practical Skills

i) Selection and analysis of sources

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate the ability to locate, evaluate, and critically analyse a wide range of sources, integrating relevant and credible evidence to inform decision-making and support arguments in academic and practice contexts. (LO2 & LO5)	Lectures, seminars, workshops, tutorials, directed reading, independent study.	Experiential learning through the independent finding of sources, demonstration and tutorial; demonstration of reference management software; seminar discussion on texts; pre-recorded explanations of required readings.	Coursework, written assignments, reports.

ii) Critical engagement

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should demonstrate the: Ability to undertake independent research, involving the formulating of appropriate questions and the use of evidence. (LO3)	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and the Business Project.	Business project proposal workshops; independent research projects; taught sessions on designing and refining questions for constructive enquiry.	Essays, assignments, the applied innovation project and the Business Project.
Ability to reflect critically upon the nature of Business Administration as a discipline. (LO4)	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and the Business Project.	Submissions which require evidence of understanding the evolution of the discipline. Group discussions on the contextual relevance of management theories. Embedded review of key management thinkers and their contributions.	Essays, assignments, the applied innovation project and the Business Project.

iii) Presentation of an argument

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should demonstrate the: Ability to use a variety of written and oral communication means to present well-reasoned arguments related to Business Administration. (LO2)	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and the Business Project.	Multimedia project presentations; formative feedback through peer-reviewed oral presentations (seminars); workshops on visual communication for complex arguments.	Essays and assignments. Group work and Business Project
Ability to organise and present material in a way that is appropriate to the audience and the medium being used. (LO4)	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and the Business Project.	Creating infographics on management concepts; digital storytelling projects; practice sessions on professional presentation formats.	Essays and assignments. Group work and Business Project

iv) Independent research

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should demonstrate the: Ability to design, undertake and present an independent piece of work focused on a particular management issue. (LO2)	Taught sessions as part of MK3133 The Management and Shaping of Innovation. Group and individual support as part of the Business Project.	Major project development, groupwork, peer and faculty formative feedback.	Applied group project, group project and Business Project

v) Relevant technical skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate a critical understanding of the role of technology; identify the	Lectures; seminars, workshops.	Case-study analysis, simulation activities, problem-based learning exercises.	Portfolio (MN3014A), Applied group project and Business Project.

strengths and limitations of data and data sources, and analyse data in ways which are meaningful and ethically sound. (LO3)			

vi) Autonomous working

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate intellectual independence through successfully conducting self-directed study and research tasks. (LO2 & LO5)	Lectures, tutorials, exercises (including computer-based), group work, directed reading, independent study and the Business Project.	Independent study projects; reflective essays; careers sessions, personal tutor sessions on conducting autonomous work.	Independently researched work underpinning all assessments.

vii) Presentation of research findings

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should demonstrate the: Ability to locate, organise and marshal evidence and relevant data; report on findings, analyse complex ideas/knowledge and understand critical arguments in an academic context. (LO2, LO3 & LO5)	Lectures, tutorials, group work, directed reading, independent study and the Business Project.	Evidence of synthesising information during lecture/seminar debates. Lecture and seminar activities giving formative feedback and requiring the use of researched data. Group work on evaluating and presenting findings.	Oral presentations, essays and reports. Independent and group research work through the applied innovation project and the Business Project.

c) Transferable skills

i) Verbal, written and digital communication

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should demonstrate the: Ability to make oral presentations and to respond effectively to questioning. (LO3 & LO4)	Seminars, group problem-solving exercises, case studies and presentations.	Experiential and collaborative learning through presentation practice to build confidence and competence. Group presentations to build multi-presenter capabilities	Formative oral presentations with tutor and peer feedback.
Ability to be clear, fluent and coherent in a variety of forms of written expression. (LO4)	Seminars, independent research, personal tutor support, signposting to CITE as necessary.	Academic writing workshops. Clear evaluative and developmental feedback as part of the on-going assessment process.	All forms of assessment (see Assessment map).
Students should demonstrate the: Ability to source, analyse and present materials clearly and effectively using appropriate IT resources, including but not limited to Blackboard, search databases, etc. (LO2)	Lectures, practical classes, group work and independent research.	Database search guidance; digital presentation creation guidance; assignments require the manipulation of data and the use of software.	Essay, reports and assignments. Applied group innovation project and the Business Project.

ii) Numeracy

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Employ general numeracy, and statistical skills to understand findings from quantitative studies, and engage in interpreting and analysis of quantitative data. (LO2)	Lectures, practical classes, group work and independent research.	Instruction and practical demonstration of constructing and interpreting basic commercial reports as well as independent exercises to build numeric data skills	Seminar based formative oral presentations, essays and reports. The Business Project.

iii) Self-reflection

Intended Learning Outcome	Module Code	Teaching methods	Learning Activities	Assessment Type
Students should develop the: Ability to reflect upon individual and interpersonal behaviours and skills, with a view to personal and professional development. (LO4)	Workshops, guided readings.	Personal development planning; one-on-one formative feedback sessions with mentors; reflective journals tracking skill progression.	Portfolio and other written assignments.	Reflective portfolio assessment

iv) Problem solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Analyse data and information and use this to define and refine researchable questions. (LO5)	Tutorials, group problem-solving exercises, case studies and presentations. Research methods classes and independent research, particularly that supported by Business Project supervision.	Brainstorming sessions for problem formulation; guided workshops on narrowing research topics; practice on developing research questions.	Oral presentations, essay assignments, independent research work and the Business Project.
Recognise how and when to draw on specific technical knowledge and expertise for problem solving. (LO2 & LO5)	Lectures, workshops, seminars.	Problem-solving exercises, case studies and presentations. Self-directed group work. Peer review sessions where students seek formative feedback on solutions from classmates.	Coursework, written assignments, reports.

v) Organisation and management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate the ability to effectively self-organise, to manage their time, resources, and priorities and to set achievable goals enabling them to meet deadlines. (LO3)	Workshops and Assessment Feedback.	Project management activities, reflexive journals, deadline driven assignments, focussed study skills exercises.	Applies to all assessments.

vi) Teamwork

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Work collaboratively, effectively and responsibly in groups. (LO4)	Tutorials, group problem-solving exercises, case studies and presentations. Self-directed group work.	Group work/pair work in lectures and in seminars.	Group assignments.
Contribute to group discussions, and comment on ideas when involved in group work. (LO3)	Tutorials, group problem-solving exercises, case studies and presentations. Self-directed group work.	Group brainstorming sessions; structured formative feedback loops in group projects; peer-evaluation exercises focusing on contributions and communication.	Group assignments.

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10. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of Senate Regulation 5 governing undergraduate 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

NA

11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

12. Special features

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.	**Research-briefed** Across all disciplines, the students engage with both historical and contemporary research relevant to Business Administration. Teaching is informed by the empirical and theoretical insights which gave rise to the theories and concepts which underpin business administration. They then explore how these theories and concepts translate into issues of contemporary salience to managers and leaders, e.g., sustainability, digital transformation and AI and Innovation. Students benefit from engaging with research active academics, and from the *de facto* exposure to theoretical advancements, and critical debates.
Research-based Framed enquiry for exploring existing knowledge.	**Research-based** Learning is organised around literature informed, well-reasoned argument and critical debate regarding the relevance of contemporary theory and research, to management and leadership practice. Students engage with research as a means of both recognising the ways in which theory and practice are framed and to build a repertoire of cognitive practices to help them vary the ways in which they frame, characterise, diagnose, investigate and resolve institutional problems, and as a means of generating options with regards to the exploitation of opportunities.
Research-oriented Students' critique	**Research-oriented** Thinking critically is endemic to study at Level 6. Students will explore, not only the contestations and claims made by theorists and researchers, but will engage in well-

published research content and process.	reasoned and academically informed critique. Additionally, they will use the application of theory to practice, as a means of identifying the ways in which contextual variables can challenge the legitimacy of research claims and the veracity of theory.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	**Research-apprenticed** Students have a scaffolded exposure to research and the processes of research. From initial engagement which encourages students to appreciate the importance of well-reasoned debate and critique, through to the use of research to inform their own writing and discussions, through to their active engagement with the processes of research through their production of a group applied innovation project and the Business Project.

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 here have a range of opportunities to engage with research beyond the classroom. Students are encouraged to participate in research seminars led by academic staff and industry experts, gaining insights into contemporary business and management research. The Centre for Healthcare Innovation, Policy and Management and the Centre for Sustainable Organisations play a key role in this, hosting events that introduce students to cutting-edge research in areas such as healthcare management, sustainability, and responsible business practices. Events by these centres are communicated widely through (where possible) lectures and/or Blackboard announcements. These centres also provide opportunities for students to explore emerging research themes and consider potential Business Project topics. Additionally, departmental workshops on advanced research techniques, ethics in business research, and data analysis equip students with essential skills for both academic and professional research contexts.

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 here is informed by pedagogical research and evidence-based educational practices. Academic staff engage with ongoing professional development through participation in the College of Business Academy for Business Education, where they share best practices, discuss innovations in teaching, and reflect on recent scholarship and provide peer support. The College supports staff attendance at pedagogical conferences and training workshops, ensuring that teaching methods remain aligned with contemporary research in higher education. Many staff are active in scholarship related to business education, embedding insights from their research into curriculum design, assessment strategies, and student engagement approaches. Additionally, new teaching staff are encouraged and supported to complete training through the Postgraduate Certificate in Academic and Professional Practice (PGCAPP) or similar routes to fellowship status with the Academy for Higher Education, which enhances their pedagogical knowledge and equips them with research-informed teaching techniques. Moreover, 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.

13. Indications of programme quality

The programme will be subject to all the extant University process of programme quality assurance, i.e., module reviews, programme reviews, student feedback, internal moderation and external examiner oversight.

14. External Examiner(s) reports

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

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Appendix 1: Programme structure (programme regulations)

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

BSc Business Administration Level 6/Year 3 2026/27

Credit breakdown

Status	Term 1	Term 2	Term 3
Core	45 credits	45 credits	30credits

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	MN3014	Sustainable Business Design	15 credits
Semester 1	MK3133	The Management and Shaping of Innovation	15 credits
Semester 1	MK3001	AI system thinking and AI Agent	15 credits
Semester 2	MK3006	Entrepreneurship Theory and Practice	15 credits
Semester 2	MN3104	International Business	15 credits
Semester 2	MN3012	Strategic Human Resource Management	15 credits
Summer Term	MN3021	Business Project	30 credits

Notes
NA

Option modules N/A

Notes
This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules.

Appendix 2: Module specifications

See undergraduate module specification database [log-in required] (Note - modules are organized by year of delivery).

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.	MK3001 AI system thinking and AI Agent	Yes	This module has been produced and is taught by School of Marketing & Strategy faculty who are actively engaged in research in the field.
	MN3102A Strategic Human Resource Management	Yes	This module is taught by staff who are actively engaged in the connected fields of HRM/SHRM

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.	MK3006 Entrepreneurship Theory and Practice	Yes	This module ensures that students have engaged critically with the existing literature on entrepreneurship before considering how these theoretical positions, translate into business practice.
	MN3104A International Business	Yes	The module requires student to engage with global views of business, derived from a range of national and international academic literature.

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.	MN3014A Sustainable Business Design	Yes	This module ensures that students engage critically with existing views on sustainability and how these have a wider impact on the means, modes and motivations of organisations.
	MN3104A International Business	Yes	The nature of this module requires students to consider and challenge what by many are seen as hegemonic Western views of business.

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.	MN3021 Business Project	Yes	The Business Project requires students to undertake a self-directed, data informed project to either resolve and institutional problem or to exploit an institutional opportunity.
	MK3133A The Management and Shaping of Innovation	Yes	Assessment for this module requires the students to work in group to collect data and analyse data on the feasibility, suitability and acceptability of a newly proposed innovation.

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.*
