



Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2027/28

Date created: 13/11/20 Last amended: 07/03/2024

Version no. 1

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

BSc Business and Management

BSc Business and Management with Year Abroad^

BSc Business and Management with a Year in Industry^

HE Certificate in Business and Management*

HE Diploma in Business and Management*

Notes

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

^ Students may only enter this programme by approved transfer at the end of Year 1

a) HECOS Code

HECOS Code	%
100078	100%

b) UCAS Code (where required)

N200 BA/Man

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 and Management

The normal period of registration is 3 years

The maximum period of registration 5 years

BSc Business and Management with Year Abroad^

The normal period of registration is 4 years

The maximum period of registration 6 years

BSc Business and Management with a Year in Industry^

The normal period of registration is 4 years

The maximum period of registration 6 years

5. Typical entry requirements

ABB at A level/320 points /International Baccalaureate: Pass Diploma with 32 points/GCSE Mathematics and GCSE English Language at grade C/European Baccalaureate: Pass Diploma with 77% overall.

For those on the Year in Industry, see [additional programme specification content for Year in Industry programme](#).

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see <https://le.ac.uk/study/undergraduates/courses/abroad>

6. Accreditation of Prior Learning

n/a

7. Programme aims

The programme aims to:

1. Develop a critical and applied understanding of contemporary management theories, concepts, and practices, equipping students with the ability to analyse and respond to complex organisational, technological, and institutional challenges in diverse business environments.
2. Strengthen analytical, quantitative, and digital competencies with a particular emphasis on data-driven decision-making, equipping students to evaluate, interpret, and apply a range of technical and mathematical approaches in professional and organisational contexts.
3. Enhance graduate employability and professional readiness by developing intellectual agility, evidence-based problem-solving skills, research capability, and the confidence to engage with business, financial, and operational decision-making in a dynamic global economy.
4. Prepare students for a wide range of career and training opportunities in data-oriented and analytical management disciplines, including business analytics, finance, operations, and consultancy, 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 technical fluency to undertake further study in business, analytics, or management-related fields.

In addition, for the 'with a Year abroad' variants

- The 'Year Abroad' variant of this programme is offered in accordance with the University's [standard specification for the experiential year abroad variant](#).

In addition, for the 'with Industry' variants

- The 'Year in industry' variant of this programme is offered in accordance with the University's [standard specification for year in industry programme variants](#).
- To provide experience of applications of professional and discipline-specific skills in Industry and to reinforce knowledge through its use in different environments.

8. Reference points used to inform the programme specification

- [QAA Benchmarking Statement](#)
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University Education Strategy](#)
- [University Assessment Strategy](#) [Login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

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9. Programme Outcomes

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

a) 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 competence in management as a field of study and of the body of knowledge associated with the range of subjects that it encompasses.	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and final year dissertation.	Case study analysis of different management approaches; role-playing scenarios that require managerial decision-making; peer review of management strategies.	Essay assignments examinations, oral presentations. dissertation research.

ii) Breadth of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate understanding of principles and concepts, and their limitations, of management and organisation across the range of relevant subject areas.	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and final year dissertation.	Concept mapping of core management principles; scenario analysis to identify practical limitations; group discussions on case studies that challenge standard theories.	Essay assignments and examinations. Oral presentations. Problem-based exercises and case study work. Dissertation research.
Ability to engage in critical debates on contemporary issues.	Lectures, seminars, exercises (including computer-based), group	Structured debates on current business issues; reflective journals on	Essay assignments and examinations. Oral presentations.

	work, directed reading, independent study and final year dissertation.	weekly discussions; panels with industry experts for live Q&A on trending topics.	Problem-based exercises and case study work. Dissertation research.
Demonstrate the ability in to apply concepts and theories to clearly identified research problems.	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and final year dissertation.	Problem-based research projects; simulation exercises applying theories to real-world problems; workshops on research methods and application.	Essay assignments and examinations. Oral presentations. Problem-based exercises and case study work. Dissertation research.

iii) Understanding of source materials

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Ability to read, analyse and reflect critically upon management/organisation texts and other source materials, both theoretical and empirical.	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and final year dissertation.	Annotated readings; group discussions on assigned texts; reflective journals on key readings and insights.	Essay assignments and examinations.
Ability to understand contextual influences on the generation and application of management and organisational source materials.	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and final year dissertation.	Timeline projects tracing the history of management theories; discussions on cultural influences in business practices; comparison essays on past and present management approaches.	Essay assignments and examinations. Oral presentations. Dissertation research.

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.	Lectures, seminars, workshops, tutorials, directed reading, independent study.	Finding sources demonstration and tutorial; demonstration of reference management software; seminar discussion on texts; pre-recorded explanations of required readings.	Coursework, written assignments, reports.
Ability to distinguish between relevant and non- relevant material.	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and final year dissertation.	Source evaluation exercises; mock research assignments with varied source quality; workshops on critical reading and filtering information.	Essay assignments and examinations. Oral presentations. Dissertation research.

ii) Critical engagement

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to undertake independent research, involving the formulating of appropriate questions and the use of evidence.	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and final year dissertation.	Research proposal workshops; independent research projects; tutorials on formulating and refining research questions.	Essay assignments and examinations.
Ability to reflect critically upon the nature of Business Management as a discipline.	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and final year dissertation.	Writing tasks on the evolution of business management; group discussions on the impact of management theories; case study review of key management thinkers and their contributions.	Essay assignments and examinations. Oral presentations. Dissertation research.

iii) Presentation of an argument

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Ability to use a variety of written and oral formats to present issues and arguments related to management and organisation.	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and final year dissertation.	Multimedia project presentations; peer-reviewed oral presentations; workshops on visual communication for complex arguments.	Essay assignments and examinations. Oral presentations. Dissertation research.
Ability to organise and present material in a way that is appropriate to the medium being used.	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and final year dissertation.	Creating infographics on management concepts; digital storytelling projects; practice sessions on professional presentation formats.	Essay assignments and examinations. Oral presentations. Dissertation research.

iv) Independent research

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Ability to design, undertake and present an independent piece of work focused on a particular management issue.	Final year dissertation.	Major project development; poster presentations on findings; project showcase events with peer and faculty feedback.	Dissertation research.

v) Relevant technical skill

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply a variety of modelling techniques for strategic analysis.	Lectures; seminars, workshops.	Case-study analysis, simulation activities, problem-based learning exercises.	Reports.

Familiarity with quantitative techniques and software packages for analysis.	Workshops, lectures.	Computer-based exercises and simulation activities.	Coursework.
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vi) Autonomous working

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate intellectual independence through successfully conducting independent study and research tasks.	Lectures, tutorials, exercises (including computer-based), group work, directed reading, independent study and final year dissertation.	Independent study projects; reflective essays on research skills development; mentorship sessions on conducting autonomous work.	Independent research work, dissertation research. Curriculum vitae.

vii) Presentation of research findings

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: 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.	Lectures, tutorials, group work, directed reading, independent study and final year dissertation.	Evidence synthesis projects; debates using researched data; group work on evaluating and presenting findings.	Oral presentations, essay assignments, independent research work and dissertation research.

c) Transferable skills

i) Verbal, written and digital communication

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Ability to make oral presentations and to respond effectively to questioning.	Seminars, group problem-solving exercises, case studies and presentations.	Presentation practice with peer feedback; mock Q&A sessions; storytelling workshops to build engagement in presentations.	Oral presentations.
Ability to be clear, fluent and coherent in written expression of management issues and debates.	Seminars, independent research.	Academic writing workshops; Writing assignments on current issues; structured feedback sessions on coherence and fluency; peer-editing activities.	Essay assignments, examinations and dissertation research.
Students should be able to: Ability to source, analyse and present materials clearly and effectively using appropriate IT resources, including but not limited to Blackboard, search databases, etc.	Lectures, practical classes, group work and independent research.	Database search workshops; digital presentation creation; assignments on data analysis using business software.	Oral presentations, essay assignments, and dissertation research.

ii) Numeracy

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Employ general numerical, statistical skills to understand findings from quantitative studies and engage in interpreting and analysis of quantitative data.	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 identify calculation errors or deliberate misrepresentation in financial reporting.	Oral presentations, essay assignments, and dissertation research.

iii) Self-reflection

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to reflect upon behaviour and skills with a view to personal and professional development.	Workshops, guided readings.	Personal development planning; one-on-one feedback sessions with mentors; reflective journals tracking skill progression.	Portfolio and other written assignments.

iv) Problem solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Ability to refine problems into researchable questions.	Tutorials, group problem-solving exercises, case studies and presentations. Research methods classes and independent research, particularly that supported by dissertation 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 dissertation research.
Ability to know how and when to draw on specific technical knowledge and expertise for problem solving.	Lectures, workshops, seminars.	Problem-solving exercises, case studies and presentations. Self-directed group work. Peer review sessions where students seek 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 and manage time,	Workshops and Assessment Feedback.	Project management activities, reflexive journals, deadline driven	Applies to all assessment.

resources, and priorities, setting achievable goals and meeting deadlines in both academic and professional contexts.		assignments, focussed study skills exercises.	
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vi) Team working

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Ability to work collaboratively, effectively and responsibly in groups.	Tutorials, group problem-solving exercises, case studies and presentations. Self-directed group work.	Database search workshops; digital presentation creation; assignments on data analysis using business software.	Group assignments.
Ability to contribute and comment on ideas when involved in group work.	Tutorials, group problem-solving exercises, case studies and presentations. Self-directed group work.	Group brainstorming sessions; structured 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.

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see link in section 5.

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see <https://le.ac.uk/study/undergraduates/courses/abroad>

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

Our policy is to accept student transfers into our BSc Business and Management programme where they have successfully completed a first year on a similar programme at another university. Any transfers will be done on a case by case basis and obviously are also capacity dependent.

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

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.

RiE Quadrant	Narrative
Research-briefed	Students engage with cutting-edge academic research directly relevant to contemporary business challenges. Across core and optional modules, teaching is informed by the latest developments in fields such as data analytics, strategic management, human resource management, digital transformation, and organisational behaviour. Students benefit from learning that integrates research conducted by academic staff, gaining exposure to real-world case studies, theoretical advancements, and critical debates. By engaging with staff expertise, including studies on big data, algorithmic decision-making, modern slavery, and responsible business, students develop a research-informed understanding of business practice. This approach fosters analytical thinking, encourages reflection on the application of theory to real-world scenarios, and enhances students' ability to critically engage with emerging business trends.
Research-based	Teaching and assessments are structured around real-world business challenges, requiring students to engage with existing research to develop informed, data-driven solutions. Across the programme, students apply

	inquiry-based learning to critically analyse strategic management, ethical practices, innovation, and business models using a range of analytical tools. Assessments such as business simulations, case studies, and applied analytics portfolios encourage students to investigate contemporary business issues, integrating research insights into practical applications. This equips students with problem-solving skills essential for evidence-based decision-making in data-rich environments.
Research-oriented	Students develop critical appraisal skills by evaluating published research and engaging with key academic debates in management and analytics. Through guided seminars and assessments, students learn to assess the reliability, validity, and implications of both quantitative and qualitative research findings. Modules integrate scholarly critiques of business technologies, algorithmic management, sustainability, and organisational design, equipping students with the ability to analyse competing perspectives and construct well-evidenced arguments.
Research-apprenticed	Students gain applied experience in the research process, developing academic and professional skills essential for independent inquiry. Training is embedded throughout the programme in sourcing and referencing literature, interpreting data visualisations, and applying research methods to real-world business problems. Assessments involve individual and group work, including data-driven reports, consultancy projects, and research-led investigations. Final-year students undertake a dissertation or applied business project under academic supervision, formulating research questions, analysing complex data sets, and presenting findings effectively using appropriate visualisation and communication tools.

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 benefit from studying at a research-intensive university with strong research centres such as the Centre for Sustainable Organisations and the Centre for Healthcare Innovation, Policy and Management. These centres host events and seminars where students gain insights into emerging research themes and explore potential dissertation or project ideas. High-achieving students are invited to present their final-year work at internal showcase events. In addition, workshops on advanced research techniques, ethics, and data analysis support students in developing essential skills for 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 on this programme draws on systematic inquiry into effective pedagogical practices. Academic staff engage in the Scholarship of Teaching and Learning (SoTL), sharing innovations through the College of Business Academy for Business Education and participating in pedagogical training and conferences. Staff embed research findings into curriculum design, assessment strategy, and teaching delivery, including use of data tools and analytics pedagogy. New lecturers are supported to complete training routes such as the Postgraduate Certificate in Academic and Professional Practice (PGCAPP), ensuring high-quality, research-informed teaching practice.

13. Indications of programme quality

External Examiner Reports

First Destination careers statistics

14. External Examiner(s) reports

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

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Appendix 1: Programme structure (programme regulations)

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

BSc Business and Management, BSc Business and Management with a Year Abroad, BSc Business and Management with a Year in Industry

Level 4/Year 1 2027/28

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	60 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	MN1031	Personal and Professional Development	15 credits
Semester 1	MN1012	Principles of Human Resources	15 credits
Semester 1	MK1002	Principles of Marketing	15 credits
Semester 1	MN1026	Principles of Management	15 credits
Semester 2	AF1010	Business, Finance and Reporting	15 credits
Semester 2	MN1014	Legal and Economic Business Contexts	15 credits
Semester 2	MN1024	Data Insights for Business Decisions	15 credits
Semester 2	MN1032	AI in Business	15 credits

Notes

n/a

Level 5/Year 2 2028/29

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	60 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	MN2104	Organisational Behaviour and Design	15 credits
Semester 1	MK2108	Strategic Management	15 credits
Semester 1	MK2166	Entrepreneurship	15 credits
Semester 1	MN2151	Business Analytics	15 credits
Semester 2	MN2152	Collecting and Analysing Data	15 credits
Semester 2	MK2105	Consultancy Challenge	15 credits
Semester 2	MK2110	Operations Management	15 credits
Semester 2	MN2116	Environment, Society and Governance	15 credits

Notes

In semester 2, articulating students (Direct Year 2 entry) may choose either:

Semester 2	MN2105	Consultancy Challenge	15 credits
Semester 2	MN2153	AI for Business	15 credits

Level 6/Year Final 2029/30

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	30 credits	15 credits	15 credits
Optional	n/a	30 credits	30 credits

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	MN3200	Business Dissertation/Project	30 credits
Semester 1	MN3181	Business Data Visualisation	15 credits
Semester 2	MN3161	Big Data and People Analytics	15 credits

Notes

n/a

Option modules

Delivery period	Code	Title	Credits
Semester 1	MK3165	Crisis Management	15 credits
Semester 1	MN3109	Business Ethics	15 credits
Semester 1	MN3111	Power at Work	15 credits
Semester 1	MK3133	The Management and Shaping of Innovation	15 credits
Semester 2	MN3012	Strategic Human Resource Management	15 credits
Semester 2	MN3126	New Technology, Work and Organisation	15 credits
Semester 2	MN3104	International Business	15 credits
Semester 2	MK3170	Business and the Space Economy	15 credits

Notes

For Semester 1 pick two optional modules

For Semester 2 pick two optional modules

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: Skills matrix

BSc Business and Management N200	MN1026	MN1031	MN1014	AF1010	MK1002	MN1024	MN1032	MN1012	MK2105	MN2151	EC2120	MN2104	MK2166	MK2110	MN2116	MN2152	MK2108	MN3200	MN3104	MN3181	MN3111	MN3161	MK3115	MN3126	MK3133	MK3170	MN3012	MN3109	MK3165	MK3168	
(a) Discipline specific knowledge and competencies																															
(vi) Other discipline specific competencies				x		x	x																			x					
(b) Transferable skills																															
(i) Oral communication		x			x			x	x		x		x							x								x			x
(ii) Written communication	x		x		x				x	x	x	x	x	x	x	x	x	x	x	X	x	x	x	x	x	x	x	x	x	x	x
(iii) Information technology							x			x										X		x	x								
(iv) Numeracy			x	x						x										X		x							x		
(v) Team working		x			x				x		x															x					
(vi) Problem solving			x						x	x						x	x	x	x	X		x	x	x		x	x	x	x	x	
(vii) Information handling			x				x			x			x			x		x	x	X		x	x	x		x		x			
(viii) Skills for lifelong learning	x	x					x		x		x					x		x			x	x	X		x	x	x	x	x	x	

Programme Learning Outcomes N200/1 with a placement year	
(a) Discipline specific knowledge and competencies	
<i>(ii) Understanding and application of key concepts and techniques</i>	
Real world application of theory and concepts to practice	X
<i>(iii) Critical analysis of key issues</i>	
Critical analysis of the relevant issues in practice	X
<i>(iv) Clear and concise presentation of material</i>	
Presentation both orally and in writing to colleagues and managers, meeting appropriate professional standards including structure, reflective content, clarity, succinctness and comprehensive response to questions.	X
(b) Transferable skills	
<i>(i) Oral communication</i>	
Ability to make oral presentations and to respond effectively to questioning during Placement Year (PY)	X
Ability to participate effectively in group discussions with managers and colleagues during PY	X
<i>(ii) Written communication</i>	
Ability to use language in a written format in a manner appropriate for professional audiences during PY.	X
Ability to be clear, fluent and coherent in written expression in a professional context during PY	X
<i>(iii) Information technology</i>	
Ability to source, analyse and present materials clearly and effectively using appropriate IT resources, including but not limited to Bloomberg, Blackboard, search databases etc.	X
<i>(iv) Numeracy</i>	

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Ability to construct, analyse and interpret quantitative data in a professional context.	X
<i>(v) Team working</i>	
Ability to work well in groups, to draw appropriately on others' knowledge and expertise and to contribute and comment on ideas during group work in a professional context.	X
<i>(vi) Problem solving</i>	
Ability to use material to address problem and come up with answers or solutions.	X
<i>(vii) Information handling</i>	
Ability to locate, organise and marshal evidence and relevant data, report on findings, analyse complex ideas/knowledge and understand critical arguments in a professional context.	X
<i>(viii) Skills for lifelong learning</i>	
Ability to reflect upon behaviour and skills with a view to personal and professional development.	X