



Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2025/26

Date created: 24/04/2023

Last amended: 10/04/2025

Version no. 1 Date approved by EQED:

Click or tap here to enter text.

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

BSc in International Business Management

Diploma in Higher Education in International Business Management

Certificate in Higher Education in Business Management

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

Distance learning

4. Registration periods:

BSc Registration Period

Normal registration period for the BSc in International Business Management: 3 years

Maximum registration period for the BSc in International Business Management: 5 years

BSc Registration Period via level 5 direct entry

For students who enter with APEL at Year 2:

Normal Period of Registration: 2 years

Maximum Period of Registration: 4 years

Diploma in Higher Education

Normal registration period for the Dip HE in International Business Management: 2 years

Maximum registration period for the Dip HE in International Business Management: 4 years

Diploma in Higher Education in International business management via direct entry to level 5

Normal Period of Registration: 1 year

Maximum Period of Registration: 2 years

Certificate in Higher Education in Business Management

Normal Period of Registration: 1 year

Maximum Period of Registration: 2 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.

Language requirements:

When English is not the first language of the candidate, the successful applicant must have either IELTS 6.5 (7.0 in writing preferred), or TOEFL (paper) 575 with TWE 4.0, 90 (IBT).

6. Accreditation of Prior Learning

- APEL (experiential route): significant (>3 years) relevant work experience, mapped against the pre-determined APEL learning outcomes and approved by the programme leader and one other academic member of staff. There is a 5-year time limit for acceptance of evidence.

7. Programme aims

This programme will enable you to:

1. Understand and critically evaluate the key principles of international business and how global forces shape organisational decision-making.
2. Analyse the opportunities and challenges organisations face when operating across national, cultural, and regulatory boundaries.
3. Assess how global strategies in areas such as trade, marketing, and operations contribute to organisational competitiveness.
4. Apply international business theories to real-world scenarios, demonstrating how knowledge of global markets can inform strategic decision-making.
5. Conduct independent research into contemporary international business issues, presenting evidence-based solutions to complex global challenges.

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

a) Knowledge and Critical Understanding

i) Competence in an appropriate body of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Certificate in Higher Education in Business Management</p> <p>Students should be able to:</p> <p>Demonstrate competence in business management as a field of study and of the body of knowledge associated with the range of subjects that it encompasses in line with assurance of learning outcomes (1& 2)</p> <p>In addition to the above, BSc students should be able to:</p> <p>Students should be able to:</p> <p>Demonstrate competence in international business management as a field of study and of the body of knowledge associated with the range of subjects that it encompasses in line</p>	<p>All modules are informed by and premised on both classical and contemporary academic literature delivered through asynchronous recordings to support self-directed learning</p>	<p>Guided reading and self-directed study, augmented by anticipatory activities with revealed answers.</p>	<p>All forms of assessment, with the exception of practitioner reports, will require overt and appropriate reference to the relevant academic literature.</p>

with assurance of learning outcomes (1& 2)			
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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 in the context of global organisation across the range of relevant subject areas in line with assurance of learning outcomes (5)	Module texts form a structured and broad approach to the subject. Comprehension of the core concepts is developed early, and is reinforced by review exercises and by tutorial support.	Knowledge acquisition is reinforced by review exercises and by tutorial support.	Essay, portfolio and case study work assessments will require students to demonstrate a breadth of knowledge by positioning and counter-positioning the different authorial perspectives.

iii) Understanding of source materials

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Read, analyse and reflect critically upon management/organisation texts and other source materials, both theoretical and empirical in line with assurance of learning outcomes (3)	Module texts form a structured and broad approach to the subject. Comprehension of the core concepts is developed early, and is reinforced by review exercises and by tutorial support. Guided reading is drawn from academic, professional and policy literature.	Through the embedded activities, students are asked to apply and/or reflect on the relevance of academic, professional and policy literature within their own organisational context.	Engagement with the professional literature and the relationship between this and the academic/policy literature is assessed within the skills and practice-oriented modules.

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 in line with assurance of learning outcomes (3)	Asynchronous recordings to support self-directed learning and tutorial support	Guided reading and self-directed study, augmented by anticipatory activities with revealed answers	Coursework, written assignments, reports.

ii) Critical engagement

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Undertake independent research, involving the formulating of appropriate questions and the use of evidence to understand the nature business management in international context in line with assurance of learning outcomes (4)	Asynchronous recordings to support self-directed learning and tutorial support, directed reading, and final year dissertation.	Research proposal workshops; independent research projects; tutorials on formulating and refining research questions.	Coursework, written assignments, reports and dissertation

iii) Presentation of an argument

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
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Students should be able to: Present concise, structured arguments with a defined word limit in line with assurance of learning outcomes (3)	Asynchronous recordings to support self-directed learning and tutorial support, directed reading, and final year dissertation.	Students are encouraged to read critically, think critically and then use this balance view to construct well-reasoned arguments. In addition to engaging with the in-text activities, assignment feedback offers constructive support and guidance.	Essay, portfolio, including practitioner report and dissertation
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iv) Independent research

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Certificate in Higher Education in Business Management</p> <p>Students should be able to:</p> <p>Design, undertake and present an independent piece of work focused on a particular business management issue in line with assurance of learning outcomes (5)</p> <p>In addition to the above, BSc students should be able to:</p> <p>Students should be able to:</p> <p>Design, undertake and present an independent piece of work focused on a particular international business management issue in line with assurance of learning outcomes (5)</p>	Final year dissertation supported throughout by an individual supervisor.	Guided reading, in-text activities and attendance at the optional synchronous seminars.	Dissertation and research proposal

v) Relevant technical skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Use technology to access resources and produce high quality assessments.	Asynchronous recordings to support self-directed learning and tutorial support	Case-study analysis, simulation activities, problem-based learning exercises.	Portfolio and report

vi) Autonomous working

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Direct and organise their study time.	Asynchronous recordings to support self-directed learning and tutorial support	In-text activities and engagement in the optional synchronous seminars will help to guide students to successful autonomous working. All students also have a personal tutor to whom they can turn for study advice.	Evidence of successful autonomous working will be in the timely submission of credible assessments.

vii) Presentation of research findings

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Articulate the findings of their analysis of credible literatures, as the basis for their individual assignments and dissertation in line with assurance of learning outcomes (7)	Asynchronous recordings to support self-directed learning and tutorial support	In-text activities and engagement in the optional synchronous seminars will help to guide students on how to present research findings. All students also have a personal tutor to whom they can turn for study advice.	Essay, portfolio, including practitioner report and dissertation

c) Transferable skills

i) Verbal, written and digital communication

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Express ideas clearly and coherently as part of a logically structured assignment.	Asynchronous recordings to support self-directed learning and tutorial support	Learning activities are embedded within the module texts. Moreover, assignment feedback offers evaluative and developmental feedback in relation to articulation skills and digital communication.	Essay, portfolio, including practitioner report and dissertation

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 in line with assurance of learning outcomes (1& 2)	Asynchronous recordings to support self-directed learning and tutorial support	Guided reading as part of the on-line modules. Self-directed study. Activities, exercises and reflections woven through the module materials.	Case study, portfolio, including practitioner report and dissertation

iii) Self-reflection

Intended Learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Reflect upon behaviour and skills with a view to personal and professional	Guided reading, optional synchronous sessions and tutorial support	Personal development planning; one-on-one feedback sessions with mentors; reflective journals tracking skill progression.	Portfolio and other written assignments.

development in line with assurance of learning outcomes (6)			
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iv) Problem solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Certificate in Higher Education in Business Management</p> <p>Students should be able to:</p> <p>Know how and when to draw on specific technical knowledge and expertise for problem solving in business and management context in line with assurance of learning outcomes (5)</p> <p>In addition to the above, BSc students should be able to:</p> <p>Students should be able to:</p> <p>Know how and when to draw on specific technical knowledge and expertise for problem solving in global business and management context in line with assurance of learning outcomes (5)</p>	<p>Independent research, particularly that supported by dissertation supervision. Guided reading, optional synchronous sessions and tutorial support</p>	<p>Activities include problem solving activities, recognising stakeholder interests and appreciating how data can inform problem solving.</p>	<p>Case study, portfolio, including practitioner report and dissertation.</p>

v) Organisation and management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to:</p> <p>Demonstrate the ability to effectively self-organise and manage time, resources, and priorities, setting achievable goals and meeting deadlines in both academic and professional contexts in line with assurance of learning outcomes (4)</p>	<p>Guided reading, optional synchronous sessions and tutorial support</p>	<p>Project management activities, reflexive journals, deadline driven assignments, focussed study skills exercises.</p>	<p>Applies to all assessment.</p>

vi) Teamwork

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
<p>Students should be able to:</p> <p>Show the ability to work effectively as part of a team, organise roles, manage time and undertake assigned tasks in line with assurance of learning outcomes (4)</p>	<p>Group work for projects.</p> <p>Facilitation of team-working during workshops.</p> <p>Engagement with VLE discussion boards.</p> <p>Group work during synchronous sessions</p>	<p>Guided discussion activities</p> <p>Shared problem solving</p>	<p>Reflection as part of written assignments.</p> <p>Reflection as contribution to group sessions.</p>
<p>Students should be able to:</p> <p>Reflect on the value and challenges of group working in line with assurance of learning outcomes (4)</p>	<p>Directed reflective activities.</p> <p>Application of models of reflective thinking (reflection in action v reflection on action).</p>	<p>Directed through in-text asynchronous activities.</p> <p>Directed through synchronous engagement</p>	<p>Reflection as part of written assignments.</p> <p>Reflection as contribution to group sessions.</p>



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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 were a student fails to meet the continuation requirements, they will be withdrawn from the course

a) Course transfers

Upon completion of Level 4, students will be able to transfer onto BSc International Business Management.

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

This course is specifically designed for working adults. It has the following features.

- (a) It is taught entirely by distance learning, augmented with optional synchronous features
(b) it allows for (APEL compliant) entry into year 2 of the 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:

Table with 2 columns: RiE Quadrant and Narrative. Row 1: Research-briefed (Bringing staff research) | The programme provides a thorough grounding of the knowledge and skills required to pursue a career in business and management in global context. It provides students with the ability to think critically, identify problems, and think/discuss potential solutions to real-world issues. Students gain a comprehensive grounding in the functions of management and its role in successfully managing organisations in global context. 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 business ethics, data analytics and entrepreneurship 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.

content into the curriculum.	business models. Assessments such as business simulations, case studies, and industry-focused reports encourage students to investigate contemporary business issues, integrating research insights into practical applications. By exploring existing knowledge and applying analytical frameworks, students develop problem-solving skills essential for evidence-based decision-making in professional settings.
<p>Research-based</p> <p>Framed enquiry for exploring existing knowledge.</p>	<p>Research-based – Taught sessions draw from real world situations and/or contemporary issues impacting organisational functioning, people management and managerial and worker experiences of work, life, and environment. Students are provided with ample opportunities to identify relevant scholarly literature to examine a topic, apply relevant research to support claims or develop arguments in their assignments (essays, learning portfolios, simulation exercises, dissertation)</p>
<p>Research-oriented</p> <p>Students critique published research content and process.</p>	<p>Research-oriented – Students develop critical appraisal skills by evaluating published research and engaging with key academic debates in business and management. Through guided seminars and assessments, students learn to assess the reliability, validity, and implications of research findings, applying these insights to contemporary business challenges. Modules integrate scholarly critiques of management, organisational behaviour, business technologies, and social responsibility, equipping students with the ability to analyse competing perspectives and construct well-evidenced arguments.</p>
<p>Research-apprenticed</p> <p>Experiencing the research process and methods; building new knowledge.</p>	<p>Research-apprenticed - Students experience and learn about the entire research process by undertaking research themselves under the first-hand guidance of a supervisor leading to the submission of a dissertation that present findings from their scholarly research activity.</p>

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:

A number of research seminars and workshops are organised by research centres in the school on a regular basis. Students will be given the opportunity to attend these sessions online. These sessions focus not only on potential research outputs and working papers from academic staff within the College but also on relevant aspects of their studies that will enable them to reflect on the link between theory and practice.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The College Academy of Business Education runs regular sessions including external speakers and workshops for recognition of external awards for teaching excellence. The Academy also facilitates a reading group which provides an informal environment to discuss contemporary pedagogic issues related to business education.

The academy underpins a teaching and learning research culture which provides staff with a clear platform to share and evaluate current and potential practice-based activities within the pedagogic sphere.

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. External Examiner(s) reports

The details of the External Examiner(s) (to be appointed after programme approval and launch) for this programme and future External Examiners' reports for this programme can be obtained through extexaminers@le.ac.uk.

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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 International Business Management

Level 4/Year 1 2025/26 Intake Month April Mode of Study Full Time Structure

Core modules

Delivery period	Code	Title	Credits
April	MN1034	Academic Writing	15 credits
	MN1033	Introduction to Management	15 credits
June	MK1001	The Business Environment	15 credits
	MN1035	Introduction to AI in Business	15 credits

Level 4/Year 1 2026/27 Intake Month April Mode of Study Full Time Structure

Core modules

Delivery period	Code	Title	Credits
August	MK1003	Introduction to Marketing	15 credits

	MN1036	Introduction to HRM	15 credits
November	AF1001	Introduction to Finance and Accounting	15 credits
	MN1037	Quality and Business Process Management	15 credits

Level 5/Year 2 2026/27 Intake Month April Mode of Study Full Time Structure

Core modules

Delivery period	Code	Title	Credits
April	MN2028	Personal and Professional Development	15 credits
	MN2029	Understanding International Business	15 credits
June	MK2002	International Strategy	15 credits
	MK2003	International Marketing	15 credits

Level 5/Year 2 2027/28 Intake Month April Mode of Study Full Time Structure

Core modules

Delivery period	Code	Title	Credits
August	MN2030	Corporate Social Responsibility	15 credits
	MN2031	International HRM	15 credits
November	MK2004	Risk Management in a Global Context	15 credits
	MK2005	Global Supply Chain Management	15 credits

Level 6/Year 3 2027/28 Intake Month April Mode of Study Full Time Structure

Core modules

Delivery period	Code	Title	Credits
April	MN3016	Big Data and Data Informed Decisions	15 credits
	MK3003	Entrepreneurship	15 credits
June	MN3017	Sustainable Business Design in Global Context	15 credits
	MK3004	Consumers, Brands and Digital Marketing	15 credits

Level 6/Year 3 2028/29 Intake Month April Mode of Study Full Time Structure

Core modules

Delivery period	Code	Title	Credits
August	MK3005	Leading in Times of Crisis	15 credits
	MN3018	Research Methods	15 credits
November	MN3019	Dissertation	30 credits

Level 4/Year 1 2026/27 Intake Month October Mode of Study Full Time Structure

Core modules

Delivery period	Code	Title	Credits
October	MN1034	Academic Writing	15 credits
	MN1033	Introduction to Management	15 credits
December	MN1035	Introduction to AI in Business	15 credits

Delivery period	Code	Title	Credits
	MK1001	The Business Environment	15 credits
March	MK1003	Introduction to Marketing	15 credits
	MN1036	Introduction to HRM	15 credits
May	AF1001	Introduction to Finance and Accounting	15 credits
	MN1037	Quality and Business Process Management	15 credits

Level 5/Year 2 2027/28 Intake Month October Mode of Study Full Time Structure

Core modules

Delivery period	Code	Title	Credits
October	MN2028	Personal & Professional Development	15 credits
	MN2029	Understanding International Business	15 credits
December	MK2002	International Strategy	15 credits
	MK2003	International Marketing	15 credits
March	MN2030	Corporate Social Responsibility	15 credits
	MN2031	International HRM	15 credits
May	MK2004	Risk Management in a Global Context	15 credits
	MK2005	Global Supply Chain Management	15 credits

Level 6/Year 3

2028/29

Core modules

Delivery period	Code	Title	Credits
October	MN3016	Big Data and Data Informed Decisions	15 credits
	MK3003	Entrepreneurship	15 credits
December	MN3017	Sustainable Business Design in a Global Context	15 credits
	MK3004	Consumers, Brands and Digital Marketing	15 credits
March	MK3005	Leading in Times of Crisis	15 credits
	MN3018	Research Methods	15 credits
May	MN3019	Dissertation	30 credits

BSc International Business Management with direct entry to Level 5

Level 5/Year 1 2025/26 Intake Month April Mode of Study Full Time Structure

Core modules

Delivery period	Code	Title	Credits
April	MN2028	Personal and Professional Development	15 credits
	MN2029	Understanding International Business	15 credits
June	MK2002	International Strategy	15 credits
	MK2003	International Marketing	15 credits

Level 5/Year 1 2026/27 Intake Month April Mode of Study Full Time Structure

Delivery period	Code	Title	Credits
August	MN2030	Corporate Social Responsibility	15 credits
	MN2031	International HRM	15 credits
November	MK2004	Risk Management in a Global Context	15 credits
	MK2005	Global Supply Chain Management	15 credits

Level 6/Year 2 2026/27 Intake Month April Mode of Study Full Time Structure

Core modules

Delivery period	Code	Title	Credits
April	MN3016	Big Data and Data Informed Decisions	15 credits

	MK3003	Entrepreneurship	15 credits
June	MN3017	Sustainable Business Design in Global Context	15 credits
	MK3004	Consumers, Brands and Digital Marketing	15 credits

Level 6/Year 2 2027/28 Intake Month April Mode of Study Full Time Structure

Delivery period	Code	Title	Credits
August	MK3005	Leading in Times of Crisis	15 credits
	MN3018	Research Methods	15 credits
November	MN3019	Dissertation	30 credits

Level 5/Year 1 2026/27 Intake Month October Mode of Study Full Time Structure

Core modules

Delivery period	Code	Title	Credits
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Level 6/Year 2 2027/28

Core modules

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	MN3018	Research Methods	15 credits
May	MN3019	Dissertation	30 credits

Diploma of Higher Education in International Business Management

Level 4/Year 1 2025/26 Intake Month April Mode of Study Full Time Structure

Core modules

Delivery period	Code	Title	Credits
April	MN1034	Academic Writing	15 credits
	MN1033	Introduction to Management	15 credits
June	MK1001	The Business Environment	15 credits
	MN1035	Introduction to AI in Business	15 credits

Level 4/Year 1 2026/27 Intake Month April Mode of Study Full Time Structure

Core modules

Delivery period	Code	Title	Credits
August	MK1003	Introduction to Marketing	15 credits
	MN1036	Introduction to HRM	15 credits
November	AF1001	Introduction to Finance and Accounting	15 credits
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Level 5/Year 2 2026/27 Intake Month April Mode of Study Full Time Structure

Core modules

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Core modules

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Level 4/Year 1 2026/27 Intake Month October Mode of Study Full Time Structure

Core modules

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Level 5/Year 2 2027/28 Intake Month October Mode of Study Full Time Structure

Core modules

Delivery period	Code	Title	Credits
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Diploma of Higher Education in International Business Management with direct entry to Level 5

Level 5/Year 1 2025/26 Intake Month April Mode of Study Full Time Structure

Core modules

Delivery period	Code	Title	Credits
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Level 5/Year 1 2026/27 Intake Month April Mode of Study Full Time Structure

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	MN2031	International HRM	15 credits

May	MK2004	Risk Management in a Global Context	15 credits
	MK2005	Global Supply Chain Management	15 credits

Certificate of Higher Education in Business Management

Level 4/Year 1 2025/26 Intake Month April Mode of Study Full Time Structure

Core modules

Delivery period	Code	Title	Credits
April	MN1034	Academic Writing	15 credits
	MN1033	Introduction to Management	15 credits
June	MK1001	The Business Environment	15 credits
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Level 4/Year 1 2026/27 Intake Month April Mode of Study Full Time Structure

Core modules

Delivery period	Code	Title	Credits
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	MN1036	Introduction to HRM	15 credits
November	AF1001	Introduction to Finance and Accounting	15 credits
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Certificate in Higher Education in Business Management Level 4/Year 12026/27 Intake Month October Mode of Study Full Time Structure

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Delivery period	Code	Title	Credits
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	MN1036	Introduction to HRM	15 credits
May	AF1001	Introduction to Finance and Accounting	15 credits
	MN1037	Quality and Business Process Management	15 credits

Notes

This is a bi-annual programme, starting in April or October. The 8 modules run across a 12month structure, with each module lasting 10 weeks. The modules in each period are delivered simultaneously.

Appendix 2: Module specifications

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