



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

- a) Master of Business Administration (MBA)/Postgraduate Diploma*/Postgraduate Certificate*
- b) Master of Business Administration (MBA) (Marketing)/Postgraduate Diploma*/Postgraduate Certificate*
- c) Master of Business Administration (MBA) (Finance)/Postgraduate Diploma*/Postgraduate Certificate*
- d) Master of Business Administration (MBA) (Human Resource Management) /Postgraduate Diploma*/Postgraduate Certificate*

* These awards are only available as exit awards, and are not available for students to register onto.

- b) [HECOS Code](#)

Master of Business Administration (MBA)

HECOS CODE	%
100078 Business and Management	100

Master of Business Administration (MBA) (Marketing)

HECOS CODE	%
100078 Business and Management	50
100075 Marketing	50

Master of Business Administration (MBA) (Finance)

HECOS CODE	%
100078 Business and Management	50
100107 Finance	50

Master of Business Administration (MBA) (Human Resource Management)

HECOS CODE	%
100078 Business and Management	50
100085 Human Resource Management	50

2. Awarding body or institution:

University of Leicester

3. a) Mode of study:

Part-time

b) Type of study:

Distance Learning

4. Registration periods:

The normal period of registration for the Master of Business Administration (MBA) is 30 months

The maximum period of registration for the Master of Business Administration (MBA) is 60 months

5. Typical entry requirements:

Candidates should normally have at least one of the following:

- a second-class (or above) Undergraduate honours degree from a recognised HEI
- a postgraduate diploma from a recognised HEI
- a relevant graduate level professional qualification, such as the Association of Chartered Certified Accountants (ACCA) Chartered Certified Accountant qualification or Chartered Institute of Management Accountants (CIMA) Professional Qualification;

and

Applicants need to have a minimum of three years appropriate and relevant postgraduate work experience, defined as having worked in a supervisory, managerial or professional role,

When English is not the first language of the candidate, the successful applicant must have either IELTS 6.5, TOEFL iBT 90, or have passed the University of Leicester English Language Test with a mark of 6.5 or met the University's English regulations by other means as stated in Senate Regulation 1. Further information about meeting the University's English requirements can be found here:

www.le.ac.uk/englishskills

Applicants who have the potential to meet the MBA learning requirements but do not hold the academic or professional qualifications outlined above may be considered if they have significantly more than three years of relevant work experience in a supervisory, managerial or professional role. Applicants admitted on this basis are also required to have achieved a [GMAT](#) score of 550+ within the past 5 years **or** are required to successfully complete a 400 word online essay completed in 1 hour followed by a 30-minute welcome conversation with the MBA Programme Director.

6. Accreditation of Prior Learning:

None

7. Programme aims:

The Leicester's MBAs mission is to: "To inspire and enable future leaders to reflect and contribute positively to their organisations and our society", through a commitment to diversity, community and difference.

By the end of this programme I should be able to:

- Lead individuals, teams and organisations to achieve organisational objectives and improve the wellbeing of individuals, organisations, communities and societies
- Think critically, reflectively, and strategically
- Make decisions and manage decision-making in an evidence-based way

- Manage and integrate across functional areas
- Work for an inclusive and sustainable global economy and be generators of sustainable value for my organisation and society at large¹
- Manage my career and professional development and engage in life-long learning

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

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 Assessment Strategy](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners’ reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
- [University of Leicester Discovery-Led and Discovery-Enabling Learning Strategy 2016-2020](#)
- [University of Leicester Transferable Skills Framework](#)
- University of Leicester Periodic Developmental Review Report

External reference points:

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

² Dierdorff EC, Rubin RS and Morgeson FP (2009) The milieu of managerial work: An integrative framework linking work context to role requirements. *Journal of Applied Psychology* 94(4): 972–988.

Costigan RD and Brink KE (2014) Another Perspective on MBA Program Alignment: An Investigation of Learning Goals. *Academy of Management Learning & Education* 14(2): 260-276.

Rubin RS and Dierdorff EC (2009) How Relevant Is the MBA? Assessing the Alignment of Required Curricula and Required Managerial Competencies. *Ibid.*8): 208–224.

Rubin RS and Dierdorff EC (2013) Building a Better MBA: From a Decade of Critique Toward a Decennium of Creation *Academy of Management Learning & Education* 12(1): 125-141.

9. Programme Outcomes:

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

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<i>(a) Discipline specific knowledge</i>		
Postgraduate Certificate Level		
<p>Demonstrate evidence-based knowledge of:</p> <ul style="list-style-type: none"> a) Individual and group behaviours in organisations; b) general management at operational and strategic levels; c) leadership in and of organisations; d) strategic human resource management; e) interpersonal relations and communications; f) managing change g) resources, systems and processes in organisations, including planning and design, production and operations, marketing, and sales/distribution of goods and services, and the management of thereof h) innovation, creativity, intrapreneurial and entrepreneurial behaviour, enterprise development, and the management of thereof i) financing of organisations, financial management, managerial applications of accounting, microeconomics and macroeconomics j) information and communication technology and information systems, digitization, (big) data and analytics and their business/ organisational and managerial applications; k) organisational polices and strategies, strategy development and implementation, strategic management, l) risk management and compliance m) ethics, corporate governance, corporate social responsibility, and sustainability and their implications for management n) the impact of environmental (including economic, political, legal and regulatory, technological, social, and cultural) forces on organisations, in national and international contexts and the globalisation of various aspects of organisations and management o) prevalent international business and management standards and regional/national variations in business and management regulations, norms and practices 	<p>Online module consisting of units with text, graphics, podcasts, video clips, and interactive exercises</p> <p>Asynchronous (pre-recorded) online lectures (voice over PowerPoint)</p> <p>Faculty-mediated Blackboard lecture discussion forums for questions, answers, comments and peer discussion pertaining to the lecture content and the postings from weekly individual written tasks</p> <p>Synchronous online seminars entailing students' individual and group oral presentations (supported by PowerPoint slides), instructor feedback and peer discussion</p> <p>Faculty-mediated Blackboard seminar discussion forums for questions, answers, comments and peer discussion pertaining to individual or teamwork-based written tasks</p> <p>Required and recommended readings of academic journal articles</p> <p>Careers support and guidance are provided alongside the core modules (MN7701, MN7702, MN7703) and option modules (MN7704, MN7705, MN7707) through a series of on-line lectures, seminars and learning activities. Teaching and learning methods are designed to encourage critical reflection on the part of the learner in order to support a reflexive approach to their own career path and professional practice experiences.</p>	<p>a), b) c) d) e) f) - MN7701 open book examination, assignments, and learning and professional development portfolio (MN7708)</p> <p>f); g). h), - MN7702 open book examination, assignments, and learning and professional development portfolio (MN7708)</p> <p>i), j), k), l), m), n), o) – MN 7702, MN 7703 – open book and written examinations, assignments, and learning and professional development portfolio (MN7708)</p>

<p>In addition to the above, demonstrate knowledge of organisational research and consultancy methods</p>	<p>Online module consisting of 10 units with text and graphics</p> <p>Further required readings from a textbook and recommended readings from academic literature</p> <p>Asynchronous (pre-recorded) online lectures (voice over PowerPoint)</p> <p>Faculty-mediated Blackboard lecture discussion forums for questions, answers, comments and peer discussion pertaining to the lecture content</p> <p>Synchronous online seminars entailing students' individual oral presentations (supported by PowerPoint slides), instructor feedback and peer discussion. Each seminar pertains to a particular key stage in planning and undertaking a research project, including formulating the research question, preliminary literature/research evidence review, research design, data collection methods, ethical approval, initial analysis results, and writing up of the project report. Students present brief summaries of these and report on progress</p> <p>Faculty-mediated Blackboard seminar discussion forums for questions, answers, comments and peer discussion pertaining to the individual written tasks for the seminars</p> <p>Individual online, telephone or face-to-face meetings between a student and their Project Supervisor</p> <p>Blackboard discussion forums for individual asynchronous discussions between a student and their Project Supervisor</p>	<p>MBA project (MN7709)</p>
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Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<i>(b) Subject-specific/managerial and transferable skills</i>		
Critical thinking		
<p>Recognise and explain the skills of critical thinking, including: (1) Interpretation (categorization; decoding significance; clarifying meaning); (2) Analysis (examining ideas; detecting arguments; analysing argument); (3) Evaluation (assessing claims; assessing arguments); (4) Inference (querying evidence; conjecturing alternatives; drawing conclusions); (5) Explanation (stating results; justifying procedures; presenting arguments); (6) Self-regulation (self-examination; self-correction). Apply critical thinking principles and methods in authentic performance contexts</p>	<p>Online module consisting of units with text, graphics, podcasts, video clips, and interactive exercises</p> <p>Asynchronous (pre-recorded) online lectures (voice over PowerPoint)</p> <p>Faculty-mediated Blackboard lecture discussion forums for questions, answers, comments and peer discussion pertaining to the lecture content and the postings from weekly individual written tasks</p> <p>Synchronous online seminars entailing students' individual and group oral presentations (supported by PowerPoint slides), instructor feedback and peer discussion</p> <p>Faculty-mediated Blackboard seminar discussion forums for questions, answers, comments and peer discussion pertaining to individual or teamwork-based written tasks</p> <p>Required and recommended readings of academic journal articles</p> <p>Careers support and guidance are provided alongside the core modules (MN7701, MN7702, MN7703) and option modules (MN7704, MN7705, MN7707) through a series of on-line lectures, seminars and learning activities. Teaching and learning methods are designed to encourage critical reflection on the part of the learner in order to support a reflexive approach to their own career path and professional practice experiences.</p>	<p>MN7701, MN7702, MN7703, MN7704, MN 7705, MN7707. Written examinations, assignments, and learning and professional development portfolio (MN7708)</p>
Creative thinking, innovation and entrepreneurship		

<p>Explain the role, nature, and different forms of innovation and entrepreneurship. Identify the key organisational factors that help or hinder innovative activity within an organisation. Analyse how ideas are generated, developed, and shaped during the innovation process. Apply creative thinking and innovative and entrepreneurial approaches in authentic performance contexts</p>	<p>Online module consisting of units with text, graphics, podcasts, video clips, and interactive exercises</p> <p>Asynchronous (pre-recorded) online lectures (voice over PowerPoint)</p> <p>Faculty-mediated Blackboard lecture discussion forums for questions, answers, comments and peer discussion pertaining to the lecture content and the postings from weekly individual written tasks</p> <p>Synchronous online seminars entailing students' individual and group oral presentations (supported by PowerPoint slides), instructor feedback and peer discussion</p> <p>Faculty-mediated Blackboard seminar discussion forums for questions, answers, comments and peer discussion pertaining to individual or teamwork-based written tasks</p> <p>Required and recommended readings of academic journal articles</p> <p>Careers support and guidance are provided alongside the core modules (MN7701, MN7702, MN7703) and option modules (MN7704, MN7705, MN7707) through a series of on-line lectures, seminars and learning activities. Teaching and learning methods are designed to encourage critical reflection on the part of the learner in order to support a reflexive approach to their own career path and professional practice experiences.</p>	<p>MN7702 – Open book examination, assignments, and learning and professional development portfolio</p>
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Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Strategic thinking		
<p>Summarise and apply the principal concepts, frameworks and techniques of strategic management, critically, in different contexts of application. Apply a structured approach to the analysis of complex strategic and financial decision-making problems, utilising relevant management information systems</p>	<p>Online module consisting of units with text, graphics, podcasts, video clips, and interactive exercises</p> <p>Asynchronous (pre-recorded) online lectures (voice over PowerPoint)</p> <p>Faculty-mediated Blackboard lecture discussion forums for questions, answers, comments and peer discussion pertaining to the lecture content and the postings from weekly individual written tasks</p> <p>Synchronous online seminars entailing students' individual and group oral presentations (supported by PowerPoint slides), instructor feedback and peer discussion</p> <p>Faculty-mediated Blackboard seminar discussion forums for questions, answers, comments and peer discussion pertaining to individual or teamwork-based written tasks</p> <p>Required and recommended readings of academic journal articles</p> <p>Careers support and guidance are provided alongside the core modules (MN7701, MN7702, MN7703) and option modules (MN7704, MN7705, MN7707) through a series of on-line lectures, seminars and learning activities. Teaching and learning methods are designed to encourage critical reflection on the part of the learner in order to support a reflexive approach to their own career path and professional practice experiences.</p>	<p>MN7703 - Written examination, assignments and learning and professional development portfolio (MN7709)</p>
Decision making and problem solving		

<p>Apply the knowledge of decision making on individual, group and organisational levels in the context of authentic performance tasks.</p> <p>Identify individual, group and organisational problems pertaining to general management; apply relevant subject knowledge to generate multiple alternative solutions; evaluate solutions based on relevant criteria (e.g., effectiveness, efficiency, sustainability)</p>	<p>Online module consisting of units with text, graphics, podcasts, video clips, and interactive exercises</p> <p>Asynchronous (pre-recorded) online lectures (voice over PowerPoint)</p> <p>Faculty-mediated Blackboard lecture discussion forums for questions, answers, comments and peer discussion pertaining to the lecture content and the postings from weekly individual written tasks</p> <p>Synchronous online seminars entailing students' individual and group oral presentations (supported by PowerPoint slides), instructor feedback and peer discussion</p> <p>Faculty-mediated Blackboard seminar discussion forums for questions, answers, comments and peer discussion pertaining to individual or teamwork-based written tasks</p> <p>Required and recommended readings of academic journal articles</p> <p>Careers support and guidance are provided alongside the core modules (MN7701, MN7702, MN7703) and option modules (MN7704, MN7705, MN7707) through a series of on-line lectures, seminars and learning activities. Teaching and learning methods are designed to encourage critical reflection on the part of the learner in order to support a reflexive approach to their own career path and professional practice experiences.</p>	<p>MN7703 Written examinations, assignments, and learning and professional development portfolio (MN7708)</p>
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Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Information and communication technology and systems, data and analytics		
<p>Apply the knowledge of information (including digital) and communication technologies and systems and of digitization, business 'big' data and analytics in management in the context of authentic performance tasks.</p>	<p>Online module consisting of units with text, graphics, podcasts, video clips, and interactive exercises</p> <p>Asynchronous (pre-recorded) online lectures (voice over PowerPoint)</p> <p>Faculty-mediated Blackboard lecture discussion forums for questions, answers, comments and peer discussion pertaining to the lecture content and the postings from weekly individual written tasks</p> <p>Synchronous online seminars entailing students' individual and group oral presentations (supported by PowerPoint slides), instructor feedback and peer discussion</p> <p>Faculty-mediated Blackboard seminar discussion forums for questions, answers, comments and peer discussion pertaining to individual or teamwork-based written tasks</p> <p>Required and recommended readings of academic journal articles</p> <p>Careers support and guidance are provided alongside the core modules (MN7701, MN7702, MN7703) and option modules (MN7704, MN7705, MN7707) through a series of on-line lectures, seminars and learning activities. Teaching and learning methods are designed to encourage critical reflection on the part of the learner in order to support a reflexive approach to their own career path and professional practice experiences.</p>	<p>MN7702 & MN7704 – open book examination, assignments, and learning and professional development portfolio</p>
Reflective thinking and self-awareness		

<p>Apply the knowledge of organisational behaviour to reflect on one's own skills, abilities and personality, values and attitudes, and leadership, conflict resolution and negotiation styles</p>	<p>Online module consisting of units with text, graphics, podcasts, video clips, and interactive exercises</p> <p>Asynchronous (pre-recorded) online lectures (voice over PowerPoint)</p> <p>Faculty-mediated Blackboard lecture discussion forums for questions, answers, comments and peer discussion pertaining to the lecture content and the postings from weekly individual written tasks</p> <p>Synchronous online seminars entailing students' individual and group oral presentations (supported by PowerPoint slides), instructor feedback and peer discussion</p> <p>Faculty-mediated Blackboard seminar discussion forums for questions, answers, comments and peer discussion pertaining to</p>	<p>MN7701 – open book examination, assignments, and learning and professional development portfolio (MN7708)</p>
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Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Organisational research and consulting		
<p>Identify and propose a valid research question in the field of management that allows to produce a traditional dissertation, an in company project, a business plan or a business case for a specific business problem. Carry out high-level research analysis and present findings accurately, clearly and concisely; make and justify recommendations</p> <p>Develop an independent, reflective and critical perspective throughout the MBA project that reflects upon strengths and weakness of personal skills and abilities as a researcher</p> <p>Apply a consulting process framework to an actual client engagement; explain the value of stakeholder engagement and how to apply it</p>	<p>Online module consisting of 10 units with text and graphics</p> <p>Further required readings from a textbook and recommended readings from academic literature</p> <p>Asynchronous (pre-recorded) online lectures (voice over PowerPoint)</p> <p>Faculty-mediated Blackboard lecture discussion forums for questions, answers, comments and peer discussion pertaining to the lecture content</p> <p>Synchronous online seminars entailing students' individual oral presentations (supported by PowerPoint slides), instructor feedback and peer discussion. Each seminar pertains to a particular key stage in planning and undertaking a research project, including formulating the research question, preliminary literature/research evidence review, research design, data collection methods, ethical approval, initial analysis results, and writing up of the project report. Students present brief summaries of these and report on progress</p> <p>Faculty-mediated Blackboard seminar discussion forums for questions, answers, comments and peer discussion pertaining to the individual written tasks for the seminars</p> <p>Individual online, telephone or face-to-face meetings between a student and their Project Supervisor</p> <p>Blackboard discussion forums for individual asynchronous discussions between a student and their Project Supervisor</p>	<p>MBA Project (MN7709)</p>
Ethics, corporate social responsibility and sustainability		

<p>Identify and address ethics, CSR and sustainability issues. Apply ethical and sustainability criteria to general management and functional management processes and decisions</p>	<p>Online module consisting of units with text, graphics, podcasts, video clips, and interactive exercises</p> <p>Asynchronous (pre-recorded) online lectures (voice over PowerPoint)</p> <p>Faculty-mediated Blackboard lecture discussion forums for questions, answers, comments and peer discussion pertaining to the lecture content and the postings from weekly individual written tasks</p> <p>Synchronous online seminars entailing students' individual and group oral presentations (supported by PowerPoint slides), instructor feedback and peer discussion</p> <p>Faculty-mediated Blackboard seminar discussion forums for questions, answers, comments and peer discussion pertaining to individual or teamwork-based written tasks</p> <p>Required and recommended readings of academic journal articles</p> <p>Careers support and guidance are provided alongside the core modules (MN7701, MN7702, MN7703) and option modules (MN7704, MN7705, MN7707) through a series of on-line lectures, seminars and learning activities. Teaching and learning methods are designed to encourage critical reflection on the part of the learner in order to support a reflexive approach to their own career path and professional practice experiences.</p>	<p>MN7703 - Written examination, assignments, and learning and professional development portfolio (MN7708)</p>
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Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Communication (including data presentation)		
<p>Summarise and explain the types of linguistic/oral and written (including presenting, listening and conversing) and non-linguistic/non-verbal (body language) communication. Analyse examples of communication behaviours using models of behaviour presented in text and multimedia formats. Demonstrate effective communication behaviour appropriate to the communication purpose, target/audience, media and context; utilise assertive communication where appropriate</p>	<p>Online module consisting of units with text, graphics, podcasts, video clips, and interactive exercises</p> <p>Asynchronous (pre-recorded) online lectures (voice over PowerPoint)</p> <p>Faculty-mediated Blackboard lecture discussion forums for questions, answers, comments and peer discussion pertaining to the lecture content and the postings from weekly individual written tasks</p> <p>Synchronous online seminars entailing students' individual and group oral presentations (supported by PowerPoint slides), instructor feedback and peer discussion</p> <p>Faculty-mediated Blackboard seminar discussion forums for questions, answers, comments and peer discussion pertaining to individual or teamwork-based written tasks</p> <p>Required and recommended readings of academic journal articles</p> <p>Careers support and guidance are provided alongside the core modules (MN7701, MN7702, MN7703) and option modules (MN7704, MN7705, MN7707) through a series of on-line lectures, seminars and learning activities. Teaching and learning methods are designed to encourage critical reflection on the part of the learner in order to support a reflexive approach to their own career path and professional practice experiences.</p>	<p>MN7702 – open book examination, assignments, and learning and professional development portfolio (MN7708)</p>
Working with others, in groups and teams		

<p>Identify and explain the determinants of group behaviour in organisations. Distinguish between different types of tasks; decide whether a team is appropriate for the task to be accomplished and what type of team is needed for the given task. Compose an effective team, define direction and norms of conduct for the team, and identify supporting conditions necessary for effective performance. Diagnose and repair problems within teams</p>	<p>Online module consisting of units with text, graphics, podcasts, video clips, and interactive exercises</p> <p>Asynchronous (pre-recorded) online lectures (voice over PowerPoint)</p> <p>Faculty-mediated Blackboard lecture discussion forums for questions, answers, comments and peer discussion pertaining to the lecture content and the postings from weekly individual written tasks</p> <p>Synchronous online seminars entailing students' individual and group oral presentations (supported by PowerPoint slides), instructor feedback and peer discussion</p> <p>Faculty-mediated Blackboard seminar discussion forums for questions, answers, comments and peer discussion pertaining to individual or teamwork-based written tasks</p> <p>Required and recommended readings of academic journal articles</p> <p>Careers support and guidance are provided alongside the core modules (MN7701, MN7702, MN7703) and option modules (MN7704, MN7705, MN7707) through a series of on-line lectures, seminars and learning activities. Teaching and learning methods are designed to encourage critical reflection on the part of the learner in order to support a reflexive approach to their own career path and professional practice experiences.</p>	<p>MN7701, MN7704, MN7705, MN7707 – open book examination, individual and group assignments, and learning and professional development portfolio (MN7708)</p>
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Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Negotiation and conflict resolution		
<p>Identify the types and sources of conflict within organisations. Identify and apply appropriate conflict management approaches. Analyse and assess the interests of different parties in a negotiation; identify and employ different negotiation styles and strategies; evaluate the factors that determine negotiation outcomes</p>	<p>Online module consisting of units with text, graphics, podcasts, video clips, and interactive exercises</p> <p>Asynchronous (pre-recorded) online lectures (voice over PowerPoint)</p> <p>Faculty-mediated Blackboard lecture discussion forums for questions, answers, comments and peer discussion pertaining to the lecture content and the postings from weekly individual written tasks</p> <p>Synchronous online seminars entailing students' individual and group oral presentations (supported by PowerPoint slides), instructor feedback and peer discussion</p> <p>Faculty-mediated Blackboard seminar discussion forums for questions, answers, comments and peer discussion pertaining to individual or teamwork-based written tasks</p> <p>Required and recommended readings of academic journal articles</p> <p>Careers support and guidance are provided alongside the core modules (MN7701, MN7702, MN7703) and option modules (MN7704, MN7705, MN7707) through a series of on-line lectures, seminars and learning activities. Teaching and learning methods are designed to encourage critical reflection on the part of the learner in order to support a reflexive approach to their own career path and professional practice experiences.</p>	<p>MN7701 – open book examination, assignments, and learning and professional development portfolio (MN7708)</p>
Leading/leadership		

<p>Explain the dynamics of leadership and followership, identify leader traits and behaviours and followers' perceptions and attributions affecting leader effectiveness and apply this knowledge to developing own effective leadership behaviours</p>	<p>Online module consisting of units with text, graphics, podcasts, video clips, and interactive exercises</p> <p>Asynchronous (pre-recorded) online lectures (voice over PowerPoint)</p> <p>Faculty-mediated Blackboard lecture discussion forums for questions, answers, comments and peer discussion pertaining to the lecture content and the postings from weekly individual written tasks</p> <p>Synchronous online seminars entailing students' individual and group oral presentations (supported by PowerPoint slides), instructor feedback and peer discussion</p> <p>Faculty-mediated Blackboard seminar discussion forums for questions, answers, comments and peer discussion pertaining to individual or teamwork-based written tasks</p> <p>Required and recommended readings of academic journal articles</p> <p>Careers support and guidance are provided alongside the core modules (MN7701, MN7702, MN7703) and option modules (MN7704, MN7705, MN7707) through a series of on-line lectures, seminars and learning activities. Teaching and learning methods are designed to encourage critical reflection on the part of the learner in order to support a reflexive approach to their own career path and professional practice experiences.</p>	<p>MN7701 – open book examination, assignments, and learning and professional development portfolio (MN7708)</p>
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Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Managing performance		
<p>Analyse and assess performance management processes and methods, and propose recommendations for improvement</p>	<p>Online module consisting of units with text, graphics, podcasts, video clips, and interactive exercises</p> <p>Asynchronous (pre-recorded) online lectures (voice over PowerPoint)</p> <p>Faculty-mediated Blackboard lecture discussion forums for questions, answers, comments and peer discussion pertaining to the lecture content and the postings from weekly individual written tasks</p> <p>Synchronous online seminars entailing students' individual and group oral presentations (supported by PowerPoint slides), instructor feedback and peer discussion</p> <p>Faculty-mediated Blackboard seminar discussion forums for questions, answers, comments and peer discussion pertaining to individual or teamwork-based written tasks</p> <p>Required and recommended readings of academic journal articles</p> <p>Careers support and guidance are provided alongside the core modules (MN7701, MN7702, MN7703) and option modules (MN7704, MN7705, MN7707) through a series of on-line lectures, seminars and learning activities. Teaching and learning methods are designed to encourage critical reflection on the part of the learner in order to support a reflexive approach to their own career path and professional practice experiences.</p>	<p>MN7701 – open book examinations, assignments, and learning and professional development portfolio (MN7708)</p>
Managing change		

<p>Explain the sources and the types of organisational change facing contemporary organisations, identify practical implications of different approaches towards resistance to change, and determine the methods of managing change appropriate to the circumstances.</p>	<p>Online module consisting of units with text, graphics, podcasts, video clips, and interactive exercises</p> <p>Asynchronous (pre-recorded) online lectures (voice over PowerPoint)</p> <p>Faculty-mediated Blackboard lecture discussion forums for questions, answers, comments and peer discussion pertaining to the lecture content and the postings from weekly individual written tasks</p> <p>Synchronous online seminars entailing students' individual and group oral presentations (supported by PowerPoint slides), instructor feedback and peer discussion</p> <p>Faculty-mediated Blackboard seminar discussion forums for questions, answers, comments and peer discussion pertaining to individual or teamwork-based written tasks</p> <p>Required and recommended readings of academic journal articles</p> <p>Careers support and guidance are provided alongside the core modules (MN7701, MN7702, MN7703) and option modules (MN7704, MN7705, MN7707) through a series of on-line lectures, seminars and learning activities. Teaching and learning methods are designed to encourage critical reflection on the part of the learner in order to support a reflexive approach to their own career path and professional practice experiences.</p>	<p>MN7701 – open book examination, assignments, and learning and professional development portfolio</p>
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Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Career management and life-long learning		
<p>Recognise and explain, with application to careers in general management: the current national and international trends in jobs, careers, employment contracts, labour markets, and the impact of economic, technological, political and social environments on these; the roles of organisation (including the impact of organisational characteristics, such as size and ownership, and the roles of line management and HR function) and individual in career management and development; meanings of careers and career building, planning and opportunistic approaches, types of career patterns and paths, work role and career transitions</p> <p>Develop and demonstrate the awareness of one's own knowledge, skills, abilities, personality and motivations, in relation to career development, the ways to assess those and to identify strengths, limitations, and opportunities for development</p> <p>Evaluate career options and establish personal career goals and action plans to achieve those</p>	<p>Careers support and guidance are provided alongside the core modules (MN7701, MN7702, MN7703) and option modules (MN7704, MN7705, MN7707) through a series of on-line lectures, seminars and learning activities. Teaching and learning methods are designed to encourage critical reflection on the part of the learner in order to support a reflexive approach to their own career path and professional practice experiences.</p>	<p>Learning and professional development portfolio (MN7708)</p>

10. Special features

Specialisms

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

Attendance and participation

Students are required to complete a minimum of 500 hours of interaction (synchronous and asynchronous) i.e. between the student and the student cohort and/or School.

This can be broken down into the following:

- Students are required to complete a minimum of 120 hours of synchronous (live) interaction through residential workshops, online seminars, project supervision and the Leicester Masterclass. The student can tailor their own learning journey by engaging with a combination of these synchronous activities that suits their learning needs. The individual learning journey will be guided by discussion with a personal tutor. Students must meet the required contact hours of 92 synchronous hours at the progression point in order to progress to the MBA Project stage of their studies.
- In addition a minimum of 380 hours of learning will be completed through asynchronous (non-real time) participation achieved through engagement with online lectures and forums.

11. Indicators of programme quality

Academic quality will be maintained by adhering to the School of Business' practice and University of Leicester's 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.

(a) Accreditation references

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

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

(b) Benchmark QAA

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

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

12. Scheme of Assessment:

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

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

13. Progression points

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

A student's progress onto the MBA project (MN7709) is only permissible on successful completion of MN7708 and having undertaken 92 of the 120 synchronous hours.

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

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

15. External Examiners reports

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

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

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

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

The modules are taken in the following sequence:

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

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

17. Specialisms

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

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

Appendix 2: Module specifications

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

Appendix 3: Additional Information

1. Co-curricular programme elements

The programme includes three co-curricular elements: (1) Personal and Professional Development Seminars (see Principle 10), (2) Leicester Masterclass and (3) Residential Workshops

1. Personal and Professional Development Seminars

The Personal and Professional Development Seminar series is a co-curricular element of the programme, which aims to develop core career management competencies required of MBA graduates. It is delivered alongside the curricular elements throughout the programme.

The Personal and Professional Development Seminars (and the broader MBA support outlined in Principle 10) programme has the following Intended Learning Outcomes:

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

The Personal and Professional Development Seminars series includes:

- scheduled synchronous online seminars 8 -10 synchronous contact hours throughout the duration of the programme (approximately four per year for the normal period of registration of 30 months)

This is supported by:

- self-directed learning using the Professional Development Resource (PDR)

Students are required to actively engage in the Personal and Professional Development Seminars, the Executive Group Coaching, Expert Seminars, any of the career activities within the reading materials and the Professional Development Resources as this supports reflection within the Learning and Professional Development Portfolio.

2. Leicester Masterclass

Leicester Masterclass is a co-curricular element of the programme. Leicester Masterclass has two aims:

- a. To further develop the students' managerial knowledge and skills in the following areas:
 - i. Managing risk
 - ii. Managing in the digital world
 - iii. Managing data and analytics
 - iv. Managing projects
 - v. Entrepreneurship and innovation
 - vi. Leadership
- b. To increase the integration of the MBA student body within and across cohorts and provide opportunities for networking

Leicester Masterclass is held annually at the University of Leicester School of Business.

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

In addition, Leicester Masterclass includes social events, such as a Gala Dinner and extensive opportunities for networking.

3. Residential Workshops

Leicester Residential Workshops form a co-curricular element of the programme. These take place at Global Study Centres in Leicester, West Africa, East Africa, Southern Europe and the UAE twice each academic year in February and in August. They take place over the course of one weekend, in which students gain 16 synchronous learning hours. The following are examples of the skills-based titles of the residential workshops:

- Leading and Leadership
- Entrepreneurship and Creativity
- Ethics and Social Responsibility
- Negotiation and Conflict Resolution

The Leicester MBA Skills outcomes outlined in the programme specifications are addressed through the Residential Workshops and the Leicester Masterclass. The distinction is that whilst the RW are key skills based, the Masterclass is theme based, within which a host of required skills are explored.

Programme outcome skills	Residential Workshop (skills)	Masterclass (themed)
Managing performance	X	X
Managing change	X	X
Leading and Leadership	X	X
Negotiation and conflict resolution	X	X
Communication	X	X
Working with others	X	X
Ethics, CSR and sustainability	X	X
Organisational research and consulting		X
ICT, systems and data analysis	X	X
Decision making and problem solving	X	X
Strategic thinking	X	X
Creativity and entrepreneurship	X	X

Critical thinking	x	x
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