

Programme specification

Award title: Master of Research in Digital Management (Full Time, Semester A Intake)

Title of programme:	Master of Research in Digital Management (Full Time, Semester A Intake)
Programme code:	BSBMRES
Awarding institution/body:	University of Hertfordshire
Teaching institution:	University of Hertfordshire
School:	Hertfordshire Business School
University/partner campuses:	University of Hertfordshire, Hatfield Campus
Programme accredited by:	Not Applicable
Final qualification:	Master of Research (MRes)
Final award title (qualification and subject):	MRes Digital Management
UCAS code:	N/A
FHEQ level of award:	7 PGT
Language of delivery:	English
This programme specification is relevant to:	2025-26
Students entering at:	Semester A
Related programmes:	
Mode of study:	Full Time
Typical duration:	2 Years
Version:	1.2
Version date:	10 Jul 2025
Version description	Update to entry requirements
Validation status:	Validated

What is a programme specification?

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Changes to your course or modules

Although it is never something we do lightly, we may in certain circumstances, make changes to the advertised content or structure or methods of delivery of your course or individual modules after you have accepted your offer, which may in certain cases include discontinuing a module. We cannot cover here every possible example of when we might decide to do so, but in normal circumstances it would only be for one or more of the following reasons:

- to reflect changes to the theory in an area of research or practices around the subject or its delivery
- to improve a course or a module (for example, to take account of feedback from students)
- to safeguard academic standards
- to comply with the requirements of an external professional, commissioning or accrediting body (for example, a requirement that certain course content be added, changed or removed or that a particular module is discontinued or included)
- to comply with legal, regulatory or governmental requirements
- to safeguard the health, safety and wellbeing of our students and staff
- where insufficient students have chosen an optional module making it unviable (*and where we have indicated in this Programme Specification that this might be a possibility*)
- where the University has found it difficult, for reasons beyond its control, to appoint a member of staff with appropriate expertise to ensure that an optional module can proceed where the change results from other circumstances outside our reasonable control

If we decide to make a change (other than one which is minor or insignificant) before you have registered on the course for the first time, we will inform you as soon as reasonably practicable so that you can decide whether or not you still wish to study with us. If as a consequence you decide not to study with us, we will refund any tuition fees and/or deposit that you have paid in advance in respect of the course in question. For further details regarding our refund policy please see our **Fees and Finance Policy**.

If we decide to make a change (other than one which is minor or insignificant) after you have registered, we will similarly inform you as soon as reasonably practicable, and we will also use every reasonable effort to minimise any adverse effect it may have on you. If in spite of our efforts

the change is likely to have a serious adverse effect on you (for example, by prejudicing your future choice of career), we will try to find you a suitable alternative course or module with us or (if you prefer) we will try to suggest a suitable alternative course with another education provider. If you change course or module in these circumstances (or simply withdraw from your course), any entitlement you may have to a refund in tuition fees you have already paid will be determined in accordance with our **Fees and Finance Policy**.

In the case of a material change to a course or module, we will also in appropriate circumstances consult with student representatives with a view to identifying options for, and minimising any adverse effect on, affected students.

Some optional modules may have capacity issues and therefore we may not be able to guarantee you a place on your first choice.

More information about how we will try protect you against changes to your modules or programmes can be found in our **Student Protection Plan** at <https://www.herts.ac.uk/study/your-offer-package>

Additional important points

This is a two-year flagship MRes programme.

Unique Features of the Programme are:

Dual Pathway Specialisation

Offers two focused pathways—Artificial Intelligence (AI) in Business and Digital Management (DM)—allowing students to tailor their research and skills development to distinct areas of technological innovation in organisational settings.

Pathway Specialisation in Digital Management

This focused pathway enables students to explore the strategic, operational, and ethical implications of digital technologies in contemporary organisational contexts. It supports the development of research and leadership capabilities in digital transformation and innovation.

Integration of Research and Digital Practice

The programme combines advanced academic research training with real-world application. Students investigate complex organisational challenges and explore how digital systems, tools, and platforms can drive innovation, agility, and performance improvement.

Hands-On Learning with Digital Tools

Students engage with a wide range of digital management and analytical and some AI tools—such as project management platforms, data visualisation software, and digital collaboration environments—building practical skills highly valued across industries and sectors.

Two-Year Full-Time Structure with Extended Dissertation

Year 2 is fully dedicated to the Independent Major Research Project, offering time and academic guidance for students to conduct sustained, in-depth inquiry into a digital management issue of their choice, informed by Year 1 learning.

Research-Informed and Experiential Teaching

All modules are delivered using research-informed pedagogy and draw on real-world organisational case studies, simulations, lectorials, and digital practice workshops to foster critical engagement and professional readiness.

Flexible and Professionally Relevant Assessment

Assessments include active learning sets, simulations, reports, presentations, digital portfolios, and other formats aligned with current organisational practice, helping students to demonstrate applied knowledge in authentic contexts.

Structured Independent Research Development

The programme supports research development through staged dissertation submissions, feedforward opportunities, and within-module retrieval, helping students refine their research questions, methodologies, and digital tools early in the process—while reducing the risk of academic misconduct.

Comprehensive Academic and Pastoral Support

Students receive support at programme, module, and institutional levels. This includes access to personal tutors, staff–student liaison groups, and dedicated academic skills resources tailored to the needs of digital management researchers.

Global and Interdisciplinary Relevance

Designed for students from diverse academic and professional backgrounds, this pathway prepares graduates to critically engage with digital change and to lead digital initiatives in complex organisational environments across the globe.

Admissions information

The normal entry requirements for the programme are:

Qualification type	Subjects	Grades
Bachelors Degree	Business, Management or any other discipline related to Artificial Intelligence or Digital Management.	Second Class Honours Degree
English Language Proficiency		6.5
BTEC		
Mature Applicant		
A Level		
International Baccalaureate		
GCSE		
T Levels		

Equivalent qualifications will be considered on an individual basis, such as the Access to HE Certificate or approved equivalent.

For current entry tariff point requirements, please refer to the relevant page for the Course on the University website or on the online prospectus.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in UPR SA03), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format, please contact us via <https://ask.herts.ac.uk/contact-us>

If you wish to receive a copy of the External Examiner's Report for the programme, please email a request to ago@herts.ac.uk

Additional admissions information

Interview/audition required:	No
Portfolio required:	No
DBS check required:	No
Occupational health check required:	No
GTC check required:	No

The academic year

The University's academic year is made up of 3 Semesters. For most undergraduate students the academic year is split into two Semesters (A & B). Each of these is made up of teaching weeks followed by exams (the re-sit period falls within Semester C). For further information please follow the link below

[Term and semester dates | Study | Uni of Herts](#)

Expected workload

In the UK, a full-time student is expected to spend 1200 hours on their studies each year. Please find below an estimate of how your time will be spent on this course during each year of study.

Year	Lectures, seminars, tutorials	Independent study	Placement
Year 1	10%	90%	0%
Year 2	4%	96%	0%

Method of assessment

Year	Test	Written exam	Coursework	Practical
Year 1	27%	0%	50%	23%
Year 2	0%	0%	100%	0%

Additional expenses

Please see below a list of expected materials you will need for your studies. You will be given detailed lists when the course starts.

Title	Description	Value type	Cost (£)
Equipment - Mandatory	Laptop	Approximate	£500

*Costs vary subject to supplier.

** This is an indicative cost – how much you use and need to replace these supplies will depend on your own style of working and process.

Programme specification detail

A: Programme rationale

This programme represents a timely opportunity to tap into an emerging and expanding market. The MRes in Business is designed to contribute directly to the University's research objectives by fostering student-led research that addresses critical societal, environmental, and economic challenges, supported by academic staff with relevant subject expertise.

This programme aligns closely with the University's Research and Enterprise Strategy, particularly:

1. Delivering excellent research that contributes to society, the environment, and the economy.
2. Fostering a vibrant, diverse, and inclusive research culture and environment through the active supervision of student dissertations and theses.
3. Embedding digital competence and capability across staff and students, achieved through the development of skills in artificial intelligence and digital management tools.

The positioning of this programme is distinctive for several reasons. It offers a two-year structure, which is rare in the UK. In contrast to traditional MRes programmes, this offering equips students not only with advanced research skills, but also with the ability to explore and investigate real-world organisational challenges and opportunities, thereby enhancing their future-facing employability and applied research capability.

The Business School currently offers a wide range of master's degree programmes. There is significant demand for a Master of Research (MRes) in Business with two pathways: Artificial Intelligence (AI) in Business and Digital Management (DM). The Business School identified this demand as centred on addressing contemporary organisational problems, challenges, and opportunities through the application of AI and DM skills. Additionally, this new programme aligns with and enhances the current portfolio of programmes offered by the school.

This programme adopts an active learning methodology, emphasising practical application to ensure both academic rigour and professional relevance. It promotes dynamic engagement between lecturers, supervisors, and students, as well as peer-to-peer interaction through structured activities such as peer reviews, group discussions, simulations, and individual research projects. Also, the use of active learning sets is also embedded in some modules, especially in the independent research projects.

The programme delivers an inclusive curriculum designed to foster integration and collaboration, enabling students to collectively address contemporary challenges facing businesses and non-profit organisations. Students are encouraged to tailor their learning by selecting research topics aligned with their interests and career aspirations, ensuring relevance and personal engagement. A key focus is the use of AI and DM tools to enhance decision-making, optimise business processes, and drive innovation across sectors. As these technologies become increasingly integral to business operations, organisations are leveraging them to improve efficiency, gain strategic insights, and maintain competitiveness in an evolving digital landscape.

Empirical research is central to the programme, equipping students with the skills to critically analyse and apply theoretical concepts to real-world challenges. The programme culminates in an empirical research project, enabling students to explore the transformative potential of AI and DM

within organisational contexts. Through this process, students develop advanced analytical and problem-solving capabilities, positioning them at the forefront of digital and AI-enabled organisational transformation.

To inform the programme design, we carried out three surveys (i.e., with prospective students, UK employers and overseas employers). Details can be found in the programme validation document.

B: Educational aims of the programme

The Master of Research (Artificial Intelligence in Business) and (Digital Management) programme creates an intellectually stimulating environment nurturing independent inquiry, critical thinking, and practical application of advanced research skills. It equips students with expertise to advance careers in academia, industry, or the public sector. The programme aims to:

- Provide a comprehensive, applied learning experience extending beyond individual modules, fostering an integrated understanding of Artificial Intelligence (AI) and/or Digital Management (DM). Students engage with real-world business challenges, critically examining contemporary issues and exploring innovative solutions using AI and/or DM tools.

- Develop a strong research culture by equipping students with advanced research methodologies, including research design, data collection, complex data analysis, and critical literature review. It cultivates independent, critical, and creative thinking while enhancing students' ability to communicate research findings effectively in professional and academic settings.

- Strengthen students' ability to strategically and ethically utilise artificial intelligence and digital management tools, enabling them to navigate digital transformation and technological advancements in organisational environments. The programme fosters understanding of how these evolving tools can drive innovation and creativity, bridging AI knowledge with organisational-domain expertise, enhance decision-making, and improve organisational performance.

- Support the development of essential research and professional skills, including critical evaluation, analytical reasoning, and problem-solving. Students will apply these competencies in their research thesis, addressing workplace challenges, industry-specific issues, or broader real-world scenarios, ensuring academic and practical impact.

- Enhance students' understanding of organisational complexities, equipping them to apply AI and/or DM tools effectively. Students will develop skills to communicate evidence-based solutions or diagnosis to diverse organisational challenges, fostering ability to drive innovation, optimise processes, and contribute to digital transformation across sectors.

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in UPR TL03.

<https://www.herts.ac.uk/about-us/our-leadership-strategy-and-plans/our-governance-and-leadership>

C: Intended learning outcomes

Please refer to Outcomes tab.

Programme outcomes

Learning outcomes are split into four different types.

Intellectual skills

On successful completion of this programme, a student will be able to:

- IS1 Appraise and apply relevant academic theories and framework, using models, tools, and techniques to evaluate real-world organisational challenges.
- IS2 Utilise cognitive processes and models to make informed decisions by systematically evaluating alternatives, demonstrating sound reasoning and judgement in selecting and developing appropriate courses of action or opinion.
- IS3 Evaluate critically evidence through the analyses and interpretation of both structured and unstructured data, demonstrating rigour in data-driven decision-making.
- IS4 Develop an awareness of sustainability and resilience issues/implications and implement a plan to make sound ethical judgements in research, ensuring adherence to the highest ethical standards in all research activities.
- IS5 Demonstrate advanced intellectual skills in designing and completing diverse organisation's' projects and independent research project using Artificial Intelligence or Digital Management approaches.

Knowledge and understanding

On successful completion of this programme a student will have knowledge and understanding of:

- KU1 Critically evaluate the role of artificial intelligence and digital management tools, as well as the extant literature and research that underpin knowledge and understanding of organisational challenges, including those faced by NGOs.
- KU2 Develop expertise in a specialist area (Artificial Intelligence or Digital Management) by demonstrating an in-depth understanding and critical awareness of contemporary challenges, value creation opportunities, and current research debates.
- KU3 Design and justify an independent research thesis that addresses underexplored organisational issues, critically selecting and applying appropriate research methodologies and analytical tools within the chosen specialist area.
- KU4 Critically assess the development and application of theories and framework to contemporary challenges arising from internal and external organisational factors in a rapidly evolving field.
- KU5 Attain proficiency in various research methodologies and demonstrate the effective use of data analytics software and tools to investigate organisational problems (e.g., in the independent research project).

Practical skills

On successful completion a student will be able to:

- PS1 Critically evaluate the use of a wide range of research methods to diagnose and explore organisational challenges and opportunities.
- PS2 Conduct research and engage in self-reflection to synthesise information and formulate recommendations for addressing both structured and unstructured problems, presenting the findings using a variety of ways.
- PS3 Make effective use of communication and information technologies
- PS4 Plan, design and execute a sustained piece of research demonstrating appropriate research and project management skills.
- PS5 Demonstrate innovation and creativity in the use of evolving artificial intelligence and/or digital management tools, and effectively manage and influence the adoption of such processes in organisations.

Transferable skills

On successful completion of this programme, a student will be able to:

- TS1 Communicate complex arguments, ideas, and information (e.g., intricate data and advanced data analysis) effectively in different formats to diverse audience
- TS2 Work effectively within a multicultural team
- TS3 Present and support an extended, evidence-based argument, demonstrating critical analysis and synthesis of research findings relevant to your specialist area.
- TS4 Critically reflect on your individual learning process and devise a plan for improving research methodologies and outcomes in future projects.
- TS5 Demonstrate self-awareness and an understanding of others, applying ethical and organisational values within the context of research practice.

Graduate Attributes

Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses.

- GA1 Professionally Focused
- GA2 Globally Minded
- GA3 Sustainability Driven
- GA4 Digitally capable and confident
- GA5 Inclusive and collaborative
- GA6 Evidence based and ethical

D: Teaching methods

Knowledge and Understanding (KU):

Knowledge and understanding are developed through a combination of lectures, lectorials, small-group tutorials, and workshops. Students engage with real organisational case studies, simulations, and exercises using live data. While lectures provide the foundational theoretical frameworks and concepts, tutorials and lectorials emphasise hands-on experience with artificial intelligence and digital management tools, enabling students to build practical competencies through guided investigations of contemporary organisational challenges.

In these sessions, students learn to apply appropriate AI or digital management tools and gain direct practical experience, followed by the exploration and investigation of organisational problems.

The programme develops students' proficiency in a range of research methodologies and their effective use of data analytics tools through a blend of practical and theoretical learning activities.

Research methods workshops provide students with comprehensive training in both qualitative and quantitative research approaches, equipping them with the skills to design and conduct robust organisational investigations. Hands-on data analytics sessions offer opportunities for students to engage with real-world organisational data, applying appropriate analytical techniques to extract, interpret, and present findings.

Students further develop their applied skills through case-based learning, where they are tasked with diagnosing organisational challenges using appropriate research strategies and data-driven

evidence. Simulation exercises provide a platform for students to experience the process of data collection, analysis, and problem-solving under time-constrained, real-world conditions. Throughout the programme, independent research activities are embedded to enable students to design and conduct mini-research projects, refining their methodological choices and analytical competencies. Peer review and tutor feedback during workshops and tutorials further support the development of methodological rigour and critical evaluation skills, ensuring that students are well-prepared for the demands of independent research and organisational problem-solving.

Intellectual Skills (IS):

Intellectual skills are developed through the programme by the methods and strategies outlined as shown above.

Intellectual skills are fostered through critical debates (e.g., the use of different research methodologies or the ethical issues involved when using AI or digital management tools), case-based discussions, simulation games, and active problem-solving tasks within tutorials and workshops.

Students are encouraged to critique existing literature, evaluate organisational scenarios, and propose innovative solutions informed by AI and/or digital management technologies. This involves incremental learning from the core modules.

Our teaching and learning strategies for IS3 focus on developing students' ability to critically evaluate evidence through a combination of workshops, tutorials, and problem-based learning activities. We use real-world case studies, structured data analysis exercises, and peer-reviewed tasks to build rigour in data interpretation and evidence-based decision-making. Students are supported in applying research techniques across both structured and unstructured datasets, reflecting the complexity of contemporary organisational problems.

To support IS4 and IS5, we place a strong emphasis on the sustainability of research methods and professional skills. Through lectures, tutorials, and case study discussions, students explore the ethical foundations of research practice and the critical importance of selecting methods and tools that are adaptable, robust, and future-proof. Project-based learning, simulations, and independent research activities provide opportunities for students to design and deliver applied projects, guided by workshops that focus on methodological sustainability, the effective use of digital technologies, and the critical evaluation of research design and outcomes within diverse organisational contexts.

Practical Skills (PS):

Practical skills are cultivated through experiential learning activities including team-based research designs, peer feedback on proposed methodologies, and practical use of AI/digital management tools in workshops.

Students undertake incremental research practice exercises to build project management and analytical competencies. The teaching/learning strategies are embedded in all the core modules. For instance, in both pathways, students will learn different analytical techniques using the SPSS, NVIVO, Qualtrics software, etc.

In all the core modules, the relevant software and IT skills will be covered. While lectures offer an overview of how the information technologies may be used, students will gain hands-on experience in the lectorials/tutorial settings.

Throughout the programme, students progressively develop the ability to plan, design, and execute sustained research projects (PS4) through a range of teaching and learning strategies embedded across modules. These include structured research proposal workshops, research methods tutorials, and ongoing supervision support. Project management skills are cultivated through seminars on research planning, milestone setting, and risk management, reinforced by formative feedback during progress reviews.

Innovation and creativity in the use of artificial intelligence and digital management tools (PS5) are encouraged across the curriculum through workshops, case study analyses, and simulation exercises that address contemporary organisational challenges. Problem-Based Learning (PBL) activities and reflective tasks further promote critical engagement with evolving technologies, equipping students to manage and influence the adoption of innovative digital solutions within organisational settings.

Transferable Skills (TS):

Transferable skills are developed through collaborative teamwork activities, structured oral presentations, reflective practice exercises, and participation in intercultural group work settings. Students are encouraged to articulate complex ideas to varied audiences and critically reflect on their personal and professional growth.

The programme fosters the development of students' ability to work effectively within multicultural teams through a variety of structured teaching and learning activities. Collaborative group projects form a core component of the learning experience, with students assigned to culturally diverse teams to complete research tasks, case study analyses, and business simulations. Peer learning activities and structured feedback sessions encourage students to reflect critically on different cultural perspectives and communication styles.

PBL approaches are utilised to engage students in solving complex, real-world organisational challenges collaboratively, promoting intercultural understanding and cooperative decision-making. Simulated consultancy exercises, addressing global organisational issues, further support the development of cross-cultural teamwork competencies. Additionally, students participate in intercultural communication workshops and reflective practice assignments, where they analyse their experiences of teamwork within diverse groups, critically assess group dynamics, and identify strategies for enhancing their collaborative skills in international professional environments. There will be occasions when students are required to work towards multiple deadlines, thereby encouraging and developing their project management skills.

Students develop self-awareness and ethical research practice through reflective journals, ethical approval simulations, and workshops on research ethics and organisational values. The independent research project further enables students to apply ethical principles and critical self-reflection, embedding professional standards throughout their research activities.

E: Assessment strategy

The programme complies with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 and UPR AS14) with the exception of those listed below, which have been approved by the University:

<https://www.herts.ac.uk/about-us/our-leadership-strategy-and-plans/our-governance-and-leadership/university-policies-and-regulations-uprs>

Assessment Strategy for:

Knowledge and Understanding (KU):

Assessment focuses on testing the acquisition of research knowledge, methodological design, data analysis, and the application of knowledge to organisational settings through quizzes, applied written assignments, and practical exercises. In the second year, the emphasis shifts to the independent research project, where students apply the advanced research and analytical skills developed during the first year.

In the first semester of the first year, the focus is on assessing the acquisition of core knowledge in research methodology, design, data analysis, interpretation of findings, and the ability to apply this knowledge in organisational settings.

In the second year of study, emphasis is placed on the independent major research project. Across both pathways, students broaden their knowledge of the development of AI and Digital Management tools by engaging with cutting-edge research articles, guided by their supervisors. Building on the foundations established in the first year, students will select a research topic that aligns with their interests and is deemed feasible with supervisory support. The process of developing research questions, selecting appropriate methodologies, and adopting suitable analytical tools directly supports the achievement of Learning Outcomes 3, 4 and 5.

Intellectual Skills (IS):

Assessment includes critical analyses, case study analyses, quizzes and simulation-based problem-solving assignments where students apply theoretical frameworks to real-world challenges.

Practical Skills (PS):

Assessment includes research proposals, dissertation, practical demonstrations of digital tool usage, and structured peer-reviewed assignments evaluating research skills application.

Transferable Skills (TS):

Assessment includes group presentations, reflective essays, critical engagement in teamwork activities, and the dissertation, which requires synthesising research findings and ethical considerations into a coherent, evidence-based argument.

F: Programme specific assessment regulations

The programme complies with the University's academic regulations (in particular, UPR AS11, UPR AS12/UPR AS13 (delete as applicable) and UPR AS14) with the exception of those listed below, which have been approved by the University:

All Year 1 modules include in-module retrieval opportunities. If a student fails any Year-1 module, they will receive a FREN outcome and must successfully pass the module in order to progress to Year 2 of the programme.

G: Professional accreditation requirements

Not Applicable

H: Management of programme and support for student learning

Management

The programme is managed and administered through:

- The programme is managed and administered through:

Support

Students are supported by:

- Students are supported by:

I: Programme structures, features, levels, modules, and credits

Programme structure

Year: Year 1 Students must pass 120 credits in the first year.					
Semester	Module Code	Module Title	Credits	Level	Core/optional
Semester A	7BUS2251	Research in Action: Methodologies, Data Collection and Analytical Strategies	30	7	Core
Semester A	7BUS2252	Essentials of Artificial Intelligence in Business and Digital Management	30	7	Core
Semester B	7BUS2254	Digital Management in a Changing World: Innovation and Strategic Impact	60	7	Core
Year: Year 2 Students must pass 120 credits in the second year.					
Semester	Module Code	Module Title	Credits	Level	Core/optional
Semester ABC	7BUS2257	Independent Major Research Project for Digital Management	120	7	Core

Final and interim awards available

Final award	Award title	Minimum requirements	Available at the end of level
MRes	Digital Management	See UPR AS11, section 4: https://www.herts.ac.uk/about-us/our-leadership-strategy-and-plans/our-governance-and-leadership/university-policies-and-regulations-uprs/uprs 240 Credits	7 PGT

Interim award	Award title	Minimum requirements	Available at the end of level
PGCert	Untitled	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm 60 credits, to include at least 45 credits @ Level 7	7 PGT
PGDip	Digital Management	See UPR AS11, section 13: http://sitem.herts.ac.uk/secreg/upr/AS11.htm 120 credits, to include at least 90 credits @ Level 7 (with no more than 15 credits below Level 6)	7 PGT

Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A dedicated programme site on the University's Virtual Learning Environment (Canvas);
- A Definitive Module Document (DMD) for each constituent module;

The [Ask Herts](#) website provides information on a wide range of resources and services available at the University of Hertfordshire including academic support, accommodation, fees, funding, visas, wellbeing services and student societies.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

In accordance with section 4(5) of the Higher Education and Research Act 2017 (HERA), the UK Office for Students (OfS) has registered the University of Hertfordshire in the register of English higher education providers. The Register can be viewed at:

<https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>.

Furthermore, the OfS has judged that the University of Hertfordshire delivers consistently very high-quality teaching, learning and outcomes for its students. Consequently, the University received a Silver award in the 2023 Teaching Excellence Framework (TEF) exercise. This award was made in October 2023 and is valid for up to 4 years. The TEF panel's report and conclusions can be accessed [via this link](#).

J: Development of intended programme learning outcomes in the constituent modules

These maps identify where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

X = Delivered and Assessed

Module Code	IS 1	IS 2	IS 3	IS 4	IS 5	KU 1	KU 2	KU 3	KU 4	KU 5	PS 1	PS 2	PS 3	PS 4	PS 5	TS 1	TS 2	TS 3	TS 4	TS 5
7BUS2251	X	X	X	X	X			X		X	X	X	X	X		X	X	X	X	X
7BUS2252	X	X	X	X	X	X	X		X	X		X	X		X		X	X		X
7BUS2254	X	X	X	X	X	X	X		X	X	X	X	X		X		X	X	X	X
7BUS2257	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Key to module codes

Module code	Level	Title
7BUS2251	7	Research in Action: Methodologies, Data Collection and Analytical Strategies
7BUS2252	7	Essentials of Artificial Intelligence in Business and Digital Management
7BUS2254	7	Digital Management in a Changing World: Innovation and Strategic Impact
7BUS2257	7	Independent Major Research Project for Digital Management

Key to programme learning outcomes for Intellectual Skills

IS1	Appraise and apply relevant academic theories and framework, using models, tools, and techniques to evaluate real-world organisational challenges.
IS2	Utilise cognitive processes and models to make informed decisions by systematically evaluating alternatives, demonstrating sound reasoning and judgement in selecting and developing appropriate courses of action or opinion.
IS3	Evaluate critically evidence through the analyses and interpretation of both structured and unstructured data, demonstrating rigour in data-driven decision-making.
IS4	Develop an awareness of sustainability and resilience issues/implications and implement a plan to make sound ethical judgements in research, ensuring adherence to the highest ethical standards in all research activities.
IS5	Demonstrate advanced intellectual skills in designing and completing diverse organisation's' projects and independent research project using Artificial Intelligence or Digital Management approaches.

Key to programme learning outcomes for Knowledge and Understanding

- KU1 Critically evaluate the role of artificial intelligence and digital management tools, as well as the extant literature and research that underpin knowledge and understanding of organisational challenges, including those faced by NGOs.
- KU2 Develop expertise in a specialist area (Artificial Intelligence or Digital Management) by demonstrating an in-depth understanding and critical awareness of contemporary challenges, value creation opportunities, and current research debates.
- KU3 Design and justify an independent research thesis that addresses underexplored organisational issues, critically selecting and applying appropriate research methodologies and analytical tools within the chosen specialist area.
- KU4 Critically assess the development and application of theories and framework to contemporary challenges arising from internal and external organisational factors in a rapidly evolving field.
- KU5 Attain proficiency in various research methodologies and demonstrate the effective use of data analytics software and tools to investigate organisational problems (e.g., in the independent research project).

Key to programme learning outcomes for Practical Skills

- PS1 Critically evaluate the use of a wide range of research methods to diagnose and explore organisational challenges and opportunities.
- PS2 Conduct research and engage in self-reflection to synthesise information and formulate recommendations for addressing both structured and unstructured problems, presenting the findings using a variety of ways.
- PS3 Make effective use of communication and information technologies
- PS4 Plan, design and execute a sustained piece of research demonstrating appropriate research and project management skills.
- PS5 Demonstrate innovation and creativity in the use of evolving artificial intelligence and/or digital management tools, and effectively manage and influence the adoption of such processes in organisations.

Key to programme learning outcomes for Transferrable Skills

- TS1 Communicate complex arguments, ideas, and information (e.g., intricate data and advanced data analysis) effectively in different formats to diverse audience
- TS2 Work effectively within a multicultural team
- TS3 Present and support an extended, evidence-based argument, demonstrating critical analysis and synthesis of research findings relevant to your specialist area.
- TS4 Critically reflect on your individual learning process and devise a plan for improving research methodologies and outcomes in future projects.
- TS5 Demonstrate self-awareness and an understanding of others, applying ethical and organisational values within the context of research practice.

Development of Graduate Attributes in the constituent modules

This map identifies where the Graduate Attributes are delivered in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the development of the Graduate Attributes (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own personal and professional development as the programme progresses. [Note that there is no requirement for the Graduate Attributes to be assessed through these modules]

D = Delivered

Module Title	Module Code	Level	Professionally Focused	Globally minded	Sustainability Driven	Digitally Capable & Confident	Inclusive and Collaborative	Evidenced-based and Ethical
Research in Action: Methodologies, Data Collection and Analytical Strategies	7BUS2251	7 PGT	D	D	D	D	D	D
Essentials of Artificial Intelligence in Business and Digital Management	7BUS2252	7 PGT	D	D	D	D	D	D
Digital Management in a Changing World: Innovation and Strategic Impact	7BUS2254	7 PGT	D	D	D	D	D	D
Independent Major Research Project for Digital Management	7BUS2257	7 PGT	D	D	D	D	D	D

Appendix 1 – Management and Support

Management

The programme is managed and administered through:

- Dean of School.
- Associate Dean (Academic Quality Assurance).
- Associate Dean (Learning, Teaching and Student Experience).
- Programme Leader to help students understand the programme structure.
- Student representatives on programme committees.
- Module Leaders who are responsible for individual modules.
- A Collaborative Partnership Leader, who provides support and facilitate communication between UH and the Academic Support Partner.
- A designated administrative team to deal with day-to-day administration associated with the modules within the programme.

Support

Students are supported by:

- Students are supported by:
- An induction week at the beginning of each new academic session.
- Overseas Orientation.
- You will have a Personal Tutor who will be an important point of contact, able to help you gain a good understanding of the School and programme you are studying.
- A substantial Student Centre that provides advice on issues such as finance, University regulations, legal matters, accommodation, international student support, etc.
- Office of Dean of Students, Student Wellbeing (incorporating Counselling, Mental Health and Disability Support), Chaplaincy, and Day Nursery.
- An induction week at the beginning of each new academic session;
- A Programme Leader to help students understand the programme structure, and provide pastoral support.
- Academic support which will be provided by academic staff who have individual responsibility for a group of students on a module.

- Student representatives on programme committees.
- A designated programme administrator.
- Canvas, a versatile online inter-active intranet and learning environment.
- Guided student-centred learning on Canvas module sites.
- A range of online learning materials and activities specially designed to support students in their studies.
- Attractive modern study environments in 2 Learning Resources Centres.
- Student Success Hubs, which include a Mathematics Drop-in Centre.
- Access to extensive digital and print collections of information resources.
- Office of Dean of Students, incorporating Counselling.
- Medical Centre.
- University Disability Advisors.
- An Equality Office.
- Careers Enterprise and Employment Services.
- Hertfordshire Student's Union.
- Dedicated programme site