Programme Specification

Business and Digital Transformation [UEL]

Version: 2026-27, v1.0, Validated

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Business and Digital Transformation [UEL]

Highest award: MSc Business and Digital Transformation [UEL]

Interim award: PGCert Business and Digital Transformation [UEL]

Interim award: PGDip Business and Digital Transformation [UEL]

Awarding institution: UWE Bristol

Affiliated institutions: UEL

Teaching institutions: UEL

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CBL Bristol Business School, College of Business and Law

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website.

IELTS Overall score of 6.5 with 5.5 in each component.

Further information on acceptable English language qualifications can be found on the UWE website:
https://www.uwe.ac.uk/courses/applying/international-applications/english-language-requirements#ielts:~:text=Overall%20score%20of%206.5%20with%205.5%20in%20each%20component

For implementation from: 01 September 2026

Programme code: N20S12

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The MSc in Business and Digital Transformation Management is a one-year conversion programme that covers the main disciplines and operational areas of business with a specific specialist focus on the field of digital transformation management.

A conversion programme is appropriate for those students of any background or undergraduate degree subject looking to learn about or transitioning into a career in digital transformation management to gain the skills and knowledge to work effectively locally and globally including geopolitical considerations.

Covering a wide range of perspectives, principles, practices and contemporary issues, alongside support to develop personally, professionally, and academically, this programme will be of interest to those looking for a challenging role in for-profit or not-for-profit organisations engaging with digital transformation .

The programme aims to challenge students in their ways of thinking, behaving, and learning. During this programme students will complete core modules with the aim of developing their knowledge and academic, professional and interpersonal skills, to be able to manage and improve digital transformation and demonstrate an appreciation of ethical and sustainable business practices.

By successfully completing the programme, students will gain an understanding of how contemporary businesses function, including cross disciplinary challenges and the complex interdependencies of actors affecting digital transformation in a

continuously evolving environment.

Students will gain hands-on experience in collaborative group work, including the opportunity to work in diverse, cross-cultural teams. Students will tackle real-world problems, develop their presentation skills across various formats, and build valuable, transferable skills that will enhance their employability and prepare students for success in the dynamic field of digital transformation.

Students will also undertake an independent research project within the field of digital transformation management, allowing them to showcase their research abilities, strengthen their time and project management skills towards achieving their career aspirations.

Features of the programme: Core Features

Specialist Focus: Combines broad business knowledge with a focus on digital transformation management across industries.

Career-Ready Preparation: The modules are designed to help students to succeed in dynamic, competitive global markets.

Practical application: Designed to help students to understand management of the digital transformation process.

Skills Development: Focuses on ethical decision-making, contemporary challenges, and transferable skills such as teamwork, communication, and innovative thinking.

Personalised Skills Module: Starts with a skills and aspirations audit to identify gaps and track growth. Offers tailored support for skill development and career positioning.

Inclusivity: Suitable for students from all undergraduate backgrounds, ensuring skills and knowledge are applicable locally and globally.

Employers: Developed with industry input to ensure relevance and competitiveness in the job market.

Holistic Business Understanding: Integrated learning that provides a strong foundation in organisational functions and how they interrelate with digital transformation management.

Opportunities to engage with business leaders at an annual conference.

Undertake an applied project module focusing on solving real-world business problems.

A student–centred approach to learning and teaching, where knowledge is constructed by students through their engagement in a combination of lectures, seminars, group work, and mentoring, supported by independent study and by in-person and online resources to aid academic and professional growth.

Authentic assessment focused on developing workplace-relevant skills: teamwork, evidence-based debate, communication, reflection, decision-making and problem-solving.

Outcome
Graduates will leave with a valuable academic qualification, practical skills, confidence, and a competitive edge for careers in digital transformation management and beyond.

Career Opportunities
Include roles such as: Digital Transformation Manager, Change Manager, Project Manager, Business Analysis, Business Transformation Consultant. The interdisciplinary nature of this programme means the combination of business acumen with digital expertise will prepare students for a range of different opportunities across the whole business.

Educational Aims: This Masters programme aims to immerse students in a practice-led, student-centred learning environment, enriched by current research in business and digital transformation management. Through hands-on engagement and reflection, students will gain an in-depth understanding of the evolving business landscape, both in profit and non-profit sectors, while developing critical thinking, analytical skills, and the ability to apply academic theories in practical contexts. Emphasising collaboration, ethical responsibility, and global citizenship, the programme also equips students with essential business and employability skills, empowering them to plan and pursue successful careers or further study in digital transformation management.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

PO1. Demonstrate comprehensive knowledge and understanding of organisations, their external and internal context, to critically analyse relationships between business functions and processes.

PO2. Show a critical understanding of approaches and methods required to investigate Digital Transformation issues as well as a recognition of how knowledge is advanced through research.

PO3. Apply academic, professional, and interpersonal skills relevant to Digital Transformation, taking responsibility for their continuing professional development.

PO4. Apply skills and knowledge to a range of business problems and contexts to propose robust, creative solutions.

PO5. Articulate a set of personal values and evaluate these relative to professional norms and concepts of global citizenship.

Assessment strategy: The programme's assessment strategy emphasises subject knowledge and practical and professional skills within business and digital transformation environments. . Aligned with this, assessments are authentic to reflect the transferable skills required in this field. Authentic assessment means

asking students to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.

The assessment strategy is considered across the programme and includes a balance of formative and summative assessments designed to facilitate progression through differing levels of complexity. This is particularly important in conversion programmes such as this one where the focus is on developing students from different backgrounds and different levels of knowledge and experience in digital technologies and digital transformation.

Students have diverse strengths and learning styles. By using multiple methods, educators can provide a more inclusive and fair evaluation of all students.

Inclusivity is key at UWE and support along with a balanced assessment strategy becomes paramount to students' success. This balanced approach enables the development of subject-knowledge and a range of transferable skills that support UWE's graduate attributes and employability principles.

Accordingly, students will demonstrate the achievement of the programme and module learning outcomes through a range of assessment types, such as portfolios, presentations, reflections, reports, case studies, essays, exams.

Support will be provided at module level to help students understand specific assessment requirements. However, a short definition of each assessment type is also provided here for reference purposes.

A portfolio is an assignment which is usually a collection of related work undertaken over a length of time which may include reflective written work, professional body requirements e.g. competency achievement/sign off or reviews of related topics.

A presentation is a way of setting out and explaining a student's ideas to others in a formal and succinct manner. Presentations can be delivered either orally or as a poster and may be done individually or as part of a group.

Reflection enhances deeper learning and a reflective diary collates a student's personal learning journey through feelings, thoughts and lessons learnt, sometimes resulting in change of practice.

A report is a highly structured piece of work. A particular kind of report will often follow a template, itemising sections such as headings, sub-headings and appendices. These sections act as guidelines and encourage students to take a systematic approach to the subject material they need to cover. They help ensure that the content is clearly organised and enhance the professional appearance of the report. Reports also often include data that is communicated in the form of tables, charts and infographics. Since report structure is so important, it is essential that students read the assignment brief carefully, noting any specific guidance for presentation and assessment criteria.

A case study is a detailed account of a situation, event, decision or problem. Case studies are often used for analysis and problem solving, as a means of relating theoretical knowledge to real circumstances.

An essay is a written piece of work which may analyse, critique, review and/or discuss a specific topic. The arguments within the essay will be informed by texts, peer-reviewed sources and appropriate e-resources.

An examination or exam is a piece of work produced under controlled conditions. It is usually scheduled for a specific time and date, and usually has a time limit.

A critical discussion is an oral examination in which the examiner(s) discuss a student's work, asking the student to explain and justify various aspects of a project or a piece of work that they have produced.

Student support: Student Support Arrangements for this programme:

The University of Economics and Law (UEL) is committed to providing comprehensive academic, personal, and professional support to students throughout

their studies. Students enrolled on this programme will have access to the following support services and resources.

1. Academic Support

Programme and Module Leaders
UEL appoints Programme Leaders and Module Leaders from among experienced academic staff involved in teaching the programme. These academics possess strong disciplinary expertise and extensive professional networks within their respective industries.
Programme and Module Leaders provide students with guidance on: Programme and module content; Learning and teaching approaches; Assessment expectations; Industry practices and case studies; Academic development and professional knowledge; Career-related insights within the discipline.
Students are encouraged to consult Programme and Module Leaders regarding any academic matters relating to their studies.

2. Student Academic and Personal Support

Specialist, Academic Affairs
The International Institute assigns a Specialist, Academic Affairs as a dedicated point of contact for students throughout their studies.
The Specialist provides timely advice and support regarding: Assessment arrangements; Personal circumstances procedures; Progression and study planning; Academic regulations and procedures; Difficulties with study, attendance, or meeting deadlines; Financial concerns; Health-related matters affecting study; Access to wider university support services.
Students may seek support through email, online meetings, telephone, or face-to-face consultations.

3. Career Development and Employability Support

Although UEL does not operate a centralised Career Support Centre, students have access to a wide range of career development opportunities through various

university stakeholders.

UEL Alumni Network

UEL maintains a strong and active alumni community comprising successful professionals, managers, entrepreneurs, and industry experts.
The alumni network contributes to student development through: Career-sharing workshops and seminars; Professional networking opportunities; Internship and employment information; Industry mentoring activities; Guest lectures and professional talks.
Many alumni also return to UEL as visiting lecturers and speakers, providing students with valuable industry perspectives.

Department of Cooperation and Development

The Department of Cooperation and Development maintains extensive relationships with companies, organisations, and industry partners.
The department supports students through: Annual job fairs and recruitment events; Internship opportunities; Graduate employment information; Employer networking activities; Industry engagement programmes.
Information regarding internships and job vacancies is regularly disseminated through university email systems, social media channels, and other communication platforms.

Recommendation and Reference Support

Where appropriate, students may request recommendation letters and supporting documentation from the International Institute to support internship and employment applications.

4. Student Induction and Orientation

All students participate in a comprehensive orientation programme at the beginning of their studies.

The orientation programme provides information on: Programme structure and requirements; Academic regulations and assessment procedures; Learning resources and digital platforms; Student services and support arrangements; Campus facilities and university policies.
Students are encouraged to raise questions and provide feedback during orientation sessions.
Throughout their studies, students may communicate feedback and concerns directly to Programme Leaders, Academic Affairs staff, or the International Institute through meetings, email correspondence, or office consultations.

5. Student Representation and Student Voice

Each cohort elects two Student Representatives who act as a communication bridge between students and the University.
Student Representatives are responsible for: Collecting feedback from students regarding their learning experience; Communicating student concerns and suggestions to the International Institute; Participating in meetings with programme management representatives; Contributing to discussions aimed at enhancing programme quality and student experience.
Student Representatives may also participate in annual dialogue sessions with UEL leadership.

6. Health and Wellbeing Support

Students have access to a range of well-being services provided by the University.

UEL Health Centre

The UEL Health Centre provides primary healthcare support and advice for students during their studies.

UEL Sharing Space and Counselling Services

Students experiencing personal, emotional, or psychological difficulties may seek

support through the University's counselling and wellbeing services.

These services aim to support students' mental health, personal wellbeing, and overall student experience.

7. Administrative and Student Life Support

The Student Affairs Unit of the International Institute provides support for a variety of administrative and student-life matters, including: Visa-related enquiries and guidance; Financial and payment-related procedures; Student documentation and certification; Participation in academic activities and university events; Access to extracurricular and leisure activities; General enquiries relating to student life at UEL. Students are encouraged to contact the Student Affairs Unit whenever assistance is required.
Through these integrated academic, personal, professional, and well-being support arrangements, UEL aims to provide a supportive learning environment that enables students to successfully complete their studies and achieve their academic and career goals.

Part B: Programme Structure

Year 1
Students must take 180 credits from the modules in Year 1.

Year 1 Optional Modules (Full-time)
Students must take 60 credits from the modules in Optional Modules (Full-time).
Students must choose two modules from one of the following combinations:

Management project: Group project challenge
Management Project: Individual project challenge

OR

Work-Based Learning Project: Project Scoping
Work-Based Learning Project: Implementation and review

Module Code	Module Title	Credit
UMOTEA-30-M	Management Project: Group Project Challenge 2026-27	30
UMOTEB-30-M	Management Project: Individual Project Challenge 2026-27	30
UMKTED-30-M	Work-Based Learning Project: Implementation and Review 2026-27	30
UMKTEC-30-M	Work-Based Learning Project: Project Scoping 2026-27	30

Year 1 Compulsory Modules (Full-time)
Students must take 120 credits from the modules in Compulsory Modules (Full-time).

Module Code	Module Title	Credit
UMMTDP-45-M	Managing Digital Transformation 2026-27	45
UMPTDK-15-M	Career Catalyst: Developing Skills for Long Term Success 2026-27	15
UMCTDJ-30-M	Navigating Organisational Complexity 2026-27	30
UMCTDH-30-M	The Anatomy of a Business 2026-27	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

This Masters programme will equip graduates to critically assess, select and apply a range of principles and theories relating to business generally, and digital transformation in particular. Graduates will be able to use of a range of industry-standard management tools. They will develop intellectual, technical and interpersonal skills and be equipped with the self-evaluation and planning techniques necessary to take responsibility for their continuing professional development. They will also be able to analyse a range of data sources, employing appropriate theory

and research skills when making and justifying strategic recommendations on digital transformation and general business issues.

Part D: External Reference Points and Benchmarks

The programme has been designed to reflect the UWE Bristol 2030 Strategy, which includes the aim of delivering outstanding practice-led learning, fostering the development of ready and able graduates who are ambitious, collaborative, innovative, inclusive and enterprising. The UWE Bristol 2030 Teaching and Learning Strategy further sets out a commitment to personalised experiences for all learners, practice-led, research informed learning and teaching, digitally enabled, problem-based education and the championing of teaching excellence.

The views of current students, alumni, employers and international collaborative partners have been reflected in the design of the programme.

The programme aligns with the QAA's Characteristics Statement for Masters Degrees (QAA 2020) and Subject Benchmarks Statement for Masters Degrees in Business and Management (QAA 2023). It has also been designed to satisfy the requirements of the Masters Level (Level 7) descriptors of the QAA's Framework for Higher Education Qualifications in England, Wales and Northern Ireland, January 2024.

Part E: Regulations

Approved to University Regulations and Procedures.