



Programme Title	<b>Master of Business Administration (MBA) in Business Innovation and Change Management</b>
Awarding Bodies	<b>London School of Business and Finance</b>
Level of Award <sup>1</sup>	<b>MQF Level 7</b>
Professional, Statutory and Regulatory Bodies Recognition	
Credit Structure <sup>2</sup>	<b>90 ECTS</b>
Mode of Attendance	<b>Full-time and Part-time</b>
Standard Length of Programme <sup>3</sup>	<b>12-14 months full-time 24 months part-time</b>
Intended Award	<b>Master of Business Administration (MBA) in Business Innovation and Change Management</b>
Named Exit Awards	<p><b>Qualification 1:</b> MBA in Business Innovation and Change Management (90 ECTS);</p> <p><b>Qualification 2:</b> Post Graduate Certificate in Business Innovation and Change Management (MQF Level 7, 30 ECTS)</p> <p><b>Qualification 3:</b> Post Graduate Diploma in Business Innovation and Change Management (MQF Level 7, 60 ECTS)</p> <p><b>Qualification 4:</b> Award in each unit (10 ECTS)</p>





Entry Requirements <sup>4</sup>	<p><b>Academic entry requirements:</b></p> <ul style="list-style-type: none"> <li>• Relevant undergraduate degree (any class, any subject area) or ACCA/CIMA or other equivalent professional qualifications; or;</li> </ul> <p>Applicants who do not meet the stated entry requirements may apply via the Mature Route. Applicants will be asked to provide evidence of three year's managerial work experience, plus certificates/ transcripts of their highest qualifications achieved to date. Applications via this route are assessed on a case-by- case basis.</p> <p><b>English language requirements:</b></p> <ul style="list-style-type: none"> <li>• IELTS 5.5 or equivalent or</li> <li>• High school in English or</li> <li>• Bachelors completed in English or</li> <li>• 2 years of work experience in an English-speaking environment (upon approval by admissions board)</li> </ul> <p>Applicants who do not meet the academic criteria may be considered based on post-secondary level education and working experience under certain circumstances, subject to review from the LSBF Academic Admissions Board.</p>
Delivering Institution	London School of Business and Finance

This definitive record sets out the essential features and characteristics of the Master of Business Administration (MBA) in Business Innovation and Change Management programme. The information provided is accurate for students entering level 7 in the 2025–2026 academic year.

### Programme Summary

Our Master of Business Administration (MBA) in Business Innovation and Change Management programme is designed to equip students with the advanced knowledge and tools needed to succeed in the dynamic and ever-changing business environment.

The two stages of the delivery of the curriculum have been designed to fit within the envelope structure of the 90-ECTS framework.





The two-stage programme consists of:

- 1) Core Modules
- 2) Research Project

The programme follows a carousel model so students from different intakes can complete the same core modules in a term.

The structure will resemble the one below for part-time students:

Year	Semester	Month	Module
1	1	1 - 6	Module 1: Organizational Changes, Principles and Practice Module 2: Human Aspect of Change
1	2	7 - 12	Module 3: Business Strategies Module 4: Blockchain: Social and Business Innovations
2	3	13 - 18	Module 5: AI: Social and Business Innovations Module 6: Sustainable Business Management
2	4	19 - 20	Module 7: Research Methods Module 8: Research Project

The structure will resemble the one below for full-time students:

Full Time Schedule	
Year 1	Year 2
Semester 1 Module 1: Organizational Changes, Principles and Practice Module 2: Human Aspect of Change	
Semester 2 Module 3: Business Strategies Module 4: Blockchain: Social and Business Innovations	
Semester 3 Module 5: AI: Social and Business Innovations Module 6: Sustainable Business Management	
Semester 4	Module 7: Research Methods Start Module 8: Research Project
Semester 5	Continue Module 8: Research Project
Semester 6	Complete Module 8: Research Project

The *Research Project* (Stage 2), which enables students to undertake and complete:

- (i) a sustained piece of research/applied research which leads to-
- (ii) the production and completion of a significant Research Project.

The research project is an important piece of work to be completed as part of the student’s master’s degree. It gives the opportunity to learners to further develop their knowledge and skills in a range of business disciplines and apply these in a practical setting. It will deepen the knowledge of a specific sector or issue, practice applied research skills and therefore will complete the course by giving the students an





exhaustive range of methods of learning as well as the possibilities to deepen their knowledge in issues and sectors closer to their professional target.

During this module, the students will also establish or advance their understanding of research through critical exploration of research language and ethics, as well as an introduction to various strategies and data collection methods on how to select the appropriate methodology for use in a study to be performed. Students will use these theoretical underpinnings to begin to critically review material relevant to their field of interests and determine how research findings are useful in forming their understanding of their work, social, local and global environment. There are two broad types of research projects, all of which comply with the formal requirements (content, methodology, length, structure and layout):

**Type one: Consulting (case study approach)**

Learners identify a partner organisation and agree on priority issue either of strategic importance or requiring significant operational change.

**Type two: Research**

A research approach is for those candidates interested in a deeper enquiry into a particular topic, typically using a mixture of primary and secondary data sources. Further emphasis will be placed upon the literature review and project methodology.

The target students for the MBA programme are adult professionals who have substantive experiences in the field of legal and accountancy firms, graduate students working in law, managers, business lawyers, advisors, executives and business development experts. The target age groups include 19-65+ years of age.

The language of instruction is English.

There are various positions that one can apply for after completing the Global BICM which include; but are not limited to the following;

- Sustainable Business Manager
- Business Strategist
- Data Analyst
- Business Advisor
- Innovation Officer
- Entrepreneur



The MBA in BICM programme and specialisations therefore provides students with a comprehensive understanding of organisational change and the tools required to implement change effectively. Students will gain knowledge on how to plan, implement, and manage change within organisations.

### **Programme Aims**

The principal aim of the programme is therefore to produce MBA graduates with the knowledge, skills, and tools required to succeed in today's fast-paced and constantly evolving business environment. The programme prepares students to be innovative and socially responsible business leaders who can effectively manage change and lead organisations to success.

The MBA in BICM programme focuses on the integration of forefront digital tools such as Blockchain and Artificial Intelligence in the managerial, legal, and social world, enabling students to stay up-to-date with the latest technological advancements in the business world.

**The general programme aims and objectives are to enable students to:**

- Develop an understanding of advanced theories, tools, and business strategies related to organisational change.
- Explain the integration of forefront digital tools such as Blockchain and Artificial Intelligence in the managerial, legal, and social world.
- Analyse the international scope of knowledge on corporate sustainability and responsibility and identify how businesses can operate in a sustainable and socially responsible manner.
- Apply forefront theories and tools to create innovative business strategies that can cope with a changing environment.
- Evaluate the ethical, environmental, and sustainability implications of a business transformation in a critical way.
- Develop the skills required to plan, implement, and manage change effectively within organisations.
- Stay up-to-date with the latest technological advancements in the business world, and understand how to integrate digital tools into business operations.
- Become an innovative and socially responsible business leader who can effectively manage change and lead organisations to success.
- Gain practical experience through case studies, simulations, and real-world projects to apply the knowledge and skills learned in the program.
- Develop communication, collaboration, and critical thinking skills necessary to work effectively in a dynamic and diverse business environment.





## **MBA Programme Learning Outcomes**

### **A. Knowledge, understanding and skills**

#### **(i) Knowledge and Understanding: S**

##### **Students completing the programme will be able to:**

- a) Understand advanced theory, tools and business strategies about organisational change.
- b) Describe the Integration of forefront digital tools as Blockchain and Artificial Intelligence in the managerial, legal and social world.
- c) Understand the international scope knowledge on corporate sustainability and responsibility.

#### **(ii) Skills:**

##### **Students completing the programme will be able to:**

- a) Apply latest forefront theories and tools to create innovative business strategies to cope with a changing environment.
- b) Evaluate the ethical, environmental and sustainability side of a business transformation in a critical way.

## **Programme Design**

The design of this programme has been guided by the UK Quality Code for Higher Education.

- The UK frameworks for higher education qualifications provide definitive points of reference for UK higher education providers when designing courses. They also provide a context in which qualifications can be reviewed and developed.
- Qualifications are determined by level and academic credit. Level descriptors and academic credit values allow providers to accurately describe and market their qualifications in a consistent manner. Not only are they tools for securing threshold academic standards nationally, they allow valid comparisons to be made with qualifications in other nations which enables student mobility.





- Feedback from key stakeholders/sources and multidisciplinary research allow developers to craft relevant and innovative courses of study. Sources of feedback for course design may include internal and external specialists, prospective, current and past students, employers and PSRBs. The incorporation of a systematic, relevant and stimulating assessment strategy, which enables course and module learning outcomes to be met, is also a key consideration for course design and development.

### Programme Structure

The Master of Business Innovation and Change Management comprises modules at level 7.

Module Specifications for each of these modules are included within the student handbook, available to students online at the beginning of each academic year.

Level	Module	Credits	Module Type
<b>Stage I</b>			
7	Organisational Changes, Principles and Practice	10	Compulsory
7	Human Aspect of Change	10	Compulsory
7	Business Strategies	10	Compulsory
7	Blockchain: Social and Business Innovations	10	Compulsory
7	AI: Social Business Innovations	10	Compulsory
7	Sustainable Business Management	10	Compulsory
<b>Stage II</b>			
7	Research Methods	10	Compulsory
7	Research Project	20	Compulsory

Options are offered every year or only offered in particular years.

### Awards

**Qualification 1:** The main qualification is the Master of Business Innovation and Change Management with a specific field of specialisation or the general pathway. (The relevant fields are specified above) (90 ECTS)





**Qualification 2:** Post Graduate Certificate in Business Innovation and Change Management (30 ECTS)

*3 core modules*

<b>Post Graduate Certificate in Business Innovation and Change Management</b>	
<b>Module</b>	<b>ECTS</b>
<b>Module 1: Organisational Changes, Principles and</b>	10
<b>Module 2: Human Aspect of Change</b>	10
<b>Module 3: Business Strategies</b>	10
<b>Total ECTS</b>	<b>30</b>

**Qualification 3:** Post Graduate Diploma in Business Innovation and Change Management (60 ECTS)

*6 core modules*

<b>Post Graduate Diploma in Business Innovation and Change Management</b>	
<b>Module</b>	<b>ECTS</b>
<b>Module 1: Organisational Changes, Principles and</b>	10
<b>Module 2: Human Aspect of Change</b>	10
<b>Module 3: Business Strategies</b>	10
<b>Module 4: Blockchain: Social and Business Innovations</b>	10
<b>Module 5: AI: Social and Business Innovations</b>	10
<b>Module 6: Sustainable Business Management</b>	10
<b>Total ECTS</b>	<b>60</b>

**Qualification 4: Award in each unit (10 ECTS)****Programme Delivery**

The programme is delivered online from the London School of Business and Finance, and the language of instruction is English. Students studying full-time on the Master of Business Innovation and Change Management are likely to have approximately 5 contact hours per week. The contact hours will be online lectures and discussions. Students will normally be expected to undertake at least 15 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and class exercises.

LSBF implements a continuous review of the curriculum for each programme so that any new developments within the discipline are incorporated to ensure that the curriculum meets external requirements and the latest academic standards. Innovation in teaching and learning is strongly encouraged and it is considered essential that the organisation demonstrates that it meets standards expected at national level.

The approach to learning activities is one of flexibility and adaptability to be able to respond to the diverse student needs and not only deliver the underpinning theories but also demonstrate applicability and relevance in the external environment. In order to achieve this, a range of learning methods are used including video presentations, case studies, active student participation, teamwork, and other forms of independent and guided learning to enable reflection and self-discovery. Programme Leaders play a key role in the curriculum review process and are regularly invited to ensure that the link between theory and practice is demonstrated.

It is considered that the reflective and testing element of the learning process is a valuable dimension in the knowledge acquisition process and facilitates the integration of such knowledge.

**Programme Delivery Content****1. Dynamic Videos**

To cater to diverse learning styles and abilities, we employ recorded micro-lectures at the start of each module, introducing key topics. These digital micro-lectures offer the advantage of flexibility, allowing learners to revisit content at their own pace and convenience, enhancing comprehension compared to traditional non-digital lectures.

**2. Flash cards**

Flash cards are electronic pdf files, which complement the videos by highlighting key points and providing a transcript of the video recording for the student to read. The flash cards are a very effective tool for revision, and a key medium of retention for learners who absorb information more effectively through reading.



**3. Scenarios, Case Studies and Online Discussion Forums**

Scenarios are an integral part of the supplementary material for each Bit. Based on case-study style learning methods, Scenarios allow students to apply theory within a simulated real-world context, which particularly benefits kinaesthetic learners. The goal here is to enhance the learner's understanding of the theory in relation to a specific context or situation. Online discussion forums facilitated by the professors will be offered in each unit to engage students and apply theory to practice in relation to the scenarios and case studies to build upon theoretical concepts.

**4. Synchronous Live Lectures, Seminars, Workshops and Tutorials**

Regular synchronous/ live sessions in the form of online lectures, seminars, workshops and tutorials are conducted regularly which allow students to interact with their tutors and each other in real time and understand the concepts in greater depth.

Our MBA in Business Innovation and Change Management embraces a dynamic and interactive synchronous learning environment that goes beyond traditional online lectures. Here's how we ensure an engaging and practically-focused experience:

**Elevated Engagement**

**Live Polls and Quizzes:** Sessions are interspersed with live polls and quizzes, ensuring that students can actively engage with the content and allowing instructors to gauge understanding in real-time.

**Real-Time Case Study Workshops:** Students collaboratively analyse and discuss case studies in live workshops, applying theoretical knowledge to real-world scenarios.

**Interactive Simulations:** Business simulations are conducted during live sessions, providing a hands-on experience of strategic decision-making in a controlled environment.

**Breakout Discussions:** Periodically, students are grouped into breakout rooms to facilitate in-depth discussions, enabling peer-to-peer learning and the exploration of diverse perspectives.

**Feedback Mechanisms**

**Instant Polling for Feedback:** We use instant polling to collect immediate feedback on the session's pace, clarity, and content, allowing for timely adjustments.

**Scheduled Reflection Sessions:** Regularly scheduled sessions are dedicated to reflecting on the learning experience, where students can voice their insights and suggestions through student liaison meetings, surveys and student experience enhancement meetings.



**Continuous Improvement Loop:** Feedback gathered from synchronous sessions and surveys feeds directly into a continuous improvement loop, refining the curriculum and teaching methodologies.

**Integration of Practical Experiences Industry Guest Speakers:** Live sessions feature industry experts who share their experiences and insights, bridging the gap between theory and practice.

**Virtual Internship Collaborations:** In partnership with leading businesses, we offer virtual internships that are integrated into the curriculum, providing a platform for practical application.

**Project-Based Assignments:** Students work on real-time projects with immediate applicability, receiving live guidance from faculty and industry mentors.

**Interactive Tutorials for Skills Application:** Tutorials focus on applying skills learned in lectures to practical tasks, such as data analysis using real-world datasets.

This approach ensures that students are not only consumers of information but active participants in their learning journey. By fostering an environment that is both responsive to feedback and deeply connected to industry practices, we prepare our graduates to be innovative leaders who are adept at driving change.

## **Programme Assessment**

A variety of assessments will be used on the programme to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment of the programme overall will be 100% coursework, including case study analysis, reports, presentations, group work, reflective learning, business development plans and research projects. There are no examinations or practical assessments.

## **Assessment Profile**

### **Assessment Profile (Modules)**

1. 20% - Online discussion and/or online quiz
2. 80% - Individual assignment
3. (Or) 100%: Individual assignment



It is up to the lecturer's professional discretion to choose between the two assessment methods. This allows lecturers flexibility between the choice of both assessments to create a more conducive assessment depending on the group needs. The length of the assignment should be between 3,500 – 4,000 words.

The below include a list of different forms which the assignment can take :

#### Module 1: Organisational Changes, Principles and Practice

**Case Study Analysis and Presentation:** Students analyse a case study of organizational change, focusing on the principles and practices applied, and present their analysis using PowerPoint.

**Change Management Plan:** Students draft a comprehensive change management plan for a fictional or real company, emphasising the practical application of organizational change principles.

#### Module 2: Human Aspect of Change

**Reflective Essay:** Students write an essay on the human aspect of organizational change, including resistance to change, and how to manage it.

**Role-Play Video:** Students create a video role-play that illustrates the human responses to change within an organization, demonstrating their understanding of the psychological and social aspects involved.

#### Module 3: Business Strategies

**Strategic Plan Development:** Students develop a strategic plan for a business, including market analysis, competitive strategy, and implementation stages, with a PowerPoint summary.

**Simulation Exercise:** Students engage in a business strategy simulation, making decisions for a virtual company, and later present their strategies and outcomes using slides.

#### Module 4: Blockchain: Social and Business Innovations

**Research Paper and Presentation:** Write a research paper on blockchain's impact on a specific industry, with a summary presentation in PowerPoint.

**Business Model Canvas for a Blockchain Startup:** Students create a business model canvas for a new blockchain venture, demonstrating how blockchain can be used for innovation in business models.





#### Module 5: AI: Social and Business Innovations

Ethics Paper and Presentation: Students write a paper and prepare a presentation on the ethical considerations of AI in business, considering both social and business perspectives.

Innovation Proposal: Students propose an AI solution to a business problem, outlining the potential social and business benefits, with an accompanying visual presentation.

#### Module 6: Sustainable Business Management

Sustainability Audit Report: Students conduct a sustainability audit of a company and report their findings, supplemented by a PowerPoint presentation.

Case Study and Infographic: Analyse a case study on sustainability in business and create an infographic or visual slide deck that summarises sustainable practices and outcomes.

Kindly note that the above are just examples and the lecturers are free to use any other form of assessment.

#### Programme Assessment

A variety of assessment methods are employed across the programme to enable students to experience and adapt to different forms of evaluation. All assessment approaches are aligned with the intended learning outcomes of each module and are designed to support both theoretical understanding and practical application.

Assessment across the programme is based entirely on coursework. This includes case study analysis, written assignments, reports, presentations, group work, reflective learning activities, business development plans, and research projects. There are no examinations or practical assessments.

#### Assessment Profile:

##### Assessment Profile (Taught Modules)

Assessment for taught modules typically follows one of the structures below:

##### Option 1:

Online discussion and/or online quiz: 20%

Individual assignment: 80%

##### Option 2:

Individual assignment: 100%

The selection of assessment structure is at the lecturer's professional discretion, allowing flexibility to respond to the specific needs and profile of each cohort. This ensures that assessment remains appropriate, inclusive, and conducive to effective learning.

Where applicable, individual assignments are typically between 3,500 and 4,000 words in length.

#### Assessment Profile for Research Project:

**The Research Project** is a scholarly work, based on sound academic principles that make a contribution to a field of knowledge. It must demonstrate your ability to use learning derived from the post-graduate programme to resolve a problem, answer a question or prove/disprove a hypothesis related to business, markets, or organizations.



**Final mark will be the average of all modules weighted by ECTS.**

### Marking Criteria

The guidelines below reflect the standards of work expected at postgraduate level. All assessed work is marked by a faculty member, and a sample is then moderated by another member of staff. Any piece of work may be made available to the external examiner(s).

#### **70+ (Distinction)**

Compelling evidence of:

- an ability to plan, organise and execute independently a research project or coursework assignment.
- an ability to evaluate literature and theory critically, synthesise and make informed judgements.
- creativity, originality, and independence of thought.
- an ability to evaluate critically and synthesise existing methodologies and suggest innovative approaches to current research or professional practice.
- an ability to critically analyse and synthesise data and/or information.
- excellent levels of accuracy, technical competence, organisation, and expression.

#### **60-69 (Merit)**

**A mark in the 60-69 range will fulfil the following criteria.**

Convincing evidence of:

- an ability to plan, organise and execute independently a research project or coursework assignment.
- critical insight and thinking.
- a systematic knowledge and synthesises of the major factual and/or theoretical issues that engages with the relevant literature on the topic.
- planning and an appropriate choice of sources and methodology with correct referencing.
- an ability to critically analyse and synthesise data and/or information.
- a capacity to develop a focussed argument that articulates a sustained pattern of logical thought.



**50-59 (Pass)**

A mark in the range 50-59 will fulfil the following criteria.

Evidence of:

- an ability to plan, organise and execute a research project or coursework assignment.
- a systematic knowledge of the major factual and/or theoretical issues involved.
- knowledge of the literature with evaluation and correct referencing.
- an ability to critically analyse and synthesise data and/or information.
- examples of a clear pattern of thought or argument.
- the topic is introduced and concludes appropriately.

**Below 50 (Fail)**

A fail will be awarded in cases in which there is:

- limited ability to plan, organise and execute a research project or coursework assignment.
- knowledge of the literature and of factual and/or theoretical issues, but with little critical development or synthesis.
- limited ability to analyse data and/or information.
- incomplete or incorrect referencing in text and reference list.
- limited ability to present a coherent argument.

**Programme Team**

LSBF engages several layers of faculty. Programme Leader, Principal Lecturers, Senior Lecturers and Lecturers are contracted to teach for the organisation and have a wide range of responsibilities including content creation, programme teaching, dissertation supervision, assessment creation, grading, committee membership and leadership, partnership liaison, etc. Team members generally work remotely. Communication and allocation of responsibility can be a challenge for management at times, but actions are coordinated by the Head of Academics and Programme Leader in coordination with heads of various departments. Almost 75% of the faculty have a PhD or doctoral degree and the rest have a relevant master's degree and extensive professional experience, which is the minimum requirement for the faculty to be able to teach on the programme.

**Tuition and Fees**

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.