Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2026/27

Date created: 2 March 2026 **Last amended:** 02/07/2026 **Version no.** 2 **Date approved by EQED:** 03/06/2026

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

MRes in Artificial Intelligence and Public Policy

Postgraduate Certificate in Artificial Intelligence and Public Policy

a) HECOS Code

HECOS Code	%
100647 – Public Policy	25 %
100359 – Artificial Intelligence	25 %
100962 – Research Skills	50 %

2. Awarding body or institution: University of Leicester

3. a) Mode of study Full-time [it will be offered also PT]

b) Type of study Distance learning

4. Registration periods:

MRes AI and Public Policy FT

The normal period of registration is 12 months.

The maximum period of registration is 24 months.

Postgraduate Certificate AI and Public Policy FT

The normal period of registration is 6 months.

The maximum period of registration is 18 months.

MRes AI and Public Policy PT

The normal period of registration is 24 months.

The maximum period of registration is 48 months.

5. Typical entry requirements

First or second-class honours degree from a UK university or equivalent degree from a non-UK university or academic institution, or Postgraduate degree or diploma from a recognized institution, or a Higher Education diploma with a minimum of three years appropriate and relevant work experience (defined as having worked in a supervisory, managerial or professional role). No subject-specific background is required. The team will ensure that appropriate academic support is in place to scaffold academic literacy and study skills for students from diverse disciplinary backgrounds, beyond the provision currently offered through CITE, which is primarily aimed at supporting international students.

6. Accreditation of Prior Learning

N/A

7. Programme aims

The MRes in AI and Public Policy course is a specialist career entry programme which aims to help students to:

- Demonstrate a deep understanding of foundational and contemporary AI policy theories, frameworks, and concepts across disciplines such as governance, strategy, management, across sectors, such as in politics, labour, health, the environment, security/policing and social and data justice, amongst others.

- Exhibit advanced knowledge of qualitative and quantitative research methods, design, and techniques specific to policy research.

- Understand and apply ethical principles and practices in designing, conducting, and presenting AI policy research.

- Utilise advanced data analysis techniques, including qualitative or quantitative research techniques, to derive insights and support evidence-based policy decisions.

- Communicate research findings effectively through high-quality academic writing and presentations targeted at academic, professional, and practitioner audiences.

- Demonstrate an understanding of the societal impact of AI policy research and aim to contribute solutions to real-world challenges, including sustainability and social equity.

- Be well-prepared to pursue further research in AI policy research or related fields by building a strong academic foundation and specialized research skills.

- Translate academic research into actionable insights that can inform and improve AI policy research and practice in organizations.

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- Education Strategy
- University Assessment Strategy [login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

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9. Programme Outcomes

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

a) Discipline specific knowledge and competencies

i) Knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Advanced knowledge of methodological, practical, theoretical and ethical issues underpinning AI policy research and advanced knowledge of the literature, in terms of the key principles and practices in AP policy research, with emphasis on the theme of their chosen independent study project.	Online seminars, directed reading, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, quizzes, leading discussions, group meetings.	Essay, coursework assignments and presentation (formative and summative), dissertation.
Demonstrate ability to critique and comprehend research theories and models in the area of AI policy research.	Online seminars, directed reading, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, quizzes, leading discussions, group meetings.	Essay, coursework assignments and presentation (formative and summative), dissertation.
Acquire a sound knowledge of the theories and their application in areas of AI policy research.	Online seminars, directed reading, guided independent study, assignment feedback: formative and summative. The dissertation	Case studies, debate, reflection, simulation, quizzes, leading discussions, group meetings.	Essay, coursework assignments and presentation (formative and summative), dissertation.

	supervision process (1-to-1), independent research.		Essay, coursework assignments and presentation (formative and summative), dissertation.
Have knowledge of quantitative and qualitative methods and methodologies used to research AI policy-making.	Online seminars, directed reading, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, quizzes, leading discussions, group meetings.	Essay, coursework assignments and presentation (formative and summative), dissertation.

ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Enhanced understanding of core AI policy research concepts including epistemological and methodological frameworks, research paradigms and key concepts.	Online seminars, directed reading, guided independent study, Blackboard discussions, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, quizzes, leading discussions.	Essay, coursework assignments and presentation (formative and summative); dissertation.
Demonstrate evidence of wider reading and critical appraisal of theories related to the completion of independent research in AI policy research.	Online seminars, directed reading, guided independent study, Blackboard discussions, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, quizzes, leading discussions.	Essay, coursework assignments and presentation (formative and summative); dissertation.
Explain and critique core concepts in research methodology underpinning AI policy research. This includes	Online seminars, directed reading, guided independent study,	Case studies, debate, reflection, simulation, quizzes, leading discussions.	Essay, coursework assignments and presentation (formative and summative); dissertation.

discussing the differences between qualitative and quantitative data collection, analysis and presentation.	Blackboard discussions, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.		

iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to select and apply methodologies and concepts to the development, execution and communication of an extended research project.	Online seminars, directed reading, guided independent study, Blackboard discussions, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, quizzes, leading discussions.	Essay, coursework assignments and presentation (formative and summative); dissertation.
Select relevant material from academic readings and demonstrate familiarity with the conventions of academic writing and associated bibliographic techniques.	Online seminars, directed reading, guided independent study, Blackboard discussions, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, quizzes, leading discussions.	Essay, coursework assignments and presentation (formative and summative); dissertation.
Demonstrate mastery of a range of methodological tools used to investigate topics in AI policy research (including, interviews, questionnaires, focus groups, ethnographic research, surveys).	Online seminars, directed reading, guided independent study, Blackboard discussions, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, quizzes, leading discussions.	Essay, coursework assignments and presentation (formative and summative); dissertation.

Differentiate the conditions when either qualitative or quantitative data analysis should be used and/or be able to identify the conditions under which it is appropriate to combine different techniques.	Online seminars, directed reading, guided independent study, Blackboard discussions, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, quizzes, leading discussions.	Essay, coursework assignments and presentation (formative and summative); dissertation.

iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to apply understanding of AI policy research, methodological and theoretical concepts and research techniques with rigour and originality.	Online seminars, directed reading, guided independent study, assignment feedback: formative and summative.	The dissertation supervision process (1-to-1), independent research. Case studies, debate, reflection, simulation, leading discussions.	Essay, coursework assignments and presentation (formative and summative); dissertation.

v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Differentiate between relevant and non-relevant material; professional and academic writing, to write up and deliver written work to a professional standard.	Assignment feedback: formative and summative; directed reading, online seminars, guided independent study and seminars.	Assignment feedback: formative and summative; directed reading, online seminars, guided independent	Essay, coursework assignments and presentation (formative and summative); dissertation.
Arrange research material in a manner appropriate to the medium that is to be assessed (i.e. professional report, research proposal or independent project).	Assignment feedback: formative and summative; directed reading, online seminars, guided independent study and seminars.	The dissertation supervision process (1-to-1), independent research. reflection, leading discussions.	Essay, coursework assignments and presentation (formative and summative); dissertation.

vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to read and critically analyse policy and methodological debates in the literature and to assess the relevance of existing research. Ability to select and critically analyse relevant material and ability to develop and maintain a rigorous and independent inquiry at an advanced level.	Assignment feedback: formative and summative; directed reading, online seminars, guided independent	Assignment feedback: formative and summative; directed reading, online seminars, guided independent	Essay, coursework assignments and presentation (formative and summative); dissertation.
Assess the relevance and quality of a range of primary sources and secondary literature.	Online seminars, directed reading, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, quizzes, leading discussions.	Essay, coursework assignments and presentation (formative and summative); dissertation.
Analyse a variety of complex AI policy research ideas.	Online seminars, directed reading, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, quizzes, leading discussions.	Essay, coursework assignments and presentation (formative and summative); dissertation.
Demonstrate an independent level of inquiry at an advanced level which is required for AI policy research.	Online seminars, directed reading, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, quizzes, leading discussions.	Essay, coursework assignments and presentation (formative and summative); dissertation.

b) Transferable Skills

i) Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Develop a critical awareness of current research and new insights in the relevant research areas; carry out a critical evaluation of literature and primary sources applicable to relevant research areas; Select and synthesise data; Communicate findings and conclusions to relevant audiences; Awareness of ethical and practical issues that impact on research; Awareness of the dynamic research environment.	Online seminars, assignment feedback: formative and summative; directed reading, guided independent study. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, online quizzes, leading discussions, online seminar discussion, Blackboard activities.	Essay, coursework assignments and presentation (formative and summative); dissertation.
Locate, select and organise relevant evidence for essays; demonstrate an ability to produce logically structured, focused and clearly written essays and research reports.	Online seminars, assignment feedback: formative and summative; directed reading, guided independent study. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, online quizzes, leading discussions, online seminar discussion, Blackboard activities.	Essay, coursework assignments and presentation (formative and summative); dissertation.
Plan research projects based on focused research questions, conduct significant background research and literature surveys, collect and analyse data which is relevant to research questions, report on findings	Online seminars, assignment feedback: formative and summative; directed reading, guided independent study. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, online quizzes, leading discussions, online seminar discussion, Blackboard activities.	Essay, coursework assignments and presentation (formative and summative); dissertation.

demonstrating an ability to critique the data from competing viewpoints, construct an informed critical argument.			

ii) Communication skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to write clearly and concisely in an appropriate scholarly style with effective organisation of content and appropriate scholarly apparatus Ability to structure arguments effectively and present them in writing and orally Ability to write in a range of scholarly formats, for example essay and dissertation. Ability to identify relevant information, critically analyse it and summarise findings succinctly in writing and orally.	Assignment feedback: formative and summative; guided independent study and seminars. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, online seminars.	Written skills to be assessed using essay, report and coursework assignments. Oral skills to be assessed using formative/summative
Discuss relevant information in an essay report or presentation format in response to written questions and case studies	Assignment feedback: formative and summative; guided independent study and seminars. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, online seminars.	Written skills to be assessed using essay, report and coursework assignments. Oral skills to be assessed using formative/summative assessment based on research project presentation.

Prepare oral presentations.	Assignment feedback: formative and summative; guided independent study and seminars. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, online seminars.	Written skills to be assessed using essay, report and coursework assignments. Oral skills to be assessed using formative/summative assessment based on research project presentation.
Produce essays and an independent project that is logically structured and written with clarity and precision.	Assignment feedback: formative and summative; guided independent study and seminars. The dissertation supervision process (1-to-1), independent research.		Written skills to be assessed using essay, report and coursework assignments. Oral skills to be assessed using formative/summative assessment based on research project presentation.

iii) Data Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to gather, select, handle and analyse qualitative and quantitative data. Ability to deliver an oral presentation based on original research to an academic audience.	Assignment feedback: formative and summative; guided independent study. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, quizzes, leading discussions during seminars.	Essays, coursework assignments and presentation (formative and summative); dissertation.
Synthesise secondary research data into coherent and sustained written arguments, ability to respond to case studies through professional report.	Assignment feedback: formative and summative; guided independent study. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, quizzes, leading discussions during seminars.	Essays, coursework assignments and presentation (formative and summative); dissertation.

Clearly arrange primary research data into thematic analysis and/or statistical data.	Assignment feedback: formative and summative; guided independent study. The dissertation supervision process (1-to-1), independent research.	Case studies, debate, reflection, simulation, quizzes, leading discussions during seminars.	Essays, coursework assignments and presentation (formative and summative); dissertation.

iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to use information technology to identify and access research resources, and ability to use information technology to present research findings effectively	Recorded videos around Introduction to research tools, online seminars, Machine Learning, Blackboard Resources.	Case studies, reflection, simulation, quizzes	Essays, coursework assignments and presentation (formative and summative); dissertation.
Retrieve and present information using appropriate information technology, for example bibliographic software and subject specific databases.	Recorded videos around Introduction to research tools, online seminars, Machine Learning, Blackboard Resources.	Case studies, reflection, simulation, quizzes	Essays, coursework assignments and presentation (formative and summative); dissertation.
Employ commercial digital tools (e.g. Machine Learning) to obtain and evaluate information.	Recorded videos around Introduction to research tools, online seminars, Machine Learning, Blackboard Resources.	Case studies, reflection, simulation, quizzes	Essays, coursework assignments and presentation (formative and summative); dissertation.
Utilise data analysis software that is relevant to their dissertation.	Recorded videos around Introduction to research tools, online seminars, Machine Learning, Blackboard Resources.	Case studies, reflection, simulation, quizzes	Essays, coursework assignments and presentation (formative and summative); dissertation.

v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to apply critical skills to the identification and solution of original research problems	The dissertation supervision process (1-to-1), independent research. Online seminars, directed reading, guided independent study, assignment feedback: formative and summative.	Dissertation supervision Case studies, reflection, simulation, quizzes	Essay assignments, independent research, particularly that leading to the final independent project.
Identify, investigate, analyse, formulate and advocate solutions to AI policy related research problems.	Online seminars, directed reading, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.	Case studies, reflection, simulation, quizzes	Essay assignments, independent research, particularly that leading to the final independent project.
Set research objectives seeking to solve real AI policy problems.	Online seminars, directed reading, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.	Case studies, reflection, simulation, quizzes	Essay assignments, independent research, particularly that leading to the final independent project.
Identify problems and opportunities faced by organisations using case studies. Analysis should lead to the proposal of sustainable actions that help resolve problems and to capitalise on latent opportunities.	Online seminars, directed reading, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research.	Case studies, reflection, simulation, quizzes	Essay assignments, independent research, particularly that leading to the final independent project.

vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to organise and contribute to group activity, as well as working effectively with dissertation supervisor	Online seminar activities designed by Module Leaders; group problem solving through case studies in seminars as well as preparation of presentations. The establishment of a working relationship with the dissertation supervisor (or the resolution of any problems through consultation with the Module Leader and the Programme Leader).	Case studies, debate, reflection, simulation, leading discussions, group meetings.	Formative assessment based on informal qualitative feedback on content and performance from lecturers, peers and supervisor (in the case of dissertation).
Work collaboratively as part of a team	Online seminar activities designed by Module Leaders; group problem solving through case studies in seminars as well as preparation of presentations. The establishment of a working relationship with the dissertation supervisor (or the resolution of any problems through consultation with the Module Leader and the Programme Leader).	Case studies, debate, reflection, simulation, leading discussions, group meetings.	Formative assessment based on informal qualitative feedback on content and performance from lecturers, peers and supervisor (in the case of dissertation).
Contribute and comment on ideas in learning groups.	Online seminar activities designed by Module Leaders; group problem solving through case studies in seminars as well as preparation of presentations. The establishment of a working relationship with the dissertation supervisor (or the resolution of any problems through consultation with the Module Leader and the Programme Leader).	Case studies, debate, reflection, simulation, leading discussions, group meetings.	Formative assessment based on informal qualitative feedback on content and performance from lecturers, peers and supervisor (in the case of dissertation).

Knowing how and when to draw on the knowledge and expertise of others.	Online seminar activities designed by Module Leaders; group problem solving through case studies in seminars as well as preparation of presentations. The establishment of a working relationship with the dissertation supervisor (or the resolution of any problems through consultation with the Module Leader and the Programme Leader).	Case studies, debate, reflection, simulation, leading discussions, group meetings.	Formative assessment based on informal qualitative feedback on content and performance from lecturers, peers and supervisor (in the case of dissertation).

vii) Managing learning

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Ability to work independently and manage their own learning. Showing initiative, self-organisation and time- management.	Advice on study skills, e.g. time management and planning assignments.	Regular contact with dissertation supervisor, production of research timetable	Essays, coursework assignments and presentation (formative and summative). Independent Research project.
Manage an extensive literature and familiarise with subject-relevant debates and concepts.	Online seminars, directed reading, Blackboard discussions, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research project.	Case studies, debate, reflection, leading discussions.	Essays, coursework assignments and presentation (formative and summative). Independent Research project.
Manage guided independent study to ensure the completion of assessment tasks and successfully manage the related study workload.	Online seminars, directed reading, Blackboard discussions, guided independent study,	Case studies, debate, reflection, leading discussions.	Essays, coursework assignments and presentation (formative and summative).

	assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research project.		Independent Research project.
Identify a credible independent research project; construct a feasible research timetable; carry out independent research.	Online seminars, directed reading, Blackboard discussions, guided independent study, assignment feedback: formative and summative. The dissertation supervision process (1-to-1), independent research project.	Case studies, debate, reflection, leading discussions.	Essays, coursework assignments and presentation (formative and summative). Independent Research project.

viii) Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Develop the ability to apply the skills and knowledge gained to a range of professional contexts.	Advice on PDP and career options delivered through the personal tutor system. Careers development sessions offered by the CSSP school.	Reflection, leading discussions.	Independent Research Project
Take charge of progress and development; to reflect on strengths and limitations, interests, motivation and skills; recognition of achievements.	Personal Tutor system; self-reflection on assignment feedback; Blackboard discussions and online seminars, Continuing Professional Development opportunities. The independent supervision process.	Reflection, leading discussions.	Independent Research Project

For the Year in Industry variant, the additional programme outcomes apply

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10. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of *Senate Regulation 6 governing postgraduate programmes* relevant to the year of entry.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

a) Course transfers

11. Criteria for award and classification

This programme follows the standard scheme of postgraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation governing postgraduate programmes* relevant to the year of entry.

12. Special features

Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
	Our programme provides students with a thorough understanding of how artificial intelligence can impact upon public policy in a variety of different ways. It draws upon a range of theories and concepts which can then be ethically applied within different situations.
Research-briefed Bringing staff research content into the curriculum.	• Research-briefed o Our students will be exposed to challenging learning, which is inspired and informed by cutting-edge research. All of our teaching staff on the programme are engaged in related research, allowing them to use their diverse experiences and findings within the teaching of each module. Additional research-briefed content will be included from the wider university, drawing on research from other Schools and Institutes.
Research-based Framed enquiry for exploring existing knowledge.	• Research-based o Our students will take part in a variety of activities which are based on real world issues. They will learn to apply their knowledge of theoretical concepts and ideas to a range of different public policy contexts within their two taught modules. The activities will be appropriately framed, allowing students to analyse and interpret data in an ethical manner.
Research-oriented Students critique published	• Research-oriented o Our students will be challenged to critically appraise a range of global research articles that have been published in a range of formats. They will learn to recognise the limitations of various methodological approaches and the requirements for ethical practice.

research content and process. **Research-apprenticed** Experiencing the research process and methods; building new knowledge.	• Research-apprenticed o Our students will be guided through the research process by an experienced researcher. Training will be provided on both qualitative and quantitative research methodologies, in addition to data analysis tools. This will provide an excellent foundation for students to undertake their own ethical research project.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Our well-renowned Scarman and Neustadt lectures take place each year and students at every level across our School are invited to attend. The topics of these important lectures change annually, to ensure that our students are exposed to a range of cutting-edge contemporary issues, presented by leading figures in their fields.

Our School also holds a monthly hybrid research seminar series, whereby staff showcase their latest collaborative research projects to staff and students alike. This provides another opportunity for our students to hear about our interdisciplinary research outside of the traditional classroom.

In terms of specialised policy research, students will be also able to experience research produced by The Institute for Policy (IoP) which connects academic research with policymakers to address complex societal challenges. Launched to enhance policy impact, it focuses on areas like climate change, justice, health, and space, leveraging world-leading research. It fosters collaboration between researchers, practitioners, and government bodies.

More specifically, IoP will offer the following:

1. Institute for Policy Masterclass auto-registration

- MRes students will be granted privileged access to our Policy Masterclass series, usually reserved for academic staff and PGRs at the University of Leicester.

- Policy Masterclasses are one-hour online sessions, deliberately designed to appeal to all disciplines and all career stages, and serve to upskill our research community through expert insight into the policy domain.

2. Institute for Policy bitesize learning sessions

- MRes students will receive access to two microlearning sessions via Blackboard, designed and recorded by the Institute for Policy.

- Each recording will feature a 20 min presentation, designed to develop policy skills and understanding and to signpost them to wider resources.

3. Institute for Policy workshop session

- MRes students will be offered the opportunity to participate in an online workshop with the Institute for Policy to develop their ideas for their Module 3 Independent Research Project assignments.

- This workshop will enable MRes students to explore the viability of their projects from a policy perspective and to hone their ideas.

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

The School supports all teaching staff to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

The School also holds an annual education away day, which supports teaching activities at both UG and PGT levels (both campus-based and DL). Our monthly 'Learning over Lunch' programme provides more frequent opportunities for staff to share ideas regarding engaging teaching approaches. This programme of events supports staff to deliver educational best practice through the sharing of ideas from teaching conferences, talks from external educational speakers, and a platform for staff to share evaluations of their own teaching practice.

13. Indications of programme quality

The quality of all CSSP programmes is the responsibility of the School's Learning and Teaching Committee. The School uses a variety of indicators to maintain oversight of programme quality including:

- External Examiner Reports
- Internally Administered Student Satisfaction Feedback
- Student Attainment Data
- Peer Enhancement of Learning and Teaching Process and Reporting
- Panel of Examiners

All programmes are reviewed formally through the University administered processes of:

- Periodic Development Review
- Programme Level Annual Development Review
- Curriculum Planning

14. External Examiner(s) reports

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

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Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

MRes AI and Public Policy

Level 7/Year 1 Delivery Year 2026/27 Intake Month October Mode of Study Full Time Structure

Credit breakdown

Status	Year long	Semester 1	Semester 2	Summer
Core	n/a	30 credits	30 credits	120 credits dissertation
Optional	n/a	n/a	n/a	

180 credits in total

Core modules

Delivery period	Code	Title	Credits
October	SY7701	AI and Public Policy Theory and Practice	30 credits
January	SY7702	Module 2 AI Policy Research Skills and Applications	30 credits
Summer Term	SY7703	Module 3: Independent Research Project and Research Presentation	120 credits

Notes
N/A

MRes AI and Public Policy

Level 7/Year 1 Delivery Year 2026/27 Intake Month October Mode of Study Part Time Structure

Credit breakdown

Status	Year long	Semester 1	Semester 2	Summer
Core	n/a	30 credits	30 credits	120 credits dissertation
Optional	n/a	n/a	n/a	

180 credits in total

Core modules

Delivery period	Code	Title	Credits
October	SY7701	Module 1 AI and Public Policy Theory and Practice	30 credits
January	SY7702	Module 2 AI Policy Research Skills and Applications	30 credits

Notes
N/A

Level 7/Year 2 Delivery Year 2026/27 Intake Month October Mode of Study Part Time Structure

Credit breakdown

Status	Year long	Semester 1	Semester 2	Summer
Core	120 credits dissertation			
Optional				

180 credits in total

Core modules

Delivery period	Code	Title	Credits
October	SY7703	Independent Research Project and Research Presentation	120 credits

Notes
N/A

PG Certificate in AI and Public Policy

Level 7/Year 1 Delivery Year 2026/27 Intake Month October Mode of Study Full Time Structure

Credit breakdown

Status	Year long	Semester 1	Semester 2	Summer Semester
Core	n/a	30 credits	30 credits	n/a
Optional	n/a	n/a	n/a	

60 credits in total

Core modules

Delivery period	Code	Title	Credits
October	SY7701	Module 1: AI and Public Policy Theory and Practice	30 credits
January	SY7702	Module 2: AI Policy Research Skills and Applications	30 credits

Notes

N/A

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Appendix 2: Module specifications

See postgraduate module specification database (Note - modules are organized by year of delivery) [login-required]