



Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2026/27

Date created: 04/10/2023
by EQED: 16/11/2023

Last amended: 28/11/2025

Version no. 1 Date approved

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

LLM in Health Law – for intercalating students

a) [HECOS Code](#)

HECOS Code	%
100693	100%

2. Awarding body or institution: University of Leicester

3. a) Mode of study Full-time

b) Type of study Campus-based

4. Registration periods:

The normal period of registration is 11 months

The maximum period of registration 23 months

These are consistent with the periods of registration of other intercalated Masters programmes offered by the University of Leicester and accommodates the need for students to be able to resume their MBChB (or equivalent programme) at the end of the iMSc.

5. Typical entry requirements

Successful completion of Y3 of an MBChB or equivalent programme, within the top nine deciles. Applications from students in the bottom decile may be considered in individual circumstances after discussion with the course convenor.

6. Accreditation of Prior Learning

Accreditation of prior learning is not applicable to the intercalated programme.

7. Programme aims

The programme aims to develop a contextual and inclusive approach to health law. We take a broad view of health law and include issues drawn from employment law (eg health at work), intellectual property law (eg vaccine licensing) and human rights law (eg rights of migrants to health care) as well as more traditional medical law/health care law issues.

We intend the proposed new masters' programme to take a similar broad, inclusive and contextual view of health law, and to reflect the expertise in the area that exists in the filed through the Centre for Rights and Equality in Health Law (CREHL). In particular we aim to:

- Develop and refine of expertise in health law (broadly defined).
- Acquire a critical understanding of the relevant legal principles, the policy considerations that underpin them and, as appropriate, their social-legal, international, comparative and interdisciplinary contexts.
- Develop the ability to analyse, interpret and apply a wide range of legal, socio-legal and contextual materials in the solution of complex legal problems.

- Stimulate the capacity for independent legal and interdisciplinary research.
- Enable class members to have an adequate opportunity to demonstrate progression in both subject knowledge and a wide range of skills.

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [University 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
The development and refinement of expertise in law.	Seminars, independent reading and research. Group work and dissertation supervision.	Essays, problem questions, oral presentations, group discussion	Formative and summative assessments, including both problem and essay questions, and dissertation* (* for LLM/MA students only)

ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: analyse, interpret and apply legal, socio-legal and contextual materials in the solution of complex legal problems.	Seminars, independent reading and research. Dissertation supervision.	Essays, problem questions, oral presentations, group discussion	Formative and summative assessments, including both problem and essay questions, and dissertation*

iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
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Students should be able to: Develop the capacity for independent legal and interdisciplinary research. Command of bibliography, research methods, writing and critical skills	Seminars, independent reading and research. Group work and dissertation supervision.	Essays, problem questions, oral presentations, group discussion	Formative and summative assessments, including both problem and essay questions, and dissertation*
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iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: analyse, interpret and apply a wide range of legal, socio-legal and contextual materials in the solution of complex legal problems.	Seminars, independent reading and research. Dissertation supervision.	Essays, problem questions, oral presentations, group discussion	Formative and summative assessments, including both problem and essay questions, and dissertation*

v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: present material to a high standard in a variety of formats (written, oral etc).	Seminars, independent reading and research. Group work and dissertation supervision. Provision of writing guide.	Essays, oral presentations, group discussion	Formative and summative assessments, including both problem and essay questions, and dissertation*

vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: analyse, interpret and apply a wide range of legal, socio-legal and contextual materials in the solution of complex legal problems.	Seminars, independent reading and research. Group work and dissertation supervision.	Problem questions, oral presentations, group discussion	Formative and summative assessments by means of problem questions

b) Transferable Skills

i) Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: analyse, interpret and apply a wide range of legal, socio-legal and contextual materials in the solution of complex legal problems.	Seminars, independent reading and research. Group work and dissertation supervision.	Problem questions, oral presentations, group discussion	Formative and summative assessments, by means of problem questions

ii) Communication skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: write clearly and concisely in a style appropriate to the context (e.g. report, academic essay).	Seminars, independent reading and research. Group work and dissertation supervision. Feedback on coursework	Essays, problem questions	Formative and summative assessments, including both problem and essay questions, and dissertation*
Students should be able to: develop ideas and arguments effectively in speaking and writing.	Seminars, independent reading and research. Group work and dissertation supervision. Feedback on coursework	Essays, problem questions, oral presentations, group discussion	Formative and summative assessments, including both problem and essay questions, and dissertation*
Students should be able to: Have a Command of scholarly protocols e.g. referencing	Seminars, independent reading and research. Group work and dissertation supervision. Feedback on coursework	Essays, problem questions	Formative and summative assessments, including both problem and essay questions, and dissertation*

iii) Data Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
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Students should be able to: to select, organise and analyse information.	Seminars, independent reading and research. Group work and dissertation supervision. Writing guide. Feedback on coursework	Essays, problem questions, oral presentations, group discussion	Formative and summative assessments, including both problem and essay questions, and dissertation*
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iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: access, search and use all electronic sources and databases available freely on the internet and in the library. To access and use Blackboard, email and word-processing software	Resource-based learning, independent research. Use of internet for research, use of IT to present material and to communicate with the School.	Essays, problem questions. Successful use of Blackboard, internet resources and email.	Formative and summative assessments, including both problem and essay questions, and dissertation*

v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: to solve problems in relevant legal areas	Seminars and presentations	Essays, problem questions, oral presentations, group discussion	Formative and summative assessments, including both problem and essay questions, and dissertation*

vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Know how and when to draw on the knowledge and expertise of others; ability to contribute and comment clearly and	Group presentations, autonomous learning.	Essays, problem questions, oral presentations, group discussion	Formative and summative assessments, including both problem and essay questions, and dissertation*

concisely on ideas; develop effective group work skills			
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vii) Managing learning

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: work independently and manage own learning	Workshops, seminars, study skills, student support service.	Essays, problem questions, preparation for seminars	Formative and summative assessments, including both problem and essay questions, and dissertation*
Students should be able to: Meet deadlines, taking initiatives, planning ahead. Identifying a credible research project and completing it to an agreed timeframe	Workshops, seminars, study skills, student support service.	Essays, problem questions, preparation for seminars	Formative and summative assessments, including both problem and essay questions, and dissertation*

viii) Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: plan for the next stage of career, including developing links with potential employers, supervisors etc.	Engagement with careers service and tutors. Personal tutor meetings	Discussions with personal tutor. Support of the Career Development Service.	n/a



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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 and a recommendation will be made to the Board of Examiners for an intermediate award where appropriate.

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

The Programme begins in September of each year. Students registered on the Programme will be required to attend an induction week at the beginning of term.

12a. 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
<p>Research-briefed</p> <p>Bringing staff research content into the curriculum.</p>	<p>The programme provides students with a comprehensive and academically rigorous advanced legal education. It provides students with the specialist legal knowledge to pursue a career in legal practice, legal policy-oriented organisations, whether commercial, non-governmental organisation or government based. The programme is research-informed in the following ways:</p> <ul style="list-style-type: none"> • Research-briefed: students will be exposed to thought-provoking and challenging learning, informed by and drawing upon seminal and contemporary legal research, including research conducted by experts at Leicester Law School. • Research-based: Students will engage with problem-based scenarios that will challenge them to critically apply substantive legal principles to real-world contexts. This approach provides students with the opportunity to explore foundational legal concepts and both primary and secondary sources of legal knowledge while simultaneously evaluating their interaction within contemporary social, economic, and political contexts. • Research-oriented: students will read and analyse academic journal articles and books, including work authored by experts at Leicester Law School, to develop their knowledge and explore different perspectives that enhance their skills of critical thinking and application of the law. Students are given guidance and training on how to critically appraise published reasoning and develop their legal reasoning.
<p>Research-based</p> <p>Framed enquiry for exploring existing knowledge.</p>	
<p>Research-oriented</p> <p>Students critique published research content and process.</p>	
<p>Research-apprenticed</p>	

<p>Experiencing the research process and methods; building new knowledge.</p>	<ul style="list-style-type: none"> • Research-apprenticed: students will be provided with training and practice on reading primary and secondary sources of law, academic legal writing, and library skills (searching legal databases and referencing). Through the completion of the dissertation, students will experience the research process and methods, demonstrate sophisticated research skills, and generate new knowledge, which is reflected in the critical analysis of the thesis.
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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:

Students on the programme are able to attend departmental research cluster events and inaugural lectures to gain exposure to the research culture at Leicester Law School. In addition, students can take advantage of events hosted by Centre for European Law and Internationalisation (CELI) and Centre for Rights and Equality in Health Law (CREHL).

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 staff involved in teaching 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.

Teaching on this programme is research-informed in two ways. First, a proportion of academic staff are involved in the production of internationally-leading and world-leading pedagogical research, which is shared with colleagues and, where relevant and appropriate, incorporated into the learning and teaching methods employed throughout the curriculum. Secondly, the Law School hosts away-days and workshops to support the pedagogical development of academic staff and their teaching and learning materials. These events include a legal education research cluster, a 'teaching club' where staff discuss and share best pedagogical practices and recent developments, and talks from external educational leaders.

13. Indications of programme quality

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.

Intercalated LLM in Health Law

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

Credit breakdown

Status	Year long	Semester 1	Semester 2	Summer
Core	n/a	45 credits	30 credits	
Optional	n/a	15 credits	30 credits	
Dissertation				60 credits

180 credits credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	LW7292	Health Law I	15 credits
Semester 1	LW7096	Human Rights and Health Care Law	15 credits
Semester 1	LW7298	Inequalities and Health	15 credits
Semester 2	LW7294	Health Law II	15 credits

Delivery period	Code	Title	Credits
Semester 2	LW7290	Research Topic in Health Law	15 credits
Summer Term	LW7300	Dissertation	60 credits

Option modules

Delivery period	Code	Title	Credits
Semester 1	LW7293	Mental Health Law	15 credits
Semester 1	LW7299	Bioethics	15 credits
Semester 2	LW7295	Advanced Medical Negligence*	15 credits
Semester 2	LW7291	Autonomy, Capacity and Consent	15 credits
Semester 2	LW7297	Health in the Workplace	15 credits

* Students must take LW7292 Health Law I as a prerequisite for LW7295 Advanced Medical Negligence.

Notes

This is an indicative list of option modules and not definitive of what will be available. Option module choice is also subject to availability, timetabling, student number restrictions and, where appropriate, students having taken appropriate pre-requisite modules. **Choose one option module in semester 1 and two option modules in semester 2**

Appendix 2: Module specifications

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