UNIVERSITY OF LEICESTER

Programme Specification (Postgraduate) FOR ENTRY YEAR:

Choose an item.

For entry year 2027/28
Date created: 08/04/2026 **Last amended:** 17/06/2026 **Version no.** 1
Date approved by EQED: Click or tap here to enter text.

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

Professional Doctorate in Management (DProf Management)

* Professional Masters in Management (MProf Management)

* Professional Diploma in Management (DipProf Management)

* Professional Certificate in Management (CertProf Management)

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

2. Awarding body or institution:

University of Leicester

3. a) **Mode of study:** Part-time

b) Type of study: Distance learning

4. Registration periods:

Professional Doctorate in Management

The normal period of registration is 4 years

The maximum period of registration 6 years

5. Typical entry requirements

Entry to the Professional Doctorate in Management requires evidence of

- a relevant Masters degree, preferably at distinction level from a recognised HEI
- an initial outline statement of the applicant's motivation for research, broad area of research interest and a personal statement related to motivation to

study at doctoral level. The outline statement and application will be of crucial significance in determining eligibility for entry.

- 5+ years suitable professional experience.

6. Accreditation of Prior Learning

The curriculum is designed to be scaffolded and sequential. Consequently there are no Accreditation of Prior Learning exemptions available either on entry or during the programme. Each module builds directly on the knowledge, scholarly practices, and methodological capabilities developed in preceding modules (particularly in relation to doctoral-level scholarship and progressive development of the research proposal), so full participation in each module is essential to ensure students can meet Level 8 expectations and progress coherently into the thesis stage.

7. Programme aims

The Professional Doctorate in Management is a research-intensive programme for experienced professionals seeking to engage with advanced management scholarship while exploring complex organisational challenges in their own practice.

On completion of the programme students are expected to be able to:

1. Demonstrate a systematic and critical understanding of advanced theories, principles and debates in social, organisational and management research and apply this knowledge to explore complex problems across a wide range of business and management contexts.

2. Exercise intellectual autonomy and critical judgement in analysing and synthesising complex evidence, developing rigorous arguments, and producing research led insights that advance understanding of contemporary organisational challenges and furthers understanding within business and management disciplines.

3. Conceptualise, design, and undertake an independent doctoral research project using sophisticated methodological approaches, showing mastery of research techniques and generating work that makes a distinct and original

contribution to management knowledge and professional practice within business and management disciplines.

4. Communicate research processes, analyses, and original contributions to knowledge clearly, systematically, and with critical insight to academic, practitioner, and policy audiences.

5. Produce ethically robust original research that reflects awareness of the wider social, organisational, and global contexts in which management practice operates ensuring that doctoral work is grounded in integrity, accountability, and responsible and sustainable management practice.

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- Education Strategy
- University Assessment Strategy [login required]
- United Nations Education for Sustainable Development Goals

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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
Students should be able to: demonstrate a systematic and critical understanding of advanced theories, principles and debates in social, organisational and management research, and apply this knowledge to explore complex problems across a wide range of business and management contexts.	Online self-guided learning materials within Blackboard including mini lectures and audio; synchronous seminars; one-to-one module tutorials; guided independent study; formative and summative feedback.	Critical reading and synthesis of advanced literature; structured scholarly discussion and debate; evidence-based enquiry tasks; peer dialogue and research roundtables; independent exploration of complex organisational issues and emerging research interests.	Portfolio and written assignments (e.g. MN8XX2, MN8XX3); critical analysis tasks (e.g. MN8XX1; literature review; oral presentation/defence (e.g. MN8XX6); doctoral thesis
demonstrate advanced knowledge of the conceptual, theoretical and methodological foundations required to undertake original doctoral	Supervision meetings and one-to-one module tutorials; research design workshops; doctoral training activities;	Research design exercises; methodological critique; proposal development; applied quantitative and qualitative enquiry; participation in	Methodological design assignments and reports (e.g. MN8XX4, MN8XX5); research proposal (e.g. MN8XX6); oral

research that contributes to management knowledge and professional practice	independent research preparation	research roundtables, doctoral research community activities; reflective research journalling.	defence (e.g. MN8XX6, Viva Voce); doctoral thesis.

ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should demonstrate critical understanding and application of key concepts underpinning contemporary management research and practice, including concepts related to organisational change, evidence-informed decision-making, leadership, ethics, sustainability, and global and contextual influences on management.	Online self-guided learning materials within Blackboard; synchronous seminars; guided independent study; research-informed teaching drawing on current scholarship and staff research; formative and summative feedback.	Critical reading and discussion of conceptual literature; application of concepts to complex organisational and professional issues; evidence-based enquiry tasks; reflective discussion and peer dialogue.	Written assignments (e.g. MN8XX2, MN8XX3); critical concept-based analysis tasks; oral presentation/defence (e.g MN8XX2, MN8XX6); doctoral thesis.
Students should be able to apply and critique conceptual frameworks that support the design, conduct, interpretation and communication of doctoral-level research in business and management contexts.	Supervision meetings and one-to-one module tutorials; methods teaching; research design support; guided independent study focused on conceptual framing of research.	Development and critique of conceptual frameworks in relation to emerging research interests; methodological and theoretical discussion; proposal development; participation in research roundtables and scholarly feedback activities.	Research design assignments (e.g. MN8XX4, MN8XX5); literature review; research proposal; oral defence (e.g MN8XX6); doctoral thesis.

iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to demonstrate mastery of a range of appropriate research techniques used to investigate complex issues in business and management contexts.	Online self-guided learning materials within Blackboard; advanced methods teaching; synchronous seminars; guided independent study; one-to-one supervision and module tutorials; formative and summative feedback.	Applied quantitative and qualitative research exercises; data collection and analysis practice; use of software tools (e.g. SPSS, R, NVivo); methodological critique; proposal development; independent research preparation.	Research methods assignments (e.g. MN8XX4, MN8XX5); data analysis reports (e.g MN8XX2); research design tasks; research proposal; doctoral thesis.
Students should be able to select, justify and apply appropriate methodological and analytical techniques in ways that support rigorous and original doctoral research in management and professional practice.	In addition to the above: research design support; supervision meetings; doctoral training activities; guided practice in methodological decision-making and research planning.	Development and justification of methodological choices; practice-based enquiry; critical appraisal of techniques in relation to research questions; oral discussion of research design and analysis decisions.	Methodological justification assignments (e.g. MN8XX4, MN8XX5); oral defence(e.g. MN8XX2, MN8XX6); research proposal (e.g. MN8XX6); doctoral thesis.

iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Students should be able to demonstrate the ability to critically analyse, evaluate and synthesise complex theoretical, empirical and practice-based evidence from diverse sources in order to develop well-founded and original insights into organisational and management challenges.	Online self-guided learning materials within Blackboard; synchronous seminars; guided independent study; research-informed teaching; structured critical appraisal activities; formative and summative feedback.	Critical reading and synthesis of advanced literature; evaluation of competing perspectives; structured debate and discussion; analysis of complex organisational and research scenarios; reflective research journalling and peer critique.	Critical analysis assignments (e.g. MN8XX1) ; literature review (e.g. MN8XX6); evidence-based reports (e.g. MN8XX3); oral presentation/defence (e.g. MN8XX6); doctoral thesis.
Students should be able to exercise independent critical judgement in assessing the quality, relevance, limitations and implications of research evidence and methodological approaches in relation to doctoral research and professional practice	In addition to the above: one-to-one supervision and module tutorials; advanced methods teaching; research design support; doctoral training activities.	Critical appraisal of research studies and methodologies; evaluation of data and findings; justification of analytical choices; engagement in research roundtables and peer feedback processes; refinement of research design and interpretation.	Methodological critique assignments (e.g. MN8XX4); research proposal; oral defence (e.g. MN8XX6); doctoral thesis.

v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to communicate complex research ideas, analyses and arguments clearly, coherently and persuasively in forms	Online self-guided learning materials within Blackboard; synchronous seminars; guided independent study; structured writing support; formative and	Academic and professional writing tasks; development of structured arguments; preparation of summaries and decision-oriented briefings;	Written assignments and portfolios (e.g MN8XX1, MN8XX5) ; reports (e.g. MN8XX4; presentations (e.g. MN8XX2); doctoral thesis.

appropriate to academic, professional and policy audiences.	summative feedback; research-informed teaching drawing on current scholarship.	participation in discussion and presentation activities; peer feedback and review.	
Students should be able to present and defend research processes, methodological choices and findings with clarity and critical insight in academic and professional contexts.	In addition to the above: one-to-one supervision; module tutorials; oral presentation guidance; doctoral training activities; opportunities for viva-style dialogue.	Micro-presentations; research briefings; participation in seminars and research roundtables; development and defence of research proposals; engagement in scholarly discussion and critique.	Oral presentations (e.g. MN8XX2) ; proposal defence; research proposal; (e.g. MN8XX6) doctoral thesis and viva voce examination.

vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to identify, evaluate and synthesise complex and diverse sources of evidence, including academic, organisational and practice-based data, in order to inform robust analysis and decision-making.	Online self-guided learning materials within Blackboard; synchronous seminars; guided independent study; research-informed teaching; structured critical appraisal activities; formative and summative feedback.	Literature searching and evaluation; critical reading of research and practice-based sources; evidence synthesis tasks; analysis of organisational data; comparative evaluation of competing evidence.	Literature reviews (e.g.MN8XX1, MN8XX2); evidence-based reports; analytical assignments (e.g. MN8XX3); doctoral thesis.
Students should be able to critically assess the quality, relevance, limitations and implications of evidence and make informed, defensible judgements in relation to	In addition to the above: one-to-one supervision and module tutorials; advanced methods teaching; research design support; doctoral training activities.	Critical appraisal of methodologies and findings; evaluation of data quality and analytical approaches; justification of evidence use in research design; participation in	Critical appraisal assignments (e.g. MN8XX3); research proposal; oral defence; doctoral thesis.

research and professional practice.		peer review and research discussion.	

b) Transferable Skills

i) Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to identify, formulate and investigate complex research problems relevant to management and professional practice, demonstrating the capacity to generate work that makes a distinct and original contribution to management knowledge and professional practice	Online self-guided learning materials within Blackboard; research-informed teaching; synchronous seminars; guided independent study; structured supervision and module tutorials; formative and summative feedback.	Development and refinement of research questions; literature searching and synthesis; structured enquiry tasks; critical reading; reflective research journalling; discussion of emerging research ideas.	Written assignments; research framing tasks; literature review; research proposal; doctoral thesis and viva voce examination.
Students should be able to design, conduct and manage independent research using appropriate methods and analytical approaches, producing rigorous findings that make a distinct and original contribution to management knowledge and professional practice.	In addition to the above: advanced methods teaching; research design workshops; supervision meetings; doctoral training activities; guidance on research planning and project management.	Research design and planning exercises; data collection and analysis practice; application of quantitative and qualitative techniques; iterative development of research projects; engagement in research roundtables and scholarly dialogue.	Research methods assignments; data analysis reports; research proposal; doctoral thesis and viva voce examination.

Students should be able to produce ethically robust original research that reflects awareness of wider social, organisational and global contexts in which management practice operates, ensuring that doctoral work is grounded in integrity, accountability, and responsible and sustainable management practice. demonstrating integrity, accountability, and responsible and sustainable management practice.	In addition to the above: ethics and governance teaching; supervision and tutorials; case-based ethical discussion; doctoral training in research integrity and responsible practice.	ethics-focused learning activities including, scenario-based dilemmas, reflexive positionality statements; critical reflection on positionality and researcher role through reflective journal logs; ethics applications and governance plans; consideration of context, impact and stakeholder implications in research design and conduct.	Ethics components within assignments; research proposal; reflective writing; doctoral thesis and viva voce examination .

ii) Communication skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to communicate complex ideas, arguments and research findings clearly and persuasively in written form for academic, professional and policy audiences.	Blackboard-based self-guided materials; structured writing support; synchronous seminars; guided independent study; formative and summative feedback.	Academic writing tasks; synthesis of complex material; preparation of structured arguments; peer feedback and revision activities.	Written assignments and portfolios; essays; reports; literature review; research proposal; doctoral thesis.
Students should be able to articulate and defend ideas	In addition to the above: presentation guidance;	Micro-presentations; seminar leadership; structured debate;	Presentations (e.g. MN8XX2); oral defence; research

orally, engaging effectively in scholarly dialogue and critical discussion.	supervision; seminar facilitation; viva-style preparation.	proposal development discussions.	proposal; viva voce examination.

iii) Data Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to organise, present and communicate complex qualitative and quantitative data clearly and systematically, demonstrating the ability to synthesise evidence into coherent and persuasive analytical narratives relevant to management research and professional practice.	Online self-guided learning materials within Blackboard; methods teaching; synchronous seminars; guided independent study; formative and summative feedback; software-supported instruction.	Data organisation and visualisation tasks; thematic and statistical analysis exercises; use of qualitative and quantitative software tools; development of analytical narratives; peer feedback on data presentation.	Data analysis reports (e.g. MN8XX4, MN8XX5); written assignments; research proposal; doctoral thesis.
Students should be able to present and interpret research data critically, demonstrating transparency, rigour and appropriate use of analytical techniques to support credible and original contributions to management knowledge and professional practice.	In addition to the above: supervision and tutorials; advanced methods teaching; research design support; doctoral training activities.	Interpretation of findings; justification of analytical approaches; development of visual and narrative representations of data; engagement in research discussion and critique.	Analytical assignments; research proposal; oral defence; doctoral thesis and viva voce examination.

iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to use digital tools effectively to access, manage and organise research information and evidence.	Blackboard learning environment; guided digital (including AI) literacy materials; software demonstrations; structured input. Recorded and live demonstrations and training using research software and platforms (e.g., SPSS/R, NVivo, data visualisation tools). Supported practice and troubleshooting via online seminars, peer support spaces, and targeted supervisory guidance.	Literature searching; reference management; database use; organisation of sources and data. Data handling and analysis exercises, Digital communication tasks, Digital literature search and evidence management	Written assignments; literature reviews; research proposal.
Students should be able to apply appropriate digital tools for data analysis, visualisation and communication of research findings.	In addition to the above: methods teaching; software-supported learning (e.g. SPSS, R, NVivo).	Data analysis exercises; visualisation tasks; digital communication outputs;	Data analysis reports; research proposal; doctoral thesis.

v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to identify, analyse and respond to complex organisational and research problems using evidence-informed and critical approaches. understanding within business and management disciplines.	Research-informed teaching; Blackboard materials; guided independent study; seminars; formative feedback.	Case-based analysis; evidence-based enquiry; evaluation of complex scenarios; structured problem-solving exercises.	Analytical assignments; reports; research proposal; doctoral thesis.
Students should be able to develop and justify innovative and context-sensitive solutions informed by rigorous evidence and analysis.	In addition to the above: supervision; consultative leadership teaching; applied learning activities.	Design of interventions; evaluation planning; justification of decisions; peer discussion and critique.	Applied research outputs; proposal; doctoral thesis.

vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to engage constructively with peers, supervisors and the wider academic community to support collaborative learning and scholarly development.	Blackboard-supported community engagement; seminars; peer learning activities; supervision; feedback processes.	Supervision meetings; peer review; group discussion; research roundtables; seminar participation and leadership.	Scholarly engagement and leadership assessments; group project (e.g. MN8XX3); presentations; reflective outputs.
Students should be able to develop effective relationships with workplace stakeholders to	In addition to the above: supervision and guidance on stakeholder engagement; practice-informed teaching.	Stakeholder mapping; engagement planning; applied research activities.	Proposal; applied research outputs; doctoral thesis.

support research access, relevance and impact.			

vii) Managing learning

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to plan, organise and manage their own learning and research activities effectively within a doctoral programme.	Blackboard learning environment; guided independent study; supervision; structured milestones; formative feedback.	Personal development planning e.g. Training Needs Analysis (MyPGR); reflective journalling; time and project management activities.	Reflective assignments (e.g. MN8XX1); progress milestones; research proposal.
Students should demonstrate increasing autonomy, adaptability and resilience in managing a complex and extended research process.	In addition to the above: supervision; doctoral training; iterative feedback and review processes.	Independent research; iterative project development; response to feedback; thesis progression activities.	Research proposal; doctoral thesis and viva voce.

viii)Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to critically reflect on and extend their professional practice, demonstrating the capacity to act as informed and responsible agents of change.	Reflective practice teaching; Blackboard-based self-guided learning materials; supervision and tutorials; research-informed teaching; formative and summative feedback.	Reflective research journalling; critical analysis of professional practice; peer dialogue and knowledge exchange; application of research insights to leadership and organisational contexts.	Reflective portfolios and assignments; research proposal; doctoral thesis.

Students should be able to apply doctoral-level research to demonstrate the capacity to act as informed and responsible agents of change and contribute to more effective, ethical and sustainable management practice.	In addition to the above: practice-based and consultative leadership teaching; supervision; knowledge mobilisation and impact-focused guidance; ethics and sustainability teaching; engagement with research culture and stakeholders.	Development of impact strategies; application of research to organisational challenges; evaluation of ethical and sustainability implications; participation in research roundtables and applied enquiry.	Applied research outputs; reflective and evaluative components within assignments (e.g. MN8XX1, MN8XX3); research proposal; doctoral thesis and viva voce examination.

10. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of *Senate Regulation 9 governing postgraduate research programmes* including *Appendix 3 Regulations governing professional doctorate programmes* relevant to the year of entry.

Students must pass all components of Module 6 Thesis Proposal and Literature Review

In cases where a student has failed to meet a requirement to progress they will be required to withdraw from the course with an exit qualification if applicable.

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 research programmes* relevant to the year of entry.

12. Special features

Not applicable

12a. Research-inspired Education

Sub-section i: Considering your students' journey through Research-inspired Education Framework.

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

RiE Quadrant	Narrative

Research-briefed Bringing staff research content into the curriculum.	**Research briefed** At doctoral level, research-inspired education is central from the outset. Module teams will be led by leading scholars in the field. Students engage with staff research and are introduced to knowledge at the forefront of management scholarship within the module materials. Core content is explicitly shaped by staff research, research centre and research group activity and current debates, using recent peer reviewed outputs, impact cases and methodological discussions. This establishes the conceptual depth and scholarly language needed for Level 8 study.
Research-based Framed enquiry for exploring existing knowledge.	**Research based** Students undertake framed enquiry to explore existing knowledge through structured tasks that develop doctoral habits of investigation. Throughout the taught modules guided activities require candidates to locate, appraise and synthesise evidence in response to authentic management questions integrating academic literature with policy/practice sources and, where appropriate, organisational or open datasets.
Research-oriented Students critique published research content and process.	**Research oriented** As students progress, emphasis shifts to critiquing both research content and research process. Students evaluate the credibility of published studies and examine conceptual framing, design choices, analysis, interpretation and limitations and develop advanced judgement about validity/trustworthiness, transferability and generalisability. This capability enables students to position their own emerging interests within contested evidence bases.
Research-apprenticed Experiencing the research process and methods;	**Research apprenticed** Finally, students experience the research process directly as developing researchers, moving from guided enquiry within taught modules to independent knowledge creation. Proposal development and the thesis stage provide structured opportunities to design and undertake original research, supported by supervision, milestones, cohort research forums and engagement with School/College/Doctoral College research communities. This apprenticeship culminates in the submission of a substantial thesis that builds new knowledge with clear implications for management scholarship and professional practice.

building new knowledge.	

Sub-section ii: Articulation of research culture in your programme or School/Department.

c) 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:

Professional Doctorate in Management students have access to a rich set of extra and co-curricular opportunities that embed them in the Programme/School/College research culture. These include participation in the School of Management and College of Business PGR events, research group and centre's seminar series and events, and Professional Doctorate in Management programme activities, seminars and events that enable students to debate frontier scholarship with staff and other PGRs. Students also have access to Doctoral College training.

Sub-section iii: Articulation of research-informed teaching within your programme.

d) 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:

Teaching on this programme draws on systematic inquiry into effective pedagogical practices. Academic staff engage in the Scholarship of Teaching and Learning (SoTL), sharing innovations through the College of Business Academy for Business Education and participating in pedagogical training and conferences. Staff embed research findings into curriculum design, assessment strategy, and teaching delivery, including use of data tools and analytics pedagogy.

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.

13. Indications of programme quality

There are no current External Examiner(s) reports for the Professional Doctorate in Management.

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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.

Professional Doctorate in Management

Level 8 **Year 1**

Credit breakdown

Status	**Year long**
Core	30 credits
Core	30 credits
Core	30 credits

90 credits in total

Level 8 **Year 2**

Credit breakdown

Status	**Year long**
Core	30 credits
Core	30 credits
Core	30 credits

90credits in total

Level 8 **Year 3-6**

Credit breakdown

Status	**Module**	**Year long**
Core	Doctoral Research Project	360 credits

Programme 540 credits total

Core modules (September Intake)

Delivery period	**Code**	**Title**	**Credits**
September	MN8XX1	Foundations of Doctoral Study	30 credits
January	MN8XX2	Management Futures: Advanced Perspectives in Management	30 credits
May	MN8XX3	Applied Leadership and Change	30 credits
September	MN8XX4	Quantitative Methods of Analysis	30 credits
January	MN8XX5	Qualitative Methods of Analysis	30 credits
May	MN8XX6	Thesis Proposal and Literature Review	30 credits
Year long	Thesis	Thesis: Doctoral Research Project (50,000 words)	360 credits

Core modules (May Intake)

Delivery period	**Code**	**Title**	**Credits**
May	MN8XX1	Foundations of Doctoral Study	30 credits
September	MN8XX2	Management Futures: Advanced Perspectives in Management	30 credits
January	MN8XX3	Applied Leadership and Change	30 credits
May	MN8XX4	Quantitative Methods of Analysis	30 credits
September	MN8XX5	Qualitative Methods of Analysis	30 credits
January	MN8XX6	Thesis Proposal and Literature Review	30 credits
Year long	Thesis	Thesis: Doctoral Research Project (50,000 words)	360 credits

Option modules

Not Applicable

***Note:** modules are taken in sequence with 3 Core modules each year.

In the first year students will take MN8XX1, then MN8XX2 and then MN8XX3

In the second year students will take MN8XX4, then MN8XX5 and then MN8XX6

On successful completion of the taught stage students will progress to the thesis stage from year 3

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Appendix 2: Module specifications