Programme Specification (Undergraduate) FOR ENTRY YEAR: 2025/26

Date created: 16.05.2025   **Last amended:** Click or tap to enter a date.   **Version no.** 1 **Date approved by EQED:** Click or tap here to enter text.

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

BA Business and Law

BA Business and Law with Year Abroad^

BA Business and Law with a Year in Industry^

HE Diploma in Business and Law*

HE Certificate in Business and Law*

Notes

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

^ Students may only enter this programme by approved transfer at the end of Year 1

a) HECOS Code

HECOS Code	%
HECOS Code	10078 (50%) a
HECOS Code]	100485 (50%)

b) UCAS Code (where required)

[Insert UCAS Code or state n/a]

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 3 years

The maximum period of registration 5 years

BA Business and Law with Year Abroad

The normal period of registration is 4 years

The maximum period of registration 6 years

BA Business and Law with a Year in Industry

The normal period of registration is 4 years

The maximum period of registration 6 years

5. Typical entry requirements

ABB at A level/320 points /International Baccalaureate: Pass Diploma with 32 points/GCSE Mathematics and GCSE English Language at grade C/European Baccalaureate: Pass Diploma with 77% overall.

For those on the year in industry, see additional programme specification content for Year in Industry programmes

For the aims, learning outcomes and application criteria for the GCSA Year Abroad please see
https://le.ac.uk/study/undergraduates/courses/abroad

6. Accreditation of Prior Learning

N/A

7. Programme aims

This programme aims to:

- Provide students with a systematic and critical understanding of key business theories, concepts, and practices, including detailed knowledge informed by current research, global trends, and advancements at the forefront of the discipline.
- Equip students to apply a deep and coherent knowledge of legal principles and frameworks relevant to business, including contract, tort, employment, and commercial law, and to evaluate how these influence strategic and operational decision-making.
- Enable students to use appropriate analytical tools and research techniques to evaluate business strategies, solve complex problems, and generate innovative and evidence-based solutions within dynamic and uncertain environments.
- Support students in integrating interdisciplinary perspectives to critically analyse real-world issues at the intersection of law and business, demonstrating awareness of organisational, regulatory, and market complexities.
- Develop students' capacity to critically evaluate arguments, assumptions, and data, making informed judgments that account for ethical considerations, sustainability, and the social, cultural, and legal contexts of business.
- Foster the ability to manage independent and collaborative learning, and to apply transferable skills to succeed in professional and unpredictable business contexts.

In addition, The Year in Industry variants also aim to:

- Enable students to gain direct experience of working in relevant roles during their PY.

- Develop a better appreciation of both the application and the context of their academic studies.

- Provide students with career insights by enabling them to undertake a formal role within a professional organisation whilst contributing to its performance at the same time.

  The 'Year in industry' variant of this programme is offered in accordance with the University's standard specification for year in industry programme variants.

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

Programme Specification (Undergraduate)   **FOR ENTRY YEAR: 2025/26**

Date created: 16.05.2025   **Last amended:** Click or tap to enter a date.   **Version no.** 1 **Date approved by EQED:** Click or tap here to enter text.

9.   **Programme Outcomes**

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

a)   **Knowledge and Critical Understanding**

i)   Competence in an appropriate body of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate a systematic understanding of key business concepts, functions, and practices informed by contemporary research and trends.	Lectures, seminars, workshops, guest talks and formative feedback	Seminar discussions, workshop activities, case studies, group activities	Critical essays, case study analysis, marketing plans.
Students should be able to: Apply core legal principles, including contract, tort, employment, and commercial law, to real-world and business contexts.	Lectures, tutorials, group-work, and formative feedback.	Lecture activities, tutorial discussions, case study exercises, and group-work activities.	All law modules and their assessments.

ii)   Breadth of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:	Lectures, seminars, workshops	Seminar discussions, workshop activities, case studies, group activities, debates, reflection,	Critical essays, case study analysis, marketing plans, group contract negotiation.

		discussions (in class and online) and independent research	
Critically analyse business environments using theoretical frameworks and external data.			
Demonstrate understanding of the structure and function of legal systems, particularly as they relate to the regulation of business and commerce.	Lectures, seminars, workshops	Seminar discussions, workshop activities, case studies, group activities, debates, reflection, discussions (in class and online) and independent research	Critical essays, case study analysis, marketing plans, online exams, and client advice letters.
Explore legal and regulatory trends influencing businesses globally.	Lectures, tutorials, group-work, and formative feedback.	Lecture activities, tutorial discussions, case study exercises, and group-work activities.	Online exams, essays, and simulated negotiation.

iii) Understanding of source materials

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Interpret and evaluate primary and secondary academic, policy, and legal sources relevant to business and law.	Lectures, seminars, workshop, guided learning activities	Critical reading tasks, Case studies, debates, discussions (in class and online), group work, and reflection	Critical essays, case study analysis, marketing plans, online exams.

b) Cognitive and Practical Skills

i) Selection and analysis of sources

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Select, synthesise, and evaluate academic and professional sources to support arguments.	Lectures, seminars, workshops, and formative feedback particularly on the core modules. Guided independent reading	Workshops, discussion (in class and online), exercises and tutorials, Source analysis, referencing practice	Critical essays, online exams, case study analysis, marketing plans, presentations, group-work, group contract negotiation, and policy paper.

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Use legal reasoning to interpret legislation, case law, and policy materials, recognising ambiguity and applying appropriate analytical frameworks	Lectures, seminars, workshops, and formative feedback particularly on the core modules. Guided independent reading	Workshops, discussion (in class and online), exercises and tutorials, Source analysis	Critical essays, online exams, case study analysis, marketing plans, and presentations.
Students should be able to: Critically select, evaluate, analyse sources of information, distinguish between relevant and non- relevant material, identifying reliable data to support marketing decisions and strategies.	Lectures, seminars, workshops, and formative feedback particularly on the core modules. Guided independent reading	Workshops, discussion (in class and online), exercises and tutorials, Source analysis, referencing practice	Critical essays, online exams, case study analysis, and marketing plans.

ii) Critical engagement

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate awareness of ethical responsibilities and the societal role of legal professionals in business and legal contexts.	Lectures, seminars, workshops, and formative feedback particularly on the core modules. Guided independent reading	Case critiques, critical reviews and analysis	Critical essays, case study analysis, reflective accounts, and presentations.
Students should be able to: Read, analyse and critically evaluate competing business theories, arguments, and perspectives, demonstrating an appreciation for uncertainty, ambiguity, and the limits of knowledge in the field.	Lectures, seminars, workshops, and formative feedback particularly on the core modules. Guided independent reading	Case critiques, critical reviews and analysis	Critical essays, online exams, case study analysis, marketing plans, and presentations.

iii) Presentation of an argument

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Construct coherent, evidence-based arguments, using a variety of written and oral formats, in relation to both business and legal contexts to diverse audiences, including both academic and professional stakeholders.	Lectures, seminars, workshops	Business pitch patice, groupwork, individual and group presentation	Critical essays, online exams, case study analysis, marketing plans, presentations, and policy paper.

iv) Independent research

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Plan, conduct, and present independent research using appropriate methodologies to investigate and address real-world problems.	Research methods modules	Dissertation workshops, proposal development	Dissertation

v) Relevant technical skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Use legal databases and apply technical skills, including but not limited to data analysis software, marketing analytics tools, and digital	Seminars, exercises (including computer-based), group work, directed reading, independent study and assessment feedback: formative and summative	Workshops, computer-based exercises, independent training on software, skills training on blackboard and tutorials	Data analysis, coursework, and policy paper.

platforms, to support marketing decisions and strategies.

vi) Autonomous working

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Manage their own learning and work autonomously on individual and group projects, demonstrating initiative, personal responsibility, and time management.	Lectures, practical classes, group work and independent research.	Workshops, computer-based exercises, independent training on software, skills training on blackboard and tutorials	Oral presentations, essay assignments, groupwork and dissertation research

vii) Presentation of research findings

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate the ability to use appropriate language in a written format in a manner appropriate for academic audiences.	Presentation skills workshops	Workshops, computer-based exercises, independent training on software, skills training on blackboard and tutorials	Essays reports, group presentations (formative and summative), marketing plans, case study analysis and dissertation research
Students should be able to: Present research findings effectively through written, oral, and digital communication, using formats and styles appropriate to professional and academic contexts.	Seminars, exercises (including computer-based), group work, directed reading, independent study and assessment feedback: formative and summative	Independent reading, workshops (literature review, analysis software training) and individual supervision.	Dissertation

c) Transferable skills

i) Verbal, written and digital communication

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Communicate clearly and professionally using business and legal language across platforms.	Seminars, group problem-solving exercises, group presentations and assessments (formative and summative)	Group discussions, self-directed group work, presentation rehearsals and tutorials	Research reports, oral presentations

ii) Numeracy

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Interpret financial and statistical data for informed business decisions.	Quantitative skills lectures and workshops	Independent reading, workshops (literature review, analysis software training) and individual supervision.	Data analysis tasks, reports

iii) Self-reflection

Intended Learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Critically reflect on their own learning and performance, identifying strengths and areas for improvement.	Lectures, seminars, exercises (including computer-based), group work, directed reading, independent study and assessment feedback: formative and summative	Discussions (in class and online), group work, workshops and tutorials, online activities	Critical reflection essays on theory and practice, case study analysis and dissertation research

iv) Problem solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply problem-solving frameworks to legal-business challenges in a structured and creative way.	Case method, scenario analysis	Brain-storming, group tasks	Problem-based assignments, presentations

v) Organisation and management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Prioritise tasks, meet deadlines, and manage projects effectively in academic and workplace settings.	Time management worshops, assignment-based learning	Group work, guidance in assessment preparation, assessment literacy skills session	Individual and group assignments

vi) Teamwork

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Collaborate effectively with diverse peers in team-based environments.	Lectures, tutorials, seminars, computer classes, formative & summative feedback, module handbooks	Group projects, peer evaluation	Group presentations, teamwork reflection

Year Abroad

In addition, for the 'with a Year abroad' variants the additional programme outcomes apply

Year in Industry

In addition, for the Year in Industry' variants the additional programme outcomes apply

Programme Specification (Undergraduate)   **FOR ENTRY YEAR: 2025/26**

Date created: 16.05.2025   **Last amended:** Click or tap to enter a date. **Version no.** 1 **Date approved by EQED:** Click or tap here to enter text.

10. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of Senate Regulation 5 governing undergraduate 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

NA

b) Year abroad

For the Year Abroad variant (for experiential Year Abroad only) the additional progression points apply

c) Year in Industry

For the Year in Industry variant, the additional progression points apply

11. Criteria for award and classification

This programme follows the standard scheme of undergraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 5 governing undergraduate programmes* relevant to the year of entry.

12. Special features

For the Year Abroad variant (for experiential Year Abroad only) the additional Special Features apply

For the Year in Industry variant. The University recognises that undertaking a work placement as part the programme of study can enhance career prospects and provide added value, and as such this programme includes a 'year in industry' variant.

By experiencing real-world scenarios and applying skills and knowledge to a professional environment, students can gain a unique insight into how their studies can be utilised in industry. This will not only showcase their abilities to future employers but will also enhance their studies upon returning to university to complete your programme.

To understand the special features for year in industry undergraduate programme variants, this programme specification should be read in conjunction with the programme specification content which can be found here. This outlines details including programme aims, support, progression and duration.

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
Research-briefed Bringing staff research content into the curriculum.	The BA Business and Law programme equips students with critical and contextual understanding of contemporary issues in both disciplines. Academic staff, actively involved in research across areas such as commercial law, corporate governance, business ethics, and strategic management, embed their expertise into the curriculum. This ensures that students are introduced to cutting-edge knowledge and real-world relevance from day one. Students explore legal and business topics that reflect emerging policy, regulatory reform, and strategic practice.
Research-based Framed enquiry for exploring existing knowledge.	Throughout the programme, students undertake framed enquiries into existing legal and business knowledge. They are encouraged to interrogate how theory applies in practice through activities such as legal case analysis, business case studies, policy evaluation, and ethical scenario planning. Assignments regularly require students to apply scholarly research to construct arguments, critique legal and managerial approaches, or design regulatory and commercial solutions.
Research-oriented Students critique published research content and process.	Students progressively build confidence in evaluating academic and professional literature. They assess the methodologies and reasoning found in peer-reviewed journal articles, white papers, legislation, and business reports. This deepens their capacity to critique the quality, reliability, and applicability of research in both legal and commercial domains. Students link these critiques to practical concerns in corporate law, compliance, entrepreneurship, or global business strategy. To support students, 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 research and develop their legal reasoning.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	Students are supported to conduct their own research through independent and group-based projects, culminating in a final-year dissertation or equivalent capstone. Skills in academic writing, problem-solving, oral advocacy, negotiation, and data interpretation are developed. Students present findings from research-based tasks in formats suitable for academic, legal, and business audiences, preparing them for professional or postgraduate pathways. To support students in becoming research-apprenticed, students will be provided with training and practice on reading primary and secondary sources of law, academic and professional legal writing, group work, presentation skills, and library skills (searching legal databases and referencing).

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 this programme benefit from a dynamic research culture. Weekly research seminars and workshops across the School of Business and School of Law provide students with insights into staff-led research, methodologies, and impact. Many modules are structured around academic publications authored by Leicester scholars, particularly in areas like commercial regulation, strategic innovation, and corporate responsibility. Students are also encouraged to

engage with research-focused student societies, guest speaker events, and co-curricular projects led by research centres within the university.

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 the BA Business and Law programme is research-informed in its design and delivery. All academic staff are encouraged to obtain HEA accreditation and actively reflect on pedagogical practice through the College of Business's Academy of Education. Staff are supported in exploring innovative methods to improve student engagement, assessment, and feedback strategies. The CoB Academy of Education hosts workshops and peer-led discussions on topics such as inclusive assessment, digital learning, and interdisciplinary education. This ensures students benefit from evidence-based teaching approaches and gain exposure to both subject and pedagogic research. This continuous enhancement of practice fosters a research-active, reflective teaching culture across the programme.

Related to the law offering, teaching on this programme is research-informed in further 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

External Examiner Reports

Final Destination careers statistics

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].

Programme Specification (Undergraduate)   **FOR ENTRY YEAR: 2025/26**

Date created: 16.05.2025   **Last amended:** Click or tap to enter a date.   **Version no.** 1 **Date approved by EQED:** Click or tap here to enter text.

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.

BA Business and Law, including with a Year Abroad and with a Year in Industry

Level 4/Year 1   2025/26

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	60 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	MK1002	Principles of Marketing	15 credits
Semester 1	MN1026	Principles of Management	15 credits
Semester 1	LW1001	Foundations of Law	15 credits
Semester 1	LW1003	Law of Obligations I	15 credits
Semester 2	MN1024	Managing Digital Technologies	15 credits
Semester 2	MK1030	Consumers, Brands and Digital Marketing	15 credits
Semester 2	LW1002	Business Law	15 credits
Semester 2	LW1004	Law of Obligations II	15 credits

Notes

NA

Level 5/Year 2   2026/27

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	n/a	60 credits	60 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	MK2108	Strategic Management	15 credits
Semester 1	MK2166	Entrepreneurship	15 credits
Semester 1	LW2001	Property Rights and Ownership	15 credits
Semester 1	LW2003	Law of Personal Property	15 credits
Semester 2	MN2116	Environment, Society and Governance	15 credits
Semester 2	MK2105	Consultancy Challenge	15 credits
Semester 2	LW2002	Commercial Law	15 credits
Semester 2	LW2004	Company Law	15 credits

Notes
NA

Level 6/Year 3   2027/28

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	30 credits	45 credits	45 credits
Optional	n/a	n/a	n/a

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Semester 1	MK3165	Crisis Management	15 credits
Semester 1	LW3001	Law of Intellectual Property	15 credits
Semester 1	LW3003	Employment Law	15 credits
Semester 2	MK3168	Strategic Marketing Management	15 credits
Semester 2	LW3002	Competition Law	15 credits
Semester 2	MK3110	Managing Knowledge in Organisations	15 credits
Year long	MK3204	Dissertation	30 credits

Notes
NA

Appendix 2: Module specifications

See undergraduate module specification database [log-in required] (Note - modules are organized by year of delivery).

Appendix 3 Research-inspired Education: Module Mapping Matrix

Please refer to the [Research-inspired Education guidance](#) when completing the sections below. **This is an internally-facing document which will <u>not</u> be shared directly with prospective or future students.**

Sub-section i: Articulation of research-inspired components within taught modules.

RiE Quadrant	Module code and name	Core[1]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-briefed Bringing staff research content into the curriculum.	MK1030	Core	Guest speakers are invited from the industry and they share their case studies from their work experience
	MK2108	Core	Academic staff incorporate their research into the teaching and reading lists especially on topics like business environment analysis and marketing strategy planning
	LW1003 LW2001	Core	Staff on these modules have authored textbooks, which forms part of the essential reading for students, and is mainstreamed throughout the modules.
	LW1003 LW1004 LW2001 LW2003 LW3001	Core	Staff research, which is published in monographs, peer-reviewed journal articles, edited collections, funded projects (e.g., ESRC) forms part of the module reading lists and directly informs the content within lectures and tutorials.

RiE Quadrant	Module code and name	Core[2]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-based Framed enquiry for exploring existing knowledge.	MK1002	Core	Academic staff incorporate models, frameworks and theories from various books and journals. The assessment requires them to business environment analysis (SWOT, PESTLE)
	MK2108	Core	The module uses strategic frameworks and models from existing published works. In the assessment the students are required to analyse the strategic environment of a company through the learned models.
	MK3204	Core	The students are required to do an independent research project, conduct a literature review of existing research, develop research questions and hypotheses, collect data and write a dissertation.

	All law modules	Core	All core modules on the programme incorporates problem questions within lectures, tutorials, and assessments. These problem-based scenarios challenge students to critically apply substantive legal principles to real-world contexts, encouraging and promoting critical reflection on the current legal position. This approach encourages students to explore foundational concepts while simultaneously evaluating their interaction with contemporary socio-political-economic issues.

RiE Quadrant	Module code and name	Core[3]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-oriented Students critique published research content and process.	MK1030	Core	In the individual assessment students are required to critically reflect on the digital marketing practices and theory.
	MK3204	Core	The students are required to develop hypotheses and research questions based on literature review and critiquing existing literature in the chosen research area.
	LW1003 LW1004 LW2001 LW2003 LW3001 LW3002	Core	Students are provided with an opportunity to analyse and critique academic articles and books; in some modules, these materials are authored by members of the teaching team This reading is supplemented through a skills-based approach that encourages students to develop their knowledge and explore different perspectives that enhance their skills of critical thinking and application of the law.

RiE Quadrant	Module code and name	Core[4]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
	MK3204	Core	Students are required to generate an analysis of both qualitative and quantitative data sets.

Research-apprenticed			They are also expected to develop hypotheses/research questions based on literature review. Post analysis, they are required to provide implications of the research to theory and practice
Experiencing the research process and methods; building new knowledge.	LW1002 LW2001 LW2002	Core	Students are required to work collaboratively in groups for assessments (LW1002; LW2002) and tutorials (LW1001) to undertake the necessary research to provide a response to a research question or problem-based question. This promotes peer-learning and builds on existing and new knowledge to formulate a coherent response to the question set.
	LW1002 LW1004 LW2001 LW2002 LW2003 LW2004 LW3001 LW3002		Within tutorials and (formative and summative) assessments, students are required to apply theoretical frameworks to analyse evolving debates about substantive law. In doing so, students are required to propose innovative interpretations of established principles or provide reform suggestions to the current legal landscape. This exercise helps lay the foundation for new knowledge and perspectives.

Sub-section ii: Articulation of plans / intentions for development of Research-Inspired Education beyond the existing provision. *Please capture any future ideas that are not already happening in the box below. This is an optional section and will not be subject to review.*

Students are invited to attend the research seminars and workshops across all subject areas of the College of Business and Law school, however few take up this opportunity nor do many see a direct link between their studies, the external environment and the research being undertaken by the school. Better communication is needed to ensure that students are aware of the integration of their studies with the wider research community in Leicester.