Programme Specification (Undergraduate) FOR ENTRY YEAR: 2026/27

Date created: 12/06/2023 **Last amended:** 16/07/2026 **Version no.** 2 **Date approved by EQED:**
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1. Programme title(s) and code(s):

MEng Electrical and Electronic Engineering

MEng Electrical and Electronic Engineering with a Year in Industry

MEng Electrical and Electronic Engineering with a Year Abroad

BEng Electrical and Electronic Engineering

BEng Electrical and Electronic Engineering with a Year in Industry

BEng Electrical and Electronic Engineering with a Year Abroad

MSci Electrical and Electronic Engineering*

MSci Electrical and Electronic Engineering with a Year in Industry*

MSci Electrical and Electronic Engineering with a Year Abroad*

BSc Electrical and Electronic Engineering*

BSc Electrical and Electronic Engineering with a Year in Industry*

BSc Electrical and Electronic Engineering with a Year Abroad*

Dip HE Electrical and Electronic Engineering*

Cert HE Electrical and Electronic Engineering*

Notes

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

a) HECOS Code

HECOS Code	%
100163	100

b) UCAS Code (where required)

Variant	UCAS code	Engineering Council ACAD
MEng (4yrs)	H606	1459
MEng with industry (5yrs)	H607	5512
MEng with Year Abroad (5yrs)	H603	9863
BEng (3yrs)	H604	1450
BEng with industry (4yrs)	H609	NEW TBC
BEng with Year Abroad (4yrs)	H600	9860

There is a foundation year option nominally for the General Engineering programme (H199) which gives students the option to switch to the other programmes.

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

MEng, Master of Engineering
Full-time
The normal period of registration is four years
The maximum period of registration is six years

BEng, Bachelor of Engineering
Full-time
The normal period of registration is three years
The maximum period of registration is five years

The 'with a Year in Industry' and 'with a Year Abroad' options of each degree would add one year to the normal and maximum periods of registration listed above.

For Foundation Year Variant:
The normal period of registration is four years (one year for the Foundation Year, with three years for the BEng)
The maximum period of registration is six years (one year for the Foundation Year, and five years for the BEng)

5. Typical entry requirements

The ability to benefit from the University of Leicester programmes is assessed on a combination of academic and personal qualities, which can be demonstrated in a number of ways.

The following standard entry requirements are shown for guidance.

MEng. Typical offer:

A/AS-levels: BBB including Maths. Two AS-levels considered in place of one A-level. General Studies accepted.
EPQ with A-levels: BBC + EPQ at grade B. A-level subjects to include Maths.

- **GCSE**: Grade C/4 in English Language.
- **Access to HE Diploma**: Pass in Engineering Diploma with 45 credits at level 3, 30 of which are at Distinction. To include all level 3 Maths modules at Distinction.
- **International Baccalaureate**: Pass Diploma with 30 points, with grade 5 in Maths HL. Minimum of grade 4 in English A or 5 in English B required if minimum of grade C/4 not held at GCSE.
- **BTEC Nationals**: DDM in Engineering including Further Maths at Distinction.

T Levels: Distinction in either: Design and Development for Engineering and Manufacturing or Engineering, Manufacturing, Processing and Control or Maintenance, Installation and Repair for Engineering and Manufacturing (plus Maths test).

BEng. Typical offer:

A/AS-levels: BBB including Maths. Two AS-levels considered in place of one A-level. General Studies accepted.
EPQ with A-levels: BBC + EPQ at grade B. A-level subjects to include Maths.

- **GCSE:** Grade C/4 in English Language.
- **Access to HE Diploma:** Pass in Engineering Diploma with 45 credits at level 3, 30 of which are at Distinction. To include all level 3 Maths modules at Distinction.
- **International Baccalaureate:** Pass Diploma with 30 points, with grade 5 in Maths HL. Minimum of grade 4 in English A or 5 in English B required if minimum of grade C/4 not held at GCSE.
- **BTEC Nationals:** DDM in Engineering including Further Maths at Distinction.
- **T Levels:** Distinction in either: Design and Development for Engineering and Manufacturing or Engineering, Manufacturing, Processing and Control or Maintenance, Installation and Repair for Engineering and Manufacturing (plus Maths test).

Successful completion of a GCE or VCE Advanced level course of study (or some other equivalent qualification) is just one way. However, there are many other ways to demonstrate the ability to benefit from a University of Leicester programme. For example, students could be evaluated based on their prior work experience, their extracurricular activities, or their community involvement. These are all indicators of a student's potential to succeed in a university setting.

Furthermore, the University of Leicester recognizes that not all applicants have had the opportunity to pursue formal education, and that many students may have gained valuable skills and knowledge through alternative means. Therefore, mature students without formal qualifications will always be considered and are encouraged to contact the admissions tutor to discuss their application.

Applicants should use the personal statement on their application to illustrate their abilities, aptitudes, skills, qualifications, and experiences which might be taken into account, as well as or instead of any of the formal qualifications listed above. This is an opportunity for applicants to showcase their unique backgrounds and experiences, and to demonstrate how they have developed the skills and knowledge necessary to succeed at the University of Leicester. It is University policy to recognize a wide variety of evidence, and potential applicants may wish to discuss this aspect of their application with the admission tutor to ensure that they are presenting the most comprehensive and compelling case possible.

- *For Foundation Year Variant:*

A-levels: BCC or points equivalent from your best three A-levels. Must have taken Maths or Physics at A-level.
GCSE: Grade C/4 in English.
BTEC Diploma: DDM in a science related subject, which must include appropriate maths and science content. It may be required to take an additional maths assessment test.
International Baccalaureate: Pass diploma with 26 points minimum, and must include appropriate maths and science content.
Access to HE: Pass diploma with 24 Distinctions in a science related subject, which must include appropriate maths and science content. It may be required to take an additional maths assessment test.

T-Levels: Merit overall in Design and Development for Engineering and Manufacturing or Engineering, Manufacturing, Processing and Control or Maintenance Installation and Repair. Maths test required.

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

APL will not be accepted for exemptions from individual modules. , however may be considered for direct entry to year 2, on a case by case and subject to the general provisions of the University APL policy.

For Foundation Year Variant:

n/a

7. Programme aims

All the variants of the programmes aim to satisfy the criteria of the accrediting engineering institutions. These are based on the Engineering Council's Accreditation of Higher Education Programmes (AHEP4) learning outcomes. These are defined in 5 overarching engineering specific areas of learning:

- Science and Mathematics (C1, M1)
- Engineering Analysis (C2-C4, M2-M4)
- Design and Innovation (C5-C6, M5-M6)
- The Engineer and Society (C7-C11, M7-M11)
- Engineering Practice (C12-C18, M12-M18)

Programme-level Intended Learning Outcomes for the degree programmes are mapped, using the shorthand codes above, to these overarching outcomes in section 9 - Programme Outcomes below. Each of these overarching engineering specific areas of learning are divided into a maximum of 7 specific outcomes (e.g. C12 – C18). These are mapped to module-level Intended Learning Outcomes and assessment elements, and are detailed in the module specifications.

All the variants of the programme aim to

- Produce graduates of Electrical and Electronic Engineering with the necessary skills and attributes to take roles within industry as Professional Engineers and provide the educational basis to facilitate progression to Chartered Status.
- Produce graduates who can apply science, mathematics and engineering principles and techniques to produce creative and innovative solutions to engineering problems.
- Allow graduates to apply engineering concepts and tools to analyse, model and solve complex problems.

- Equip students with an awareness of engineering in the wider economic, social and environment context and minimise adverse effect for the design of economically viable product or process.

- Offer a challenging programme, which is current, relevant, and informed by staff research, consultancy, and professional experience.
- Provide wide opportunities for access, consistent with Professional Body requirements.

The BEng programmes aim to:

1. provide students with the breadth of understanding in relevant science and mathematics to allow analysis and design of Electronic and Electrical Engineering systems that improve quality of life through being able to integrate knowledge from other engineering disciplines.
2. develop students' knowledge and understanding of the computational tools and techniques used for modelling, analysis, design and control of complex Electronic and Electrical engineering systems.
3. develop students' integrated system thinking across multiple technical and non-technical disciplines in research and the electrical power, electronics, and communications industry;
4. Value curiosity, creativity, collaboration and analysis as keystones in the creation of new knowledge and practice; and
5. foster students' awareness of sustainability, ethics, risk and the importance of equity, diversity and inclusion.
6. Combine all the above to support their independent learning, organisational skills and draw students towards a career in the engineering profession.

The MEng programmes aim to develop greater depth and breadth of knowledge and the ability to apply methods critically and in ambiguous situations, to optimise new and developing Engineering technology, to identify projects and technical potential and to lead engineering activities and teams by managing technical and commercial risks and through change.

For the "with a Year in Industry" variant only, these additional programme aims apply:

- Prepare students for career and training opportunities which relates to their degree – in both the private and public sectors, and voluntary organisations;
- Construct effective applications for placement opportunities;
- Provide students the opportunity to recognise suitable plans for transitioning into the workplace.

For the "with Year Abroad" variant only, these additional programme aims apply:

- provide students with the opportunity to spend one year studying out of the UK to gain an international perspective on their discipline, experience living and study in a different culture, and possibly improve their language skills.

8. Reference points used to inform the programme specification

- QAA Subject Benchmarking Statement - Engineering
- The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ)
- UK Quality Code for Higher Education
- University Education Strategy
- University Assessment Strategy [log in required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
- UK-SPEC (The UK Standard for Professional Engineering Competence and Commitment),
- Engineering Council Compensation and Condonement Policy (published in November 2021).

UNIVERSITY OF LEICESTER

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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
Apply knowledge of mathematics, statistics, natural science and engineering principles to the solution of complex problems, including materials, applied thermodynamics, fluids, dynamics, structures, failure mechanisms. Some of the knowledge will be at the forefront of Electrical and Electronic Engineering (C1).	Lectures, tutorials, seminars, laboratory practical, directed reading, independent research, resource-based learning	Each module has three hours of weekly lecturing or workshop contact to increase knowledge and explore current technologies. Materials for students review and further studies are provided through the online and digital education experience. Lecture material is also enhanced during laboratory and workshop sessions, allowing demonstration of theories and approaches to complex problems, recognising the limitations of the methods employed. Worked examples of summative assessments will be provided for discussion with academic staff and to explore alternatives. Cross-disciplinary group work and projects allow exposure to peers and enhances learning and research capabilities.	Examinations, laboratory reports, seminar presentations, contributions to discussions, problem-based exercises, design tasks, simulation exercises, group projects, independent projects.
[MEng only] Apply comprehensive knowledge of mathematics, statistics, natural science and engineering principles to	Lectures, tutorials, seminars, laboratory practicals, directed reading, independent research, resource-based learning.	As above	As above

the solution of complex problems. Much of the knowledge will be at the forefront of Electrical and Electronic Engineering informed by a critical awareness of new development and the wider context of engineering (M1).a			

ii) Breadth of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Select and apply appropriate computational and analytical techniques to model complex problems in Electrical and Electronic Engineering, recognising the limitations of the techniques employed. (C3)	Lectures, tutorials, surgeries problem solving classes computer practical classes, example sheets.	Each module has three hours of weekly lecturing or workshop contact to increase knowledge and explore current technologies. Materials for students review and further studies are provided through the online and digital education experience. Lecture material is also enhanced during laboratory and workshop sessions, allowing demonstration of theories and approaches to complex problems, recognising the limitations of the methods employed. Worked examples of summative assessments will be provided for discussion with academic staff and to explore alternatives. Cross-disciplinary group work and projects allow exposure to peers and enhances learning and research capabilities.	Examinations, laboratory reports, seminar presentations, contributions to discussions, problem-based exercises, design tasks, simulation exercises, group projects, independent projects.
Design solutions for complex problems that meet a combination of societal, user, business and customer needs as appropriate. This	Lectures, tutorials, surgeries problem solving classes, independent research, project supervision	Same as the above.	Examinations, laboratory reports, seminar presentations, contributions to discussions, problem-based exercises, design tasks, simulation

will involve consideration of applicable health & safety, diversity, inclusion, cultural, societal, environmental and commercial matters, codes of practice and industry standards. (C5)			exercises, group projects, independent projects.
Use practical laboratory and workshop skills to investigate complex problems. (C12, M12)	Lectures, tutorials, independent research, project supervision, work placement.	Same as the above.	Examinations, laboratory reports, seminar presentations, contributions to discussions, problem-based exercises, design tasks, simulation exercises, group projects, independent projects.
Select and apply appropriate materials, equipment, engineering technologies and processes, recognising their limitations. (C13, M13)	Lectures, tutorials, independent research, project supervision.	Same as the above.	Examinations, laboratory reports, seminar presentations, contributions to discussions, problem-based exercises, design tasks, simulation exercises, group projects, independent projects.
Discuss the role of quality management systems and continuous improvement in the context of complex problems. (C14, M14)	Lectures, independent research, major projects.	Same as the above.	Examinations, laboratory reports, seminar presentations, contributions to discussions, problem-based exercises, design tasks, simulation exercises, group projects, independent projects.
Apply knowledge of engineering management principles, commercial context, project and change management, and relevant legal matters including intellectual property rights. (C15, M15)	Work/International placement	Same as the above.	Work placement report/International Year Assessments.

iii) Understanding of source materials

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Analyse complex problems in electrical and electronic engineering to reach substantiated conclusions	Lectures, tutorials, surgeries problem solving classes	Each module has three hours of weekly lecturing or workshop contact to increase knowledge and	Examinations, laboratory reports, seminar presentations,

using first principles of mathematics, statistics, natural science and engineering principles. (C2).	computer practical classes, example sheets.	explore current technologies. Materials for students review and further studies are provided through the online and digital education experience. Lecture material is also enhanced during laboratory and workshop sessions, allowing demonstration of theories and approaches to complex problems, recognising the limitations of the methods employed. Worked examples of summative assessments will be provided for discussion with academic staff and to explore alternatives. Cross-disciplinary group work and projects allow exposure to peers and enhances learning and research capabilities.	contributions to discussions, problem-based exercises, design tasks, simulation exercises, group projects, independent projects.
Apply an integrated or systems approach to the solution of complex problems. (C6, M6)	Lectures, tutorials, surgeries problem solving classes computer practical classes, example sheets.	Same as the above.	Examinations, laboratory reports, seminar presentations, contributions to discussions, problem-based exercises, design tasks, simulation exercises, group projects, independent projects.
Evaluate the environmental and societal impact of solutions to complex problems and minimise adverse impacts. (C7)	Lectures, tutorials, surgeries problem solving classes computer practical classes, example sheets.	Same as the above.	Examinations, laboratory reports, seminar presentations, contributions to discussions, problem-based exercises, design tasks, simulation exercises, group projects, independent projects.
Identify and analyse ethical concerns and make reasoned ethical choices	Lectures, tutorials, surgeries problem solving classes	Same as the above.	Examinations, laboratory reports, seminar presentations, contributions

informed by professional codes of conduct. (C8, M8)	computer practical classes, example sheets.		to discussions, problem-based exercises, design tasks, simulation exercises, group projects, independent projects.
Use a risk management process to identify, evaluate and mitigate risks (the effects of uncertainty) associated with a particular project or activity. (C9, M9)	Lectures, tutorials, surgeries problem solving classes computer practical classes, example sheets.	Same as the above.	Examinations, laboratory reports, seminar presentations, contributions to discussions, problem-based exercises, design tasks, simulation exercises, group projects, independent projects.
Use a risk management process to identify, evaluate and mitigate risks (the effects of uncertainty) associated with a particular project or activity. (C9, M9)	Problem solving exercises, independent research projects, group projects.	Same as the above.	Examinations, laboratory reports, seminar presentations, contributions to discussions, problem-based exercises, design tasks, simulation exercises, group projects, independent projects.

b) Cognitive and Practical Skills

i) Selection and analysis of sources

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Communicate effectively on complex engineering matters with technical and non-technical audiences. (C17)	Design task and research projects.	Each module has three hours of weekly lecturing or workshop contact to increase knowledge and explore current technologies. Materials for students review and further studies are provided through the online and digital education experience. Lecture material is also enhanced during laboratory and workshop sessions, allowing demonstration of theories and approaches to complex problems, recognising the limitations of the methods employed. Worked	Major research and design project reports and presentations.

		examples of summative assessments will be provided for discussion with academic staff and to explore alternatives. Cross-disciplinary group work and projects allow exposure to peers and enhances learning and research capabilities.	
Students should be able to: Evaluate customer and user needs taking into account the wider engineering context (C5, M5)	Design tasks, laboratory practicals, simulation exercises, group projects, work placement	Same as the above.	Problem solving exercises, simulations, exhibitions, independent research.
Students should be able to: Create and design new processes or products to fulfil a specified requirement through synthesis of ideas from a wide range of sources (C5, M5, C6, M6).	Design tasks, laboratory practicals, simulation exercises, group projects, work placement	Same as the above.	Problem solving exercises, simulations, exhibitions, independent research.
[MEng only] Communicate effectively on complex engineering matters with technical and non-technical audiences, evaluating the effectiveness of the methods used. (M17)	Design task and research projects.	Same as the above.	Major research and design project reports and presentations.

ii) Critical engagement

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Function effectively as an individual, and as a member or leader of a team throughout their work, including group work and placements [C16].	Lectures, tutorials, independent research, project supervision, work placement.	Each module has three hours of weekly lecturing or workshop contact to increase knowledge and explore current technologies. Materials for students review and further studies are provided through the online and digital education	Examinations, laboratory reports, seminar presentations, contributions to discussions, problem-based exercises, design tasks, simulation exercises, group projects, independent projects,

		experience. Lecture material is also enhanced during laboratory and workshop sessions, allowing demonstration of theories and approaches to complex problems, recognising the limitations of the methods employed. Worked examples of summative assessments will be provided for discussion with academic staff and to explore alternatives. Cross-disciplinary group work and projects allow exposure to peers and enhances learning and research capabilities.	peer and self-assessment.
Students should be able to: Demonstrate creativity in solutions for complex problems [MEng only] that evidence some originality, whilst considering safety, societal, environmental and codes of practice and industry standards [M16]	Design task and research projects.	Same as the above.	Major research and design project reports and presentations.

iii) Presentation of an argument

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Interpret and report results, presenting data in alternative forms suitable for a range of different audiences in order to create deeper understanding and/or greater impact (C2).	Lectures, seminars, masterclasses.	Each module has three hours of weekly lecturing or workshop contact to increase knowledge and explore current technologies. Materials for students review and further studies are provided through the online and digital education experience. Lecture material is also enhanced during laboratory and workshop sessions, allowing demonstration of theories and	Written assignments, exhibitions, poster displays, literature reviews, reports, independent research projects, peer and self-assessment

		approaches to complex problems, recognising the limitations of the methods employed. Worked examples of summative assessments will be provided for discussion with academic staff and to explore alternatives. Cross-disciplinary group work and projects allow exposure to peers and enhances learning and research capabilities.	
Students should be able to: Communicate effectively on information, ideas, problems and solutions verbally, electronically and in writing with technical and non-technical audiences, [MEng only] evaluating the effectiveness of the methods used. (M2).	Design tasks, laboratory practicals, simulation exercises, group projects, work placement	Same as the above.	Problem solving exercises, simulations, exhibitions, independent research.

iv) Independent research

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Use standard and specialist engineering IT software confidently to conduct and report on engineering analysis and projects (C12, M12).	Lectures, group projects, independent research, project supervision.	Each module has three hours of weekly lecturing or workshop contact to increase knowledge and explore current technologies. Materials for students review and further studies are provided through the online and digital education experience. Lecture material is also enhanced during laboratory and workshop sessions, allowing demonstration of theories and approaches to complex problems, recognising the limitations of the methods employed. Worked	Written assignments, laboratory reports, essays, independent project reports.

		examples of summative assessments will be provided for discussion with academic staff and to explore alternatives. Cross-disciplinary group work and projects allow exposure to peers and enhances learning and research capabilities.	
Students should be able to: demonstrated ability to conduct investigations or practical tasks autonomously and to reflect critically and independently (C3, M3, C12, M12)	Lectures, group projects, independent research, project supervision.	Same as the above.	Written assignments, laboratory reports, essays, independent project reports.

v) Relevant technical skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Select and apply appropriate computational tools, analytical techniques and engineering technologies to address complex problems, recognising their limitations. (C3).	Laboratory practicals, group research projects, independent research projects.	Each module has three hours of weekly lecturing or workshop contact to increase knowledge and explore current technologies. Materials for students review and further studies are provided through the online and digital education experience. Lecture material is also enhanced during laboratory and workshop sessions, allowing demonstration of theories and approaches to complex problems, recognising the limitations of the methods employed. Worked examples of summative assessments will be provided for discussion with academic staff and to explore alternatives. Cross-disciplinary group work and projects allow exposure to	Laboratory reports, examinations, projects reports.

		peers and enhances learning and research capabilities.	
Students should be able to: Select and apply appropriate practical laboratory and workshop skills, equipment (e.g. measurement instrumentation) and procedures to conduct experiments, [MEng only] demonstrating some original and innovative application of engineering practical skills [C12, M12, C13, M13]	Laboratory practicals, design tasks, independent research.	Same as the above.	Laboratory practicals, design tasks, independent research.
Students should be able to: Apply understanding of codes of practice related to hazards and operational safety to ensure good working practices and effective risk management (C5, M5, C8, M8, C9, M9, C10, M10).	Laboratory practicals, design tasks, independent research.	Same as the above.	Laboratory reports, written assignments, work placement report.
Students should be able to: [BSc, DipHE, CertHE only] Demonstrate partial achievement of the full set of Engineering Council learning outcomes by meeting the University award criteria, whilst falling short of demonstrating the more stringent minimum requirements specified by the Engineering Council.	All teaching and learning methods detailed above.	Same as the above.	Assessments common with BEng/MEng programmes but with failures in individual modules.

vi) Autonomous working

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:	Laboratory practicals, design tasks, independent research.	Each module has three hours of weekly lecturing or workshop	Laboratory practicals, design tasks, independent research.

Demonstrate self-direction and some originality in tackling and solving problem and act autonomously in planning and implementing tasks [C5].		contact to increase knowledge and explore current technologies. Materials for students review and further studies are provided through the online and digital education experience. Lecture material is also enhanced during laboratory and workshop sessions, allowing demonstration of theories and approaches to complex problems, recognising the limitations of the methods employed. Worked examples of summative assessments will be provided for discussion with academic staff and to explore alternatives. Cross-disciplinary group work and projects allow exposure to peers and enhances learning and research capabilities.	
Students should be able to: [MEng only] Demonstrate self-direction and evidence originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level [M5] .	Laboratory practicals, design tasks, independent research.	Same as the above.	Laboratory practicals, design tasks, independent research.

vii) Presentation of research findings

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Communicate and interpret information (e.g. technical literature and other sources of information) in an integrated manner to both	Laboratory practicals, design tasks, independent research.	Each module has three hours of weekly lecturing or workshop contact to increase knowledge and explore current technologies. Materials for students review and further studies are provided through	Oral presentations, Laboratory practicals, design tasks, independent research.

specialist and non-specialist [C17, M17].		the online and digital education experience. Lecture material is also enhanced during laboratory and workshop sessions, allowing demonstration of theories and approaches to complex problems, recognising the limitations of the methods employed. Worked examples of summative assessments will be provided for discussion with academic staff and to explore alternatives. Cross-disciplinary group work and projects allow exposure to peers and enhances learning and research capabilities.	
Students should be able to: Present research findings effectively in a wide range of formats, with an appreciation of the uncertainty, ambiguity and limits of knowledge [C17, M17].	Laboratory practicals, design tasks, independent research.	Same as the above.	Oral presentations, Laboratory practicals, design tasks, independent research.

c) Transferable skills

i) Verbal, written and digital communication

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Present technical and business information orally, in an appropriate form for a given audience (C17, M17).	Tutorials, group projects, independent research, project supervision.	Each module has three hours of weekly lecturing or workshop contact to increase knowledge and explore current technologies. Materials for students review and further studies are provided through the online and digital education experience. Lecture material is also enhanced during laboratory and workshop sessions, allowing	Oral presentations, portfolio.

		demonstration of theories and approaches to complex problems, recognising the limitations of the methods employed. Worked examples of summative assessments will be provided for discussion with academic staff and to explore alternatives. Cross-disciplinary group work and projects allow exposure to peers and enhances learning and research capabilities.	
Students should be able to: Communicate business and technical information in an appropriate written form for a given audience (C17, M17).	Lectures, group projects, independent research, project supervision.	Same as the above.	Written assignments, laboratory reports, essays, independent project reports.
Students should be able to: Report on a practical or simulation test of a design solution including analysis and discussion of the results (C17, M17).	Lectures, group projects, independent research, project supervision.	Same as the above.	Written assignments, laboratory reports, essays, independent project reports.
Students should be able to: Use practical digital skills and specialist engineering IT software in contributions to group discussions and/or project work [C12, M12].	Laboratory practicals, design tasks, independent research.	Same as the above.	Oral presentations, Laboratory practicals, design tasks, independent research.

ii) Numeracy

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Manipulate and sort data to generate new data sets (C2).	Problem-solving classes, research projects.	Each module has three hours of weekly lecturing or workshop contact to increase knowledge and explore current technologies. Materials for students review and	Computer-based exercises, written assignments, poster displays, oral presentations.

		further studies are provided through the online and digital education experience. Lecture material is also enhanced during laboratory and workshop sessions, allowing demonstration of theories and approaches to complex problems, recognising the limitations of the methods employed. Worked examples of summative assessments will be provided for discussion with academic staff and to explore alternatives. Cross-disciplinary group work and projects allow exposure to peers and enhances learning and research capabilities.	
Students should be able to: Manipulate and present data in alternative formats to create deeper understanding or greater impact (M2).	Problem-solving classes, research projects.	Same as the above.	Computer-based exercises, written assignments, poster displays, oral presentations.

iii) Self-reflection

Intended Learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Reflect their development of understanding and skills associated with a particular project or activity	Tutorials, group projects, independent research, project supervision.	Each module has three hours of weekly lecturing or workshop contact to increase knowledge and explore current technologies. Materials for students review and further studies are provided through the online and digital education experience. Lecture material is also enhanced during laboratory and workshop sessions, allowing demonstration of theories and approaches to	Laboratory, reports, essays, independent project reports.

		complex problems, recognising the limitations of the methods employed. Worked examples of summative assessments will be provided for discussion with academic staff and to explore alternatives. Cross-disciplinary group work and projects allow exposure to peers and enhances learning and research capabilities.	
Students should be able to: Learn independently and understand new concepts in the discipline readily (C16, M16).	Independent research projects, group research projects, work placement.	Same as the above.	Work placement report, independent project report, learning logs/diaries, learning portfolios.
Students should be able to: Explore career development opportunities (C16, M16).	Masterclasses, learning portfolios, work placement.	Same as the above.	Learning portfolios

iv) Problem solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Solve problems through the integration of knowledge of mathematics, science, information technology, design, business context and engineering practice (C1, M1).	Project supervision, lectures, tutorials, example sheets, simulation exercises, laboratory based exercises, computer- based exercises, independent research projects, group projects.	Each module has three hours of weekly lecturing or workshop contact to increase knowledge and explore current technologies. Materials for students review and further studies are provided through the online and digital education experience. Lecture material is also enhanced during laboratory and workshop sessions, allowing demonstration of theories and approaches to complex problems, recognising the limitations of the methods employed. Worked	Individual research projects, oral presentations, project reports, problem-based examinations, practical demonstrations.

		examples of summative assessments will be provided for discussion with academic staff and to explore alternatives. Cross-disciplinary group work and projects allow exposure to peers and enhances learning and research capabilities.	
Students should be able to: Select and analyse appropriate evidence to solve non-routine problems (C2, M2).		Same as the above.	
Students should be able to: Use systematic analysis and design methods to solve problems in unfamiliar situations (C3, M3).		Same as the above.	
Students should be able to: Use creativity and innovation to solve problems (C5, M5).		Same as the above.	
Students should be able to: Apply standard management techniques to plan and allocate resources to projects (C9, M9, C15, M15).		Same as the above.	

v) Organisation and management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Students should be able to: Develop and implement personal plan of work to meet a deadline and identify the critical activities (C18, M18).	Independent research projects, group research projects, work placement.	Each module has three hours of weekly lecturing or workshop contact to increase knowledge and explore current technologies. Materials for students review and further studies are provided through the online and digital education experience. Lecture material is also enhanced during laboratory and workshop sessions, allowing demonstration of theories and approaches to complex problems, recognising the limitations of the methods employed. Worked examples of summative assessments will be provided for discussion with academic staff and to explore alternatives. Cross-disciplinary group work and projects allow exposure to peers and enhances learning and research capabilities.	Work placement report, independent project report, learning logs/diaries, learning portfolios.
Students should be able to: Exercise initiative and personal responsibility, which may be as a team member or as a leader (C16, M16).	Independent research projects, group research projects, work placement.	Same as the above.	Work placement report, independent project report, learning logs/diaries, learning portfolios.
Demonstrate knowledge and understanding of the professional and ethical conduct of an engineer and legal requirements (C8, M8)	Work placement, simulation exercises, independent research	Same as the above.	Work placement report, simulation exercises, reports, independent projects.

vi) Teamwork

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Students should be able to: Work collaboratively as part of an engineering team undertaking a range of different team roles (C16).	Tutorials, masterclasses, project supervision, induction programmes	Each module has three hours of weekly lecturing or workshop contact to increase knowledge and explore current technologies. Materials for students review and further studies are provided through the online and digital education experience. Lecture material is also enhanced during laboratory and workshop sessions, allowing demonstration of theories and approaches to complex problems, recognising the limitations of the methods employed. Worked examples of summative assessments will be provided for discussion with academic staff and to explore alternatives. Cross-disciplinary group work and projects allow exposure to peers and enhances learning and research capabilities.	Learning logs/diaries, learning portfolios, group projects, simulation exercises.
Students should be able to: [MEng only] Lead engineering activities and teams by managing technical and commercial risks, including through change (M16).	Major design and research projects.	Same as the above.	Reports, design reviews and presentations.

Year Abroad

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

Year in Industry

In addition, for the with a Year in Industry variant the additional programme outcomes apply.

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.

The following additional progression requirements for this programme have been approved:

- For Foundation Year Variant: Reference should be made to the Foundation Year Programme Specification from the year of entry.
- Major individual or group projects modules and/or those covering AHEP learning outcomes that are not assessed in other modules are designated as being required to be passed at Honours level.

  The following modules on these programmes are not eligible for compensation and must be passed at the relevant pass mark (40% at Levels 4-6, 50% at Level 7):

- > EG3005 - Individual Project
- > EG4007 - Fourth Year Project
- > EG4009 - Leadership and Project Management

- Third year BEng students with a 2nd year credit-weighted average below 55% will not be permitted to transfer to an MEng programme during their 3rd year.
- MEng students who do not meet the criteria for progression to Year 4 will be considered for the award of a BEng or non-accredited BSc degree after reassessment of any failed modules.

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

Students who do not achieve the standard required for MEng, including those who have an average 2nd year mark of less than 55%, will be transferred to the BEng degree course.

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, with the following additional requirements:

- The following modules on these programmes are not eligible for compensation and must be passed at the relevant pass mark (40% at Levels 4-6, 50% at Level 7):
  > EG3005 - Individual Project
  > EG4007 - Fourth Year Project
  > EG4009 - Leadership and Project Management

- The following modules include assessments which cannot be reassessed:

  - EG4007
  - EG4009

See the relevant module specification for specific details.

- To qualify for an accredited degree award, the mark for each module assessment **must not be lower than 10% below the standard module pass mark** (40% for levels 4-6, 50% for level 7).

  Students who pass the module overall but fail to meet this threshold in any of the assessment components may re-sit the component, provided re-sit opportunities are available for the module, in accordance with SR5.38, SR5.42 and 5.43. If a re-sit is undertaken solely to maintain accreditation status, the overall module mark will remain unchanged.

  The following assessment components are exempt from this requirement:

  EG1026 VLE Assignment
  EG3313 Progress Tests
  EG4227 Coursework Project 1

  Students who fail to achieve this requirement will be awarded the non-accredited version of the BEng/MEng degree.

Progression and accreditation

- Where a student in year 1 meets the minimum University requirements for progression but fails to meet the additional external accreditation requirements the Board of Examiners will consider their academic profile. As standard students will be permitted to progress to year 2, but will be transferred to the non-accredited BSc equivalent degree programme and undertake any assessment from year 1 in line with the requirements of Senate Regulation 5. Where a student wishes to retain the opportunity for accreditation they may request a repeat of the first year of the programme. The requirements for the repeat year will be as set out in Senate Regulation 5.80.

  Reassessment in Years 1, 2 and 3

- Where, after re-assessment, a student has up to 15 credits that have been failed but can still meet the overall accreditation requirements after a further attempt, they will remain on the accredited route, proceed to the next year and re-sit the relevant assessments.

- For accreditation purposes, the Engineering Council requires that finalists on accredited BEng and MEng programmes have **no more than 30 credits of 'compensated pass' across the programme as a whole**. If, after reassessment, a student does not achieve the requirements above but does meet the University's criteria for the award of a bachelor's degree, they will be awarded the non-accredited degree of BSc in Electrical and Electronic Engineering.

- For students on the final year of the MEng degree; if after reassessment they do not achieve the requirements above but do meet the University's criteria for the award of an integrated master's degree, they will be awarded the non-accredited degree of MSci in Electrical and Electronic Engineering. Such students may opt to be awarded the accredited BEng degree in place of the MSci.

This programme is pending approval for Partial CEng/IEng accreditation by the Institution of Engineering and Technology (IET). Formal accreditation can only be granted after an accreditation visit and approval from the IET's Academic Accreditation Committee. If accreditation is granted this may be backdated to the 2024 intake.

12. Special features

Students receive a broad education in engineering which also provides the flexibility for more specialist focus later in the degree. Opportunities are available to undertake industrial placement with a sponsoring company (with Industry). Students following "with a Year Abroad" programmes study for year out of the UK. The year abroad does not replace any of the Leicester course material, rather it provides an opportunity for the students to broaden their experience.

The five undergraduate degree streams of Aerospace, Mechanical, Electrical & Electronic, Biomedical and General are highly integrated. Students may switch between Aerospace, Mechanical, Electrical & Electronic, Biomedical and General programmes during their first year. This derives from the General Engineering ethos of the Department, ensuring all engineering students benefit from a solid foundation in the fundamentals of all engineering disciplines. This feature is used to maximise opportunities for interdisciplinary working and integrated projects teams that are so important to modern professional engineering careers.

For the Year in Industry variant, the additional Special Features apply.

For students on the with Industry programme, it is the student's responsibility to secure a year in industry role. Employer led activities provide a platform for students to engage with organisations who are recruiting students for year in industry roles. When a Placement Student starts a year in industry, they will be required to complete health and safety documents and confirm they have completed a formal induction process no later than the 2nd week of placement.

Students on the Electrical and Electronic Engineering (EEE) programme may either follow the standard pathway, without selecting a stream, or choose one of the three optional thematic streams:

- Stream I: Hybrid and Electric Aviation (HEA)
- Stream II: E-Transportation and Sustainable Energy (ETSE)
- Stream III: Internet of Things (IoT)

These streams are optional and provide a structured route for students who want to develop expertise in emerging engineering sectors. Each stream combines specialist modules at HE Level 6 and Level 7, enabling students to gain deeper knowledge in a focused area. Choosing a thematic stream is not mandatory. Students who prefer a broader education can remain on the standard EEE pathway and select optional modules freely, without committing to a stream.

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.	This engineering programme is built on four pillars of Research-inspired Education, ensuring that students develop both foundational knowledge and advanced research skills. This holistic approach integrates staff expertise, hands-on experience, and active research engagement into the curriculum, fostering critical thinking, creativity, and professional readiness. **Research-briefed**: Academics actively incorporate their latest research findings and technological advancements into teaching and learning resources. This allows students to explore case studies, research papers, and cutting-edge developments, providing context and relevance by connecting theoretical engineering concepts to real-world applications and societal challenges.

Research-based Framed enquiry for exploring existing knowledge.	**Research-based**: Supported by academics, the students explore existing knowledge through several modules which involve problem-based learning, independent and group projects, and practical laboratories. These activities promote discovery and intellectual curiosity.
Research-oriented Students critique published research content and process.	**Research-oriented**: Facilitated by a series of training opportunities and assessments, students identify and critically evaluate published research findings and practices. This develops their ability to evaluate and contextualize information within their field and supplements their own experimental design, data analysis, and conclusion derivation.
Research-apprenticed Experiencing the research process and methods; building new knowledge.	**Research-apprenticed**: Under close mentorship of the academic members, the students engage with research-driven projects and practical coursework which are closely related to the ongoing research at the School of Engineering. They engage in all stages of a typical research project, including defining objectives, experimental design, data analysis, and presenting findings both orally and in written formats. This process is supported by structured training and weekly supervision meetings. This integration of research equips students with the skills and knowledge to excel in both academic and professional engineering environments.

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:

This programme provides various opportunities for students to engage with the ongoing research within the five distinct groups and contribute positively to the vibrant research culture at the School. For instance, students are invited to monthly seminars delivered by researchers and academics which increases their exposure to latest knowledge and provides networking opportunities. Guest lecturers from other institutes and industry are invited regularly to present their solutions to real-world challenges. Moreover, individual and group projects, co-designed by students, are largely aligned with the ongoing research work by the academic supervisors at the School.

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.

The good practices in research-informed teaching pedagogy are disseminated to module convenors through the School's teaching away day, peer observation of teaching, and via central email communications. Academics are supported to obtain relevant teaching qualifications and encouraged to participate in the yearly teaching and learning conference held at the university. Curriculum delivery is routinely discussed in the Education Committee and meetings between education and programme directors.

12b. Work-related learning

The workload of all students on this programme includes the opportunity to engage with *at least* 100 hours of employer informed, work-related learning activity. Further information regarding work-related learning is available online.

13. Indications of programme quality

Normal University academic quality assurance processes are used to continuously review and improve the programmes. The last major review and re-structure of the programmes was during the Curriculum Transformation process, resulting in the current programmes structures being applied to students entering from academic year 2024/2025.

Other engineering programmes within the School are accredited by the appropriate professional engineering institutions (PEIs), and the MEng programmes offer direct route to Chartered Engineer status (CEng) (further learning following graduation is required to obtain CEng with a BEng degree). Currently, accreditation of programmes within the School of Engineering is maintained through the Institution of Engineering and Technology (IET), and the Institution of Mechanical Engineers (IMechE).

The School keeps the professional engineering institutions whom we seek accreditation from under review and the 5 yearly accreditation visits are key events in continuously improving the programmes and evolving them to meet the needs of future graduates and employers.

Revisions to the programme and module ILOs, and the introduction of new Engineering Council criteria for awarding accredited degrees were implemented in the latest revision of these programmes in response to the accreditation visit in May 2024

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

https://uniofleicester.sharepoint.com/sites/university/exam-papers/SitePages/Exam-Papers.aspx
[log-in required]

UNIVERSITY OF LEICESTER

Programme Specification (Undergraduate) FOR ENTRY YEAR: 2026/27

Date created: 12/06/2023 **Last amended:** 16/07/2026 **Version no.** 2 **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.

Updates to the programme

Academic year affected	Module	Change
2027/28	Electronics Test and Instrumentation	Core module removed
	EG2213 Mechatronics	Was optional, now core.
	EG2321 Computational Engineering Methods	Was optional, now core.
	Embedded Systems and IoT	Optional module removed.
	EG2211 Electric Machines and Drives	Was optional, now core.
2028/29	EG3211 Advanced Power Electronics	New core module
	EG3231 Real-time Cyber-physical System Design	New core module
	EG3221 National Grid Design and Operation	New core module
	EG3XXX Electronics Test and Instrumentation	New core module

BEng/MEng Electrical and Electronic Engineering

Level 4/Year 1 2026/27

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**
Year long	EG1007	Sustainable Engineering Design	15 credits
Year long	EG1122	Digital Electronics and Communications	15 credits
Semester 1	EG1203	Principles of Electrical Engineering	15 credits
Semester 1	EG1016	Engineering Mathematics with programming - I	15 credits
Semester 1	EG1031	Solid Mechanics	15 credits
Semester 2	EG1041	Fluid Mechanics	15 credits
Semester 2	EG1026	Engineering Mathematics with programming - II	15 credits
Semester 2	EG1102	Thermodynamics and Heat Transfer	15 credits

Notes
n/a

Level 5/Year 2 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
Year long	EG2302	System Dynamics and Control	15 credits
Year long	EG2006	Integrated Engineering Design	15 credits
Semester 1	EG2008*	Engineering Management	15 credits
Semester 1	EG2211	Analogue and Power Electronics	15 credits
Semester 1	EG2213	Mechatronics	15 credits
Semester 2	EG2232	Signals and Systems	15 credits
Semester 2	EG2321	Computational Engineering Methods	15 credits
Semester 2	EG2212	Electric Machines and Drives	15 credits

Notes
n/a

Level 6/Year 3 2028/29

Credit breakdown

Status	Year long	Semester 1	Semester 2
Core	30 credits	30 credits	30 credits
Optional	n/a	15 credits	15 credits

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	EG3005	Individual Project	30 credits
Semester 1	EG3211	Advanced Power Electronics*[1]	15 credits
Semester 1	EG3231	Real-time Cyber-physical System Design*[3]	15 credits
Semester 2	EG3221	National Grid Design and Operation*[2]	15 credits
Semester 2	EG3441	Electronics Test and Instrumentation	15 credits

Option modules

Delivery period	Code	Title	Credits
Semester 1	EG3313	State Variable Control	15 credits
Semester 1	EG3224	Sustainable Electrical Systems *[2]	15 credits
Semester 1	EG3061	Biological Imaging	15 credits
Semester 2	EG3323	Digital Control and Actuators *[1]	15 credits
Semester 2	EG3213	Machine Learning for Engineers*[3]	15 credits

Notes

A module marked with an asterisk is a stream-specific core/optional module and *^{n} (where n = 1, 2, or 3) indicates a core/optional module of Stream I, II or III, respectively.

For students under Stream I, II or III pathway, they are advised to select the optional modules linked with their chosen pathway.

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.

Level 7/Year 4 2029/30

Credit breakdown

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

120 credits in total

Core modules

Delivery period	**Code**	**Title**	**Credits**
Year long	EG4007	Group Project	30 credits
Year long	EG4009	Leadership and Project Management	15 credits

Option modules

Delivery period	**Code**	**Title**	**Credits**
Semester 1	EG4211	Advanced Electrical Machines *[2]	15 credits
Semester 1	EG4227	Artificial Intelligence Architectures *[3]	15 credits
Semester 1	EG4413	Spacecraft Systems Engineering*[1]	15 credits
Semester 2	EG4324	Signal Processing*[1]	15 credits
Semester 2	EG4221	Advanced Electronically Controlled Drives *[2]	15 credits
Semester 2	EG4217	Spacecraft Communication	15 credits
Semester 2	EG4231	Real-time Simulation for Industry 4.0 *[3]	15 credits

Notes

A module marked with an asterisk is a stream-specific core/optional module and $*^n$ (where n = 1, 2, or 3) indicates a core/optional module of Stream I, II or III, respectively.

For general EEE students, they choose two 15-credit optional modules for semester 1 and three 15-credit optional modules for semester 2 of Level 7/Year 4.

For students under Stream I, II or III pathway, they are advised to select the optional modules linked with their chosen pathway.

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.

BEng/MEng degrees WITH INDUSTRY

For BEng students, the year in industry must be taken in the third year of their course. The schedule for this programme is given below.

For MEng students, a single year in industry can be taken either in the third year or the fourth year of their course. The schedule for MEng students taking a year in industry in their third year is given below. The schedule is similar for MEng students taking the year in industry in their fourth year, with the third year and fourth years interchanged.

BSc with Industry degrees may be awarded as an exit award if students have successfully completed the requirements of the with industry and the University's standard requirements for a Bachelor's degree but have not achieved the Engineering Council's award requirements for accredited engineering degrees codified in sections 10 and 11 above.

FIRST YEAR MODULES

As the first year of degree programme.

ADDITIONAL THIRD YEAR MODULES

Year in Industry

ADEG223	On Placement	0

FOURTH YEAR MODULES

As the third year of degree programme.

FIFTH YEAR MODULES (MEng with Industry only)

As the fourth year of degree programme.

BEng/MEng degrees WITH A YEAR ABROAD

FIRST AND SECOND YEAR MODULES

As for the first and second years of BEng Aerospace Engineering/ BEng Electrical and Electronic Engineering/ BEng General Engineering/ BEng Mechanical Engineering respectively.

THIRD YEAR MODULES (Year Abroad)

Students spend the third year taking approved modules at one of the institutions associated with the Department of Engineering. Students will normally be assessed according to the criteria of the host institution, but if it is not practicable to retake failed modules there, they may be allowed to submit a report demonstrating how they have nevertheless achieved the learning outcomes for the year. Marks from the year will not count towards the degree class.

BEng: Students who do not satisfactorily complete the year will be transferred to the standard BEng of their respective degree strand (e.g. BEng Aerospace Engineering, BEng General Engineering etc.).

MEng: Students who do not satisfactorily complete the year will be transferred to the standard MEng of their respective degree strand (e.g. MEng Aerospace Engineering, MEng General Engineering etc.).

FOURTH YEAR MODULES

BEng: As 3rd year of the BEng Aerospace Engineering/ BEng Electrical and Electronic Engineering/ BEng General Engineering/ BEng Mechanical Engineering respectively.

MEng: As 3rd year of the MEng Aerospace Engineering/ MEng Electrical and Electronic Engineering/ MEng General Engineering/ MEng Mechanical Engineering respectively.

FIFTH YEAR MODULES (MEng degrees with a Year Abroad only)

MEng: As 4th year of the MEng Aerospace Engineering/ MEng Electrical and Electronic Engineering/ MEng General Engineering/ MEng Mechanical Engineering respectively.

BSc with Year Abroad degrees may be awarded as an exit award if students have successfully completed the requirements of the Year Abroad and the University's standard requirements for a Bachelor's degree but have not achieved the Engineering Council's award requirements for accredited engineering degrees codified in sections 10 and 11 above.

Appendix 2: Module specifications

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