Programme Specification (Undergraduate) FOR ENTRY YEAR: 2027/28

Date created: 08/07/2026 **Last amended:** 08/07/2026 **Version no.** 1 **Date approved by EQED:**
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1. Programme title(s) and code(s):

MEng Engineering for Innovation and Entrepreneurship
MEng Engineering for Innovation and Entrepreneurship with Foundation Year (students CANNOT apply directly to this variant).

BEng Engineering for Innovation and Entrepreneurship
BEng Engineering for Innovation and Entrepreneurship with Foundation Year

MSci Engineering for Innovation and Entrepreneurship^
MSci Engineering for Innovation and Entrepreneurship with Foundation Year^
BSc Engineering for Innovation and Entrepreneurship^
BSc Engineering for Innovation and Entrepreneurship with Foundation Year^

Notes

All the above have the following variants:

a. With a Year in Industry
b. With a Year Abroad

For all the above, the following exit awards apply

a. Cert HE*
b. DipHE*

* 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 with the Engineering Council.

^ An award marked with a Caret sign is not accredited by the Engineering Council, and is only available to students who have been transferred on to it by the exam board. NB: students CANNOT apply directly to these variants.

a) HECOS Code

HECOS Code	%
Engineering - 100184	85%
Business - 100078	15%

b) UCAS Code (where required)

Variant	UCAS code	Engineering Council ACAD
MEng (4yrs)	H1MN	n/a
MEng with industry (5yrs)	H1MI	n/a
MEng with Year Abroad (5yrs)	H1MA	n/a
BEng (3yrs)	H1N1	n/a
BEng with industry (4yrs)	H1NI	n/a
BEng with Year Abroad (4yrs)	H1NA	n/a
BEng with Foundation Year (4yrs)	H999	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:

MEng Engineering for Innovation and Entrepreneurship

The normal period of registration is four years

The maximum period of registration six 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.

BEng Engineering for Innovation and Entrepreneurship

The normal period of registration is three years

The maximum period of registration 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

MEng Typical offer:

A/AS-levels: ABB including Maths. Two AS-levels considered in place of one A-level.

EPQ with A-levels: BBB + EPQ at grade B. A-level subjects to include Maths.

GCSEs: Grade C/4 in English Language.

BTEC Nationals: DDM in Engineering including Further Maths at Distinction.

International Baccalaureate: Pass Diploma with 30 points, with grade 5 in Maths HL. Must include minimum of grade 4 in English A or 5 in English B if minimum of grade 4/C not held in English Language at GCSE.

Access to HE Diploma: Pass Engineering Diploma with 45 credits at level 3, 30 of which are at Distinction. To include all level 3 Maths modules 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: ABB including Maths. Two AS-levels considered in place of one A-level.

EPQ with A-levels: BBB + EPQ at grade B. A-level subjects to include Maths.

GCSEs: Grade C/4 in English Language.

BTEC Nationals: DDM in Engineering including Further Maths at Distinction.

International Baccalaureate: Pass Diploma with 30 points, with grade 5 in Maths HL. Must include minimum of grade 4 in English A or 5 in English B if minimum of grade 4/C not held in English Language at GCSE.

Access to HE Diploma: Pass Engineering Diploma with 45 credits at level 3, 30 of which are at Distinction. To include all level 3 Maths modules 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).

For Foundation Year Variant:

Please see the Foundation Year programme webpage for entry requirements.

6. Accreditation of Prior Learning

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

For Foundation Year Variant:
n/a

7. Programme aims

The programme aims to satisfy the criteria of the accrediting engineering institutions. These are based on the fourth edition of 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.

The BEng programmes aim to:

1. Provide a curriculum that is enjoyable and motivating and which creates enthusiasm for engineering through the challenge of responding to interesting engineering problems;
2. Provide students with the breadth of understanding in relevant science and mathematics to allow analysis and design of engineering systems that improve quality of life through being able to integrate knowledge from other engineering disciplines;
3. Develop students' knowledge and understanding of the tools and techniques used for modelling, analysis, design and control of complex engineering systems;
4. Develop students' detailed knowledge and understanding of engineering applications used in research and engineering industries;
5. Develop students' knowledge and understanding of operations management and innovation, including how engineering organisations manage and improve processes, and how different forms of innovation are shaped across organisational, sectoral and technological contexts;
6. Develop students' understanding of the entrepreneurial environment in which technology ventures are created and grow, including opportunity recognition, venture creation and entrepreneurial finance;
7. Cultivate students' ability to integrate technical, commercial and entrepreneurial thinking in engineering decision-making, operating effectively at the interface between engineering and business;
8. Foster students' independent learning and organisational skills.

The MEng programme aims 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, technical potential and entrepreneurial opportunities, to critically evaluate the strategic and geopolitical environment in which technology firms compete, including how states and firms pursue technological leadership, and to lead engineering activities and teams by managing technical and commercial risks and driving change.

In addition, for the 'with a Year abroad' variants

- The 'Year Abroad' variant of this programme is offered in accordance with the University's standard specification for the experiential year abroad variant.

In addition, for the 'with Industry' variants

- The 'Year in industry' variant of this programme is offered in accordance with the University's standard specification for year in industry programme variants.
- To provide experience of applications of professional and discipline-specific skills in Industry and to reinforce knowledge through its use in different environments.

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
- Engineering Accreditation Board (EAB) Bachelors and Integrated Masters Degree Learning Outcomes (AHEP 4th Edition)
- UK-SPEC (UK Standard for Professional Engineering Competence)
- Engineering Council Compensation and Condonement requirements November 2021.

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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
Students should be able to: Apply knowledge of mathematics, statistics, natural science and engineering principles to complex problems in engineering, innovation and entrepreneurship, with some of the knowledge informed by current developments in the subject of study. (C1) [MEng only] Students should be able to: Apply a comprehensive knowledge of mathematics, statistics, natural science and engineering principles to the solution of complex problems, with much of the knowledge at the forefront of engineering, innovation and entrepreneurship and informed by a critical awareness of new	Lectures; Laboratory Practical; Practical Classes & Workshops	Worked examples; Problem-solving exercises; Laboratory experiments; Computer practical class; Directed reading	Examination; Laboratory reports; Coursework; Problem-based exercises

developments and the wider context of engineering. (M1)			
Students should be able to: Apply knowledge of engineering management principles, commercial context, project and change management, operations management, business and technology strategy, and the management of innovation and entrepreneurship, and relevant legal matters including intellectual property rights. (C15, M15)	Lectures; Seminars	Case studies; Seminar discussion; Worked examples; Directed reading; Independent research	Examination; Coursework; Report;

ii) Breadth of knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Select and apply appropriate materials, equipment, engineering technologies and processes, recognising their limitations. (C13, M13)	Lectures; Laboratory Practical; Practical Classes & Workshops	Laboratory experiments; Computer practical class; Design tasks; Directed reading	Laboratory reports; Design report; Project report; Coursework
Students should be able to: Apply knowledge of financial and economic principles relevant to engineering decision-making, including entrepreneurial finance and funding strategies, financial appraisal and the economic context of	Lectures; Seminars	Case studies; Seminar discussion; Worked examples; Directed reading	Examination; Coursework; Report

operational and strategic choices. (C15, M15)			
Students should be able to: Recognise and apply quality management systems and continuous improvement principles in the context of complex problems. (C14, M14)	Lectures; Project Supervision	Case studies; Design tasks; Group project; Directed reading	Examination; Coursework, Design Report, Group Report

iii) Understanding of source materials

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Select and evaluate technical literature, academic publications, industry reports and standards to address complex problems. (C4) [MEng only] Students should be able to: Select and critically evaluate technical literature, academic publications, industry reports and standards to solve complex problems. (M4)	Lectures; Project Supervision	Directed reading; Independent research project; Case studies; Worked examples	Coursework; Project report; Group report; Presentations

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: Identify, locate and evaluate relevant sources of information, including peer-reviewed literature, technical standards and industry reports, to inform engineering, innovation and entrepreneurship analysis. (C4, M4)	Lectures; Project Supervision	Group project; Directed reading; Case studies	Project report; Group report; Coursework; Presentations

ii) Critical engagement

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Analyse complex problems in engineering, innovation and entrepreneurship to reach substantiated conclusions using first principles of mathematics, statistics, natural science and engineering principles. (C2) [MEng only] Students should be able to: Formulate and analyse complex problems to reach substantiated conclusions, evaluating available data using first principles of mathematics, statistics, natural science and	Lectures; Practical Classes & Workshops	Problem-solving exercises; Worked examples; Computer practical class; Case studies; Directed reading	Examination; Coursework; Laboratory reports; Problem-based exercises

engineering principles, and using engineering judgement to work with information that may be uncertain or incomplete, discussing the limitations of the techniques employed. (M2)			
Students should be able to: Identify and analyse ethical concerns, including those arising in innovation and entrepreneurial decision-making, and make reasoned ethical choices informed by professional codes of conduct. (C8, M8)	Lectures; Seminars; Project Supervision	Case studies; Seminar discussion; Group project; Independent research; Directed reading	Examination; Coursework; Project report; Presentations
Students should be able to: Use a risk management process to identify, evaluate and mitigate risks (the effects of uncertainty) associated with engineering, commercial and innovation projects and activities, and adopt a holistic and proportionate approach to security risks. (C9, M9, C10, M10)	Lectures; Project Supervision	Problem-solving exercises; Design tasks; Group project; Independent research project; Case studies	Coursework; Design review; Presentation; Project report; Group report; Laboratory reports
Students should be able to: Evaluate the environmental and societal impact of solutions to complex problems and minimise adverse impacts. (C7) [MEng only] Students should be able to: Evaluate the environmental and societal impact of solutions to	Lectures; Practical Classes & Workshops; Project Supervision	Design tasks; Group project; Independent project; Case studies; Coursework	Project report; Coursework; Presentations; Group report;

complex problems, including the entire life-cycle of a product or process, and minimise adverse impacts. (M7)			

iii) Presentation of an argument

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Construct and defend reasoned arguments in engineering, innovation and entrepreneurship contexts, including in ethical, strategic and commercial debates, supported by appropriate evidence. (C17) [MEng only] Students should be able to: Construct and defend reasoned arguments in engineering, innovation and entrepreneurship contexts, including in ethical, strategic and commercial debates, supported by appropriate evidence, and evaluate the effectiveness of the methods used. (M17)	Lectures; Seminars; Project Supervision	Seminar discussion; Case studies; Group project; Independent research; Directed reading	Coursework; Presentations; Essay

iv) Independent research

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Plan and undertake an independent investigation on a substantive engineering and/or innovation and entrepreneurship problem, selecting and applying appropriate research methodologies and discussing their limitations. (C2, M2, C3, M3)	Project Supervision; Lectures;	Independent research project; Group research project; Directed reading; Case studies	Project report; Group report; Coursework; Presentations
Students should be able to: Engage with discipline-specific literature and research-led teaching to identify and frame engineering, innovation and entrepreneurship research questions. (C4) [MEng only] Students should be able to: Engage critically with current research at the forefront of the discipline and frame original engineering, innovation and entrepreneurship research questions. (M4)	Project Supervision; Lectures;	Independent research project; Directed reading; Case studies	Project report; Coursework; Presentations

v) Relevant technical skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Select and apply appropriate computational and analytical techniques to model complex problems, recognising the limitations of the techniques employed. (C3) [MEng only] Students should be able to: Select and apply appropriate computational and analytical techniques to model complex problems, discussing the limitations of the techniques employed. (M3)	Lectures; Laboratory Practical; Practical Classes & Workshops	Computer practical class; Simulation exercises; Worked examples; Problem-solving exercises; Directed reading	Examination; Coursework; Laboratory reports; Project report
Students should be able to: Use practical laboratory and workshop skills to investigate complex problems. (C12, M12)	Lectures; Laboratory Practical; Practical Classes & Workshops	Laboratory experiments; Design tasks; Computer practical class; Independent research	Laboratory reports; Design report; Presentations; Project report
Students should be able to: Use standard and specialist engineering software and computational tools confidently to undertake and report on engineering and commercial analysis. (C3, M3, C12, M12, C13, M13)	Lectures; Practical Classes & Workshops; Project Supervision	Computer practical class; Simulation exercises; Group project; Independent research project	Coursework; Laboratory reports; Project report; Group report

vi) Autonomous working

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Work independently to plan, manage and complete substantial pieces of engineering analysis, identifying critical activities and meeting deadlines. (C18, M18)	Project Supervision; Tutorials	Independent research project; Group project; Directed reading; Personal development planning	Project report; Group report; Learning log/diary; Learning portfolio; Reflective report
Students should be able to: Apply knowledge of the commercial context, engineering management, project and change management, and relevant legal matters including intellectual property rights to identify and pursue engineering, innovation and entrepreneurship career opportunities. (C15, M15)	Lectures; Seminars	Case studies; Seminar discussion; Group project; Independent research; Career-planning activities	Coursework; Project report; Portfolio; Reflective report; Job application exercise

vii) Presentation of research findings

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Communicate effectively on complex engineering, innovation and entrepreneurship matters with technical and non-technical audiences. (C17) [MEng only] Students should be able to:	Project Supervision; Design Reviews; Seminars	Group project; Independent research project; Design tasks; Case studies; Directed reading	Presentations; Portfolio; Essay; Laboratory reports; Project report; Group report

Communicate effectively on complex engineering, innovation and entrepreneurship matters with technical and non-technical audiences, evaluating the effectiveness of the methods used. (M17)			
Students should be able to: Present research findings clearly through written reports, dissertations, and presentations appropriate to engineering, innovation and entrepreneurship audiences. (C17, M17)	Project Supervision; Design Reviews	Independent research project; Group research project; Design tasks; Directed reading	Project report; Group report; Presentations; Portfolio

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, in a form appropriate for engineering, innovation and entrepreneurship audiences. (C17, M17)	Project Supervision; Design Reviews; Seminars	Group project; Independent research project; Design tasks; Seminar discussion	Presentations; Portfolio
Students should be able to: Communicate technical information clearly in writing for engineering, management and non-specialist	Lectures; Project Supervision; Seminars	Group project; Independent research project; Design tasks; Worked examples	Laboratory reports; Project report; Group report; Essay

audiences, including reports on practical, simulation or design work that include analysis and discussion of results. (C17, M17)			
Students should be able to: Use digital tools and platforms appropriately to communicate, collaborate and disseminate engineering work. (C13, M13)	Lectures; Practical Classes & Workshops; Project Supervision	Computer practical class; Group project; Independent research project	Coursework; Project report; Group report; Presentations

ii) Numeracy

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply mathematical, statistical and numerical methods to analyse engineering data. (C1, M1, C2, M2)	Lectures; Practical Classes & Workshops	Problem-solving exercises; Worked examples; Computer practical class; Directed reading	Examination; Coursework; Computer-based exercise; Laboratory reports
Students should be able to: Present and visualise quantitative and qualitative data using appropriate graphical, analytical and software tools, recognising their limitations. (C3, M3, C13, M13)	Lectures; Practical Classes & Workshops	Computer practical class; Simulation exercises; Worked examples; Problem-solving exercises	Coursework; Laboratory reports; Project report

iii) Self-reflection

Intended Learning Outcome	Module Code	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Reflect on personal performance, learning and development, and use this to support continuing improvement and lifelong learning/CPD. (C18, M18)	Core: EG1007, EG2006, EG3005, EG4007, EG4009 Optional: n/a	Project Supervision; Design Reviews	Independent research project; Group project; Design tasks; Reflective activities; Personal development planning	Project report; Reflective report; Learning log/diary; Learning portfolio; Design review; Presentation
Students should be able to: Work inclusively, applying their knowledge and understanding of the responsibilities involved in professional practice with regard to equality, diversity and inclusion. (C11, M11)	Core: EG1007, EG2006, EG2008, EG4007, EG4009 Optional: n/a	Lectures; Project Supervision; Seminars	Group project; Case studies; Seminar discussion; Directed reading	Coursework; Group report; Project report; Reflective report; Presentations

iv) Problem solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Solve complex engineering problems through the integration of knowledge in mathematics, science, design, computational methods and engineering practice. (C1, M1, C2, M2, C3, M3, C5, M5)	Lectures; Tutorials; Project Supervision; Practical Classes & Workshops	Problem-solving exercises; Worked examples; Simulation exercises; Laboratory experiments; Group project; Independent research project	Examination; Coursework; Project report; Group report; Presentations; Problem-based exercises

Students should be able to: Integrate technical engineering analysis with commercial, operational and strategic considerations to inform engineering and business decision-making in complex and uncertain situations. (C2, M2, C5, M5, C15, M15)	Lectures; Project Supervision; Industrial/Research Seminars; Design Reviews	Group project; Independent research project; Design tasks; Case studies; Simulation exercises	Project report; Group report; Design report; Coursework; Presentations
Students should be able to: Design solutions for complex problems that meet a combination of societal, user, business and customer needs, with consideration of applicable health and safety, diversity, inclusion, cultural, societal, environmental and commercial matters, codes of practice and industry standards. (C5) [MEng only] Students should be able to: Design solutions for complex problems that evidence some originality and meet a combination of societal, user, business and customer needs, with consideration of applicable health and safety, diversity, inclusion, cultural, societal, environmental and commercial matters, codes of practice and industry standards. (M5)	Lectures; Practical Classes & Workshops; Project Supervision; Design Reviews	Design tasks; Group project; Independent project; Case studies; Computer practical class	Design report; Group report; Project report; Presentations

Students should be able to: Apply an integrated or systems approach to the solution of complex engineering and innovation problems. (C6, M6)	Lectures; Practical Classes & Workshops; Project Supervision; Industrial/Research Seminars	Design tasks; Simulation exercises; Group project; Independent research project	Project report; Group report; Design report; Presentations

v) Organisation and management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply systematic analysis and management techniques to plan and allocate resources to engineering and commercial projects, including the management of risk, uncertainty and change. (C9, M9, C15, M15)	Lectures; Tutorials; Project Supervision; Industrial/Research Seminars	Problem-solving exercises; Simulation exercises; Group project; Independent research project; Case studies	Coursework; Project report; Group report; Presentations
Students should be able to: Plan and record self-development and reflection consistent with professional practice in engineering, innovation and entrepreneurship. (C15, C18, M15, M18)	Project Supervision; Tutorials; Industrial/Research Seminars	Reflective activities; Mock interviews and practice tasks; Engagement with professional body materials	Reflective report; Portfolio; Job application exercise; Project report

vi) Teamwork

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:	Tutorials; Project Supervision; Practical Classes & Workshops; Induction Programmes	Group project; Design tasks; Major design and research projects; Seminar discussion	Group report; Project report; Reflective report; Learning log/diary;

Function effectively as an individual and as a member or leader of a team. (C16) [MEng only] Students should be able to: Function effectively as an individual and as a member or leader of a team, evaluating the effectiveness of own and team performance. (M16)			Learning portfolio; Design review, Presentation

Year Abroad

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

Year in Industry

In addition, for the 'with Year in Industry’ variants 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.

Professional accreditation for this programme will be sought from the relevant professional engineering institutions for Partial CEng/IEng (BEng route) and Full CEng (MEng route), following the first programme output. Formal accreditation can only be granted after an accreditation visit and approval from the relevant institution's accreditation committee. If accreditation is granted, it may be backdated to the 2027 intake.

The following additional progression requirements for this programme have been approved with a view to seeking professional accreditation by the relevant engineering institutions following the first programme output:

- *For Foundation Year Variant:* Reference should be made to the Foundation Year Programme Specification from the year of entry.
- 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

- For MEng students, for progression from 2nd year to 3rd year a credit weighted average mark of 55% or more is required. Failure to progress will result in a change in programme from MEng to the equivalent BEng programme. 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.

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 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 staying on the MEng/BEng route, 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 requirements for the MEng/BEng programme after a further attempt, they will remain on the MEng/BEng route, proceed to the next year and re-sit the relevant assessments.

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 or 3rd year mark of less than 55%, will be transferred to the BEng degree course.

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.

The following additional award requirements have been approved for this programme with a view to seeking professional accreditation by the relevant engineering institutions following the first programme output:

- Major individual or group project modules and/or those covering AHEP4 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

- The following modules include assessments which cannot be reassessed:

  - EG4007
  - EG4009

  See the relevant module specification for specific details.

- To qualify for a MEng/BEng 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).

  All assessments will therefore have a qualifying mark of 30.00% (levels 4, 5 and 6) or 40.00% (level 7) with the exception of those assessments listed below. Students who fail to meet this threshold in any of the assessment components may re-sit the component, provided re-sit opportunities are available, in accordance with the regulations on reassessment.

  The following assessment components are exempt from this requirement:

  EG1026 VLE Assignment
  EG2111 Materials Selection Laboratory
  EG3313 Progress Tests
  EG3422 VLE Tests
  EG4227 Coursework Project 1
  MK2110 Simulation-based Report
  MK3006 Individual Report

MK3133 Applied Innovation Project
MK3133 Practice Portfolio
MK4001 Group Pitch Presentation
MK4001 Individual Essay

Students who fail to achieve this requirement, but otherwise meet the University progression requirements, will be transferred to the BSc or MSci version of the BEng degree (if they fail to meet the requirements on modules in levels 4-6) or MEng degree respectively (if they fail to meet the requirements on modules in level 7).

- 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 Engineering for Innovation and Entrepreneurship.
- 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 Engineering for Innovation and Entrepreneurship.

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.

A distinctive feature of this programme is the integration of innovation and entrepreneurship education alongside the core engineering curriculum. This is achieved through a combination of modules delivered by the School of Engineering and the College of Business, bringing together their research and professional expertise within a single, coherent programme.

The five undergraduate degree streams of Aerospace, Mechanical, Electronic & Electrical, Biomedical and Engineering for Innovation and Entrepreneurship are highly integrated. Students may switch between the School's undergraduate programmes during their first year. This derives from the General Engineering ethos of the School that ensures 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 project teams that are so important to modern professional engineering careers.

For students on the with Industry programme, it is the student's responsibility to secure a year in industry role. 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.

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

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

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

RiE Quadrant	Narrative
	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 Bringing staff research content into the curriculum.	**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. Students also engage with contemporary scholarship in innovation management and entrepreneurship and, on the MEng, in geopolitics and strategy, exploring how these fields intersect with engineering practice and technological change.
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. In the innovation, strategy and entrepreneurship modules, this takes the form of case-based enquiry and applied group work, through which students investigate real organisational and entrepreneurial contexts. These activities collectively promote discovery, intellectual curiosity and evidence-based reasoning.
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 across both engineering and business disciplines, developing their ability to assess and contextualise information within and across fields. This supports their own experimental design, data analysis and conclusion derivation, as well as their analytical engagement with innovation, strategy and entrepreneurship literature.
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. 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.

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

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.

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

13. Indications of programme quality

Normal University academic quality assurance processes are used to continuously review and improve the programme. This programme was developed following the Curriculum Transformation of the School's other undergraduate engineering programmes. The programme structure reflects and builds on the outcomes of that process, ensuring consistency with the current structures applied across the School's undergraduate engineering provision.

The programme has been designed around the learning outcomes in the fourth edition of the Engineering Council's Accreditation of Higher Education Programmes (AHEP4), consistent with the UK Standard for Professional Engineering Competence and Commitment (UK-SPEC). All permitted combinations of optional modules maintain full AHEP4 coverage. The BEng route aligns with the AHEP4 outcomes for a Bachelor's (Honours) degree that partially meets the educational requirements for Chartered Engineer (CEng) registration; further learning at Master's level is required to meet them in full. The integrated MEng route aligns with the AHEP4 outcomes that fully meet the educational requirements for CEng registration.

As a new programme, Engineering for Innovation and Entrepreneurship will seek professional accreditation from the relevant Professional Engineering Institution(s) following the first programme output. Accreditation is not automatic and cannot be guaranteed; it can only be confirmed once the relevant institution has completed its accreditation process and reached a decision. If accreditation is granted, it may be backdated to the 2027 intake. The School keeps the professional engineering institutions from whom it seeks accreditation under review, and the five-yearly accreditation visits are key events in continuously improving the programmes and evolving them to meet the needs of future graduates and employers.

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].

UNIVERSITY OF LEICESTER

Programme Specification (Undergraduate) FOR ENTRY YEAR: 2027/28

Date created: 08/07/2026 **Last amended:** 08/07/2026 **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.

MEng/BEng Engineering for Innovation and Entrepreneurship

Level 4/Year 1 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	EG1007*	Sustainable Engineering Design	15 credits
Year long	EG1122*	Digital Electronics and Communications	15 credits
Semester 1	EG1016*	Engineering Mathematics with Programming 1	15 credits
Semester 1	EG1031*	Solid Mechanics	15 credits
Semester 1	EG1203*	Principles of Electrical Engineering	15 credits
Semester 2	EG1026*	Engineering Mathematics with Programming 2	15 credits

Delivery period	Code	Title	Credits
Semester 2	EG1041*	Fluid Mechanics	15 credits
Semester 2	EG1102*	Thermodynamics and Heat Transfer	15 credits

Notes

Modules marked with an asterisk are common to all engineering UG programmes

Level 5/Year 2 2028/29

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	EG2006*	Integrated Engineering Design	15 credits
Year long	EG2302*	System Dynamics and Control	15 credits
Semester 1	EG2008*	Engineering Management	15 credits
Semester 1	EG2111	Materials and Structures	15 credits
Semester 1	EG2213	Mechatronics	15 credits
Semester 2	EG2212	Electric Machines and Drives	15 credits
Semester 2	EG2321	Computational Engineering Methods	15 credits
Semester 2	MK2110	Operations Management	15 credits

Notes
Modules marked with an asterisk are common to all Engineering UG programmes.

Level 6/Year 3 2029/30

Credit breakdown

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

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	EG3005*	Individual Project	30 credits
Semester 1	MK3133	The Management and Shaping of Innovation	15 credits
Semester 2	MK3006	Entrepreneurship Theory and Practice	15 credits
Semester 2	EG3213	Machine Learning for Engineers	15 credits

Notes
Modules marked with an asterisk are common to all Engineering UG programmes.

Option modules

Delivery period	Code	Title	Credits
Semester 1	EG3111	Finite Element Analysis and Design	15 credits
Semester 1	EG3224	Sustainable Electrical Systems	15 credits
Semester 1	EG3313	State Variable Control	15 credits
Semester 2	EG3323	Digital Control and Actuators	15 credits

Delivery period	Code	Title	Credits
Semester 2	EG3422	Aerospace Materials and Structures	15 credits

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

MEng Engineering for Innovation and Entrepreneurship

Level 7/Year 4 2030/31

Credit breakdown

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

120 credits in total

Core modules

Delivery period	Code	Title	Credits
Year long	EG4007*	Fourth Year Project	30 credits
Year long	EG4009*	Leadership and Project Management	15 credits
Semester 1	EG4065	Systems Engineering	15 credits
Semester 2	EG4324	Signal Processing	15 credits
Semester 2	MK4001	Geopolitics for Business and Strategy	15 credits

Notes
Modules marked with an asterisk are common for all Engineering UG programmes.

Option modules

Delivery period	Code	Title	Credits
Semester 1	EG4116	Advanced Solid Mechanics	15 credits
Semester 1	EG4211	Advanced Electrical Machines	15 credits
Semester 1	EG4227	Artificial Intelligence Architectures	15 credits
Semester 2	EG4322	Lean and Quality Engineering	15 credits
Semester 2	EG4323	Cost Engineering	15 credits

Notes

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

UNIVERSITY OF LEICESTER

Programme Specification (Undergraduate) FOR ENTRY YEAR: 2027/28

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Appendix 2: Module specifications

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