

COURSE SPECIFICATION DOCUMENT

Academic School / Department:	School of Applied Liberal Arts
Programme:	various MSc Programmes
FHEQ Level:	7
Course Title:	Academic Skills and AI literacy for Postgraduate Studies
Course Code:	LIBA7100
Total Hours:	200 (Lev 7) (4 US Credits)
Timetabled Hours:	39
Guided Learning Hours:	21
Independent Learning Hours:	140
Credit	16 UK CATS credits 8 ECTS credits 4 US credits

Course Description:

In this course, students will be introduced to a range of postgraduate study skills to facilitate successful completion of their postgraduate programme and allow them to begin the process of becoming collaborative and independent learners. The course focuses on developing critical thinking, AI literacy, research and communication. These skills will be introduced through investigations business and technology relating to the integration of AI. Beyond this, the course will create awareness of AI ethics and sustainability, using group work and report writing. Students will be introduced to, and use, a range of digital platforms as aids to effective communication through professional academic oral presentations and written reports using secondary sources. In that, the course allows students to adjust to expectations and conventions of postgraduate education in an English-speaking academic environment. In addition, students will be presented with reflective writing tools through a personal development portfolio that can aid in self-improvement, particularly in an academic setting

Prerequisites:

None

Aims and Objectives:

The aim of this course is to equip students with conceptual and practical tools applicable to their transition to the postgraduate level, by becoming effective independent and collaborative learners, and also to the demands of the workplace today and tomorrow.

Students will develop:

- Oral communication and listening skills through oral presentations
- Digital fluency through learning to effectively use a range of technologies, AI tools, recognising their advantages and disadvantages
- Teamwork and self-organisational skills through carrying out a project with others
- Data analysis skills to aid research for a chosen project, including the presentation of data using appropriate software
- Critical thinking through research on the ethical and sustainable issues of AI integration in various sectors of business
- Personal development through reflective writing

Learning Outcomes:

By the end of this course, successful students should be able to:

- Set achievable short-term and long-term goals for university, further academic and professional life and future employability
- Research and analyse the context for a chosen topic
- Formulate work with academic integrity and make judgements on the ethical use of AI
- Understand and implement the key skills required to make an effective oral presentation and to communicate with an audience
- Apply knowledge of the use of specific research techniques/skills, time-management skills, software and applications to determine their appropriateness for a range of tasks
- Develop skills to work effectively and efficiently as a group member or leader towards the achievement of SMART objectives
- Interpret, evaluate and present quantitative data through the use of appropriate software (charts, tables, graphs)
- Use reflective writing to aid in personal development in an academic setting

Programme Outcomes:

D1-5

Programme outcomes are listed in the programme specifications found at

<http://www.richmond.ac.uk/programme-and-course-specifications/>

Indicative Content:

- Setting goals, course planning, using University online resources
- Group work and related theories from Belbin, Tuckman (or equivalent)
- Oral presentation skills
- AI literacy
- Digital fluency, including visual presentation skills using appropriate software (creating presentations and reports), and the use of spreadsheets (creating charts, graphs, tables)
- Secondary research methods
- Group presentation (group work)
- Report Writing (individual work)
- Report writing templates, including accessibility and aesthetic quality
- Reflective writing and related theories from Gibbs (or equivalent)

Teaching Methods:

This course will be delivered face to face through a combination of lectures and interactive sessions. In addition to classroom activities, there are guided learning elements that are tutor led and arranged through Blackboard. These activities can be asynchronous online sessions, flipped classrooms, set readings with discussion boards or set guest lectures for example. Set activities are monitored by the instructor to ascertain student engagement. Students are encouraged to prepare for class and to play an active part, to raise questions, following-up ideas and interact with a wide range of provided material.

Assessment Criteria:

All assessment criteria conform with the University Assessment Norms found at <https://www.richmond.ac.uk/university-policies/>

Recommended Reading:

- Beever, J., McDaniel, R. and Stanlick, N., 2019. *Understanding Digital Ethics*. Abingdon: Routledge.
- Coeckelbergh, M. (2020) *AI Ethics*. Cambridge, Massachusetts: The MIT Press. Available at: <https://research-ebsco-com.raiul.koha-ptfs.co.uk/linkprocessor/plink?id=ab297f19-caa3-3b3f-8fe6-0752b75b2e6c> (Accessed: 24 February 2026).
- Cottrell, S. (2024) *The study skills handbook*. 6th edn. London: Bloomsbury.

- Lockwood, R.B. (2023) *Making academic presentations: what every university student needs to know*. Michigan: University of Michigan Press.
- McMorrow, M. (2024) *The Student's Guide to Reflective Writing*. London: Bloomsbury.

Websites

- A company dedicated to improving teamwork: <https://www.belbin.com/> (accessed November 2024)
- Code of Ethics: <https://www.acm.org/code-of-ethics> (accessed January 2026)
- IEEE Code of Ethics: <https://www.ieee.org/about/corporate/governance/p7-8> (accessed January 2026)
- *Tuckman's Stages of Group Development*. Available at: <https://www.wcupa.edu/coral/tuckmanStagesGroupDevelopment.aspx> (accessed November 2024)
- Building digital capability. Available at: <https://www.jisc.ac.uk/building-digital-capability> (accessed November 2024)

Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Registry Services
New course	18 th Oct 2025	
Course review	5 th March 2026	