Master of Science in Applied Computer Science (Conversion)

Programme Specification

2026-2027

Contents

1. INTRODUCTION

This document describes the **Master of Science in Applied Computer Science (Conversion)** programme awarded by Richmond American University London, using the protocols required by *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies* (QAA, 2022).

The degree is delivered at a US Liberal Arts university with a degree structure in line with comparable master's-level degrees in the UK.

MBA and MSc students must complete an approved programme of 36 US/180 UK credits. This includes taught courses amounting to 26 US/130 UK credits. Students may then take either an internship worth 4 US/20 UK credits and a research project of 10,000 words amounting to 6 US/30 UK credits (which must be completed as credit at the University) or an extended research project of 15,000 words amounting to 10 US/50 UK credits (which must be completed as credit at the University).

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each course can be found in course specification documents and syllabi.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. OVERVIEW

Programme/award title(s)	Master of Science in Applied Computer Science (Conversion)
Teaching Institution	Richmond American University London
Awarding Institution	Richmond American University London
Date of latest validation	February 2026
Next revalidation	
Credit points for the award	36 US credits (44 US credits with preparatory semester) 180 UK credits (FHEQ Level 7)
Programme start date	Fall 2026/Spring 2027
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement: Computing (2022)
Professional/statutory recognition	TBC
Language of Study	English
Duration of the programme for each mode of study (P/T, FT, DL)	FT (one year, if Fall start), PT (two years, if Fall start) FT (one year and four months, if Spring start), PT (two years and four months, if Spring start)
Dual accreditation (if applicable)	Middle States Commission on Higher Education (First accredited 1981; renewed 1996, 2006, 2016, 2025). OfS - UK Taught Degree awarding powers, registered provider with the UK Office for Students. QAA – Higher Education Review (AP) 2017
Date of production/revision of this specification	December 2025 (see chart at the end of this document for list of revisions)

3. ABOUT THE PROGRAMME

The MSc Applied Computer Science (Conversion) is a conversion programme designed for students from non-computing backgrounds who wish to transition into the field of computer science and develop the technical, analytical and professional skills required for a wide range of technology-oriented careers. The programme provides an intensive and coherent introduction to core areas of computing, including: programming, networks and security, human computer interaction, web technologies, artificial intelligence literacy and applied research methods.

The degree emphasises practical application as well as conceptual understanding, enabling students to engage with contemporary software tools, computational thinking and emerging technological trends. Through hands-on coursework, project-based learning and professional research project and internship modules, students develop the ability to design, implement and evaluate computing solutions in professional and interdisciplinary contexts.

As a conversion programme aligned with UK FHEQ Level 7 expectations, the MSc prepares graduates for technical and hybrid roles across industry sectors, including: software development, systems analysis, web development, user experience design, data-driven roles, and technology consulting. The programme also equips students with research skills that support further academic study or practice-based inquiry within the computing domain.

The British Computer Society (BCS), the Chartered Institute for IT is the primary professional body for computing programmes in the United Kingdom. The MSc Applied Computer Science (Conversion) has been designed with reference to BCS accreditation requirements for master's-level programmes, including the development of core computing knowledge, analytical skills, professional practice, and ethical awareness.

At this stage, the programme is not yet accredited, but the structure and learning outcomes have been aligned to enable the University to seek BCS accreditation in a future accreditation cycle once appropriate cohorts have progressed through the programme. The Department will review the programme against updated BCS guidelines following its first year of delivery to determine the optimal point at which to submit for accreditation.

The programme's emphasis on applied technical skills, professional competencies, and ethical practice reflects the expectations outlined in BCS documentation and ensures the curriculum remains compatible with professional body standards.

4. MISSION

The mission of the MSc Applied Computer Science (Conversion) is to provide graduates from non-computing backgrounds with a rigorous, accessible and professionally relevant pathway into the field of computer science. As a conversion degree, the programme is designed to introduce essential computing principles from first foundations while rapidly advancing students to the analytical, technical and practical levels expected of postgraduate study at FHEQ Level 7.

The programme aims to transform students into confident, adaptable computing professionals who can apply computational thinking, ethical awareness and problem-solving skills across diverse industries. Emphasising both theory and hands-on application, the MSc fosters the development of key competencies in programming, systems, networks, security, human-computer interaction and AI-enhanced web technologies.

Guided by the values of a US Liberal Arts education and the standards of UK postgraduate provision, the programme supports students in becoming independent learners capable of engaging with complex technologies, collaborating in multidisciplinary teams and contributing to digital innovation in global contexts. Through structured learning, applied coursework and optional work-based experiences, the programme equips graduates to transition successfully into computing careers or further advanced study.

5. PROGRAMME STRUCTURE

The programme is offered in two formats: 36 US/180 UK credits or 44 US/220 UK credits with a preparatory semester. The programme can be completed in 12 months (full-time study) or 15 months (part-time study).

1. **With Preparatory Semester**
   The preparatory semester has been designed for students with an IELTS score of 5.5 (or equivalent) and limited or no experience of US/UK higher education. This semester focuses on developing business and technical knowledge, such as information and data literacy, alongside academic research, writing, and communication skills. Assessment is on a pass/fail basis. Upon successful completion, students' progress to the vocationally focused taught courses.
2. **Direct Entry**
   For students with a higher IELTS score (or equivalent) or those who have previously studied through the medium of English.

The MSc Artificial Intelligence programme is delivered over two taught semesters. Upon successful completion of taught courses, students may take the internship course of 4 US/20 UK CATS credits and write a Professional Project of 7,000 words which is weighted at 6 US/30 UK CATS credits. Full-time students not taking the internship complete an extended Professional Project of 10,000 words for 10 US/50 UK CATS credits instead. Students must complete the mandatory taught courses before progressing to the internship/research project. All students enrolled on master's programmes are expected to be in London for Professional Research Project supervision and seminars, unless their internship takes them outside London. The student must be registered with the University at this time if the work is to be accepted for marking.

US credit is equivalent to one contact teaching hour per week and each 4-credit course typically involves four credit hours per week over a semester, except the Professional Research Project which requires self-directed learning with academic supervision, and the internship which requires part-time work placement for 2-3 months (minimum of 300 hours). In the case of shorter semesters, the contact hours will be increased. There is a ratio of 1 US to 5 UK credits at FHEQ Level 7.

Details of the University's degree programmes, including approved Programme Specifications and Course Specification Descriptions (CSDs) are held in an official archive by academic year, available at https://www.richmond.ac.uk/programme-and-course-specifications/

Master of Science Applied Computer Science (Conversion) programme

44 US/220 UK credits at FHEQ Level 7 if completing the Preparatory Semester

Direct Entry students complete 36 US/180 credits at *FHEQ* Level 7

		US Credits	UK Credits
PREPARATORY SEMESTER			
LANG 7100	Advanced English for Postgraduate studies	4	20
LIBA 7100	Academic Skills for Postgraduate Studies	4	20
FALL SEMESTER			
COMP 7111	Programming Principles and Concepts	4	20
COMP 7103	AI Ethics and Governance	4	20
COMP 7110	Computer Architecture and Networks	4	20
SPRING SEMESTER			
COMP 7107	Software Engineering	4	20
COMP 7109	Web Technologies with AI	4	20
COMP 7100	Research Methods for Computing	2	10
Plus one elective from the following:			
BUSM 7103	Business Analytics: Data and Decisions	4	20
COMP 7108	AI for the Creative Sector		
FALL/SPRING/SUMMER SEMESTER			
Either both of the following:			
COMP 7500	Professional Research Project	6	30
COMP 7901	Internship Placement	4	20
Or:			
COMP 7501	Extended Professional Research Project	10	50

6. PROGRAMME OUTCOMES

Programme-level learning outcomes are identified below, based on *SEEC* categories linked to level 7 of the *FHEQ*.

Refer to Appendix I – Curriculum Map for details of how outcomes are deployed across the programme of study.

Graduates of the **MSc Applied Computer Science (Conversion)** programme will have:

A. Subject Knowledge and Understanding

A1. Demonstrate understanding of principles of computer science, including programming, data structures, architecture and networks.
A2. Explain and critically evaluate the theoretical foundations that underpin computational thinking and software development practices.
A3. Analyse contemporary issues in computing, including ethical, social and regulatory considerations relating to digital technologies and artificial intelligence.
A4. Demonstrate knowledge of computing concepts and principles to the design of interactive systems.
A5. Understand and evaluate web technologies and AI-enhanced systems used in modern digital environments.

B. Cognitive Skills

B1. Critically analyse complex computing problems and synthesise appropriate technical or conceptual solutions.

B2. Apply logical reasoning, abstraction and algorithmic thinking to the design and evaluation of computational systems.

B3. Critically assess emerging technologies, frameworks and methodologies in relation to industry practices and research developments.

B4. Interpret and evaluate academic literature, technical documentation and data to inform decision-making in computing contexts.

B5. Formulate research questions, apply appropriate methodologies and critically reflect on findings within professional or academic computing projects.

C. Subject-Specific, Practical, and Professional Skills

C1. Design, implement and test software solutions using contemporary programming languages and development tools.

C2. Configure and secure computer networks, demonstrating applied understanding of protocols, architectures and vulnerabilities.

C3. Develop web applications and integrate AI-enabled components through APIs or service-based architectures.

C4. Apply user experience and usability methods to evaluate and enhance interactive systems.

C5. Demonstrate professional competence through applied projects or work-based learning, including effective documentation, ethical practice and adherence to industry standards.

D. General/Transferable Skills

D1. Communicate technical and conceptual ideas effectively to specialist and non-specialist

audiences.

D2. Work independently and collaboratively, demonstrating initiative, organisation and time-management skills.

D3. Employ digital literacy skills, including the use of development environments, research tools and analytical software.

D4. Reflect on personal learning, professional development and the broader impact of computing technologies.

D5. Manage complex tasks and projects, making informed decisions under conditions of uncertainty.

7. TEACHING, LEARNING, AND ASSESSMENT

Teaching and Learning Strategy

The MSc Applied Computer Science (Conversion) programme employs a teaching and learning strategy designed to support students entering the discipline from non-computing backgrounds while challenging them to achieve the intellectual depth and practical competence expected at FHEQ Level 7. The programme integrates structured foundational teaching with problem-based learning, hands-on laboratory activities and applied coursework, enabling students to acquire both conceptual understanding and technical proficiency. Students progress from core principles to advanced application in areas such as programming, networks, human computer interaction and AI-enabled web systems. Research-led teaching, collaborative project work and opportunities for work-based learning further enhance students' ability to apply computing knowledge in real-world contexts. A variety of approaches will be used in teaching, including:

- Formal seminars and debates;
- Formal lectures, supplemented with audio-visual materials;
- Informal lectures and discussions with guest speakers or on visits;
- Individual and group projects, culminating in oral presentations and written work;
- Group and individual tutorials;
- Self-directed and directed reading; and
- Guided learning hours (asynchronous online learning activities), which will provide additional learning content. Examples of this may include, but are not limited to: flipped classroom, recorded lectures, podcasts, vodcasts, quizzes, and discussions.

Student knowledge will be acquired through:

- Structured seminars and debates (including the sharing of other students' learning and experience), lectures, guest lectures and visits (including supporting materials);
- Directed reading and use of electronic sources;
- Online asynchronous guided learning activates; and

- Independent research and optional work experience.

Student thinking skills are developed through:

- Undertaking practical exercises and making presentations;
- Learning alongside others, including group work, seminars, debates and discussions;
- Conducting research; and
- Preparing assessed work.

Student practical skills are developed through:

- Applying theory to practice in practical exercises and assessed work;
- Specific training related to the programme;
- Team and individual project work and reflection; and
- Optional vocational experience gained through internships.

Assessment Strategy

Assessment is by examination, essays, dissertations, and other forms of written work; oral presentations and group work; as well as projects and this assessment strategy meets the University Assessment Norms at level 7.

As seen above, the University places considerable emphasis on developing its students' learning and skills. Creating independent thinkers is a part of the University's mission statement and academic staff deliver on this promise in a number of different ways at the postgraduate level. A key aspect of their work involves devising methodologies, consistent with best-practice approaches within the field, with which to adequately assess students' performance**.** These approaches include the setting of learning outcomes encompassing each course, as well as regular discussion and interaction amongst academic staff in order to set common goals for the entire degree and each of its courses.

In terms of following up with the assessment of student learning and consistent with US Liberal Arts traditions, classes at postgraduate level rely on the system of continuous assessment on a course-by-course basis and throughout any given semester. In addition, the University sets specific guidelines on the weighting of coursework to effect balance in the process of assessment. The normal credit load for a full-time postgraduate student is 10-14 US/50-70 UK credits per semester, and students should consult their specific programme specification.

A component part of the programme's efforts to ascertain an appropriate approach to the assessment of student learning involves the use of grade descriptors (made available in the Course Specification Documents and Syllabi). This information allows the student to see the expected level of performance that co-relates with a particular letter grade summarizing his or her overall achievement level. The programme also has a formalised system of exit questionnaires and feedback meetings punctuated at key moments throughout the year (mid-semester break, end of semester and end of year) for its students as a framework

through which the views and opinions of those who have experienced the programme, as students, can be captured and responded to. Evidence of this approach in action is demonstrated in minutes of meetings with students and academic staff and response to comments from the External Examiner.

Grade Point Average

Grade Point Average (GPA) is a system used to translate letter grades into a numerical format and provide an average grade for students as a precise indication of performance.

- To calculate a GPA, the numerical equivalent for the grade (see below) of each course is multiplied by the number of credits assigned to the course, to determine a number of quality points for that course. The GPA is then the sum of the quality points for a set of courses, divided by the total number of credits of all courses attempted.
- Transfer credit is not included in the calculation of GPA.
- The termly grade point average is calculated each semester and summer session and recorded on the student's transcript.
- A Cumulative GPA (CGPA), including all courses taken at the University, is also calculated. The numerical equivalent for the grade of each course is multiplied by the number of credits for the course to give the number of quality points for that course.
- Postgraduates must obtain a minimum cumulative GPA of 2.000 in order to graduate.

Academic Standing

Grade	GPA	Descriptor
A	4.000	Excellent
A-	3.666	Excellent
B+	3.333	Good
B	3.000	Good
B-	2.666	Good
C+	2.333	Satisfactory
C	2.000	Satisfactory
C-	1.666	Inadequate (may only be awarded at graded activity level)
F	0.000	Fail (may be awarded at graded activity level, and awarded at course level for any course grade calculated to be lower than C)
FA	0.000	Fail (Attendance)
FS	0.000	Fail (Non-Submission)
FX	0.000	Fail (Academic Misconduct)

A graduate student is in good academic standing if maintaining a cumulative Grade Point Average (GPA) of 2.000 (C).

Graduate students with a cumulative (GPA) of less than 2.000 (C) risk dismissal from the University.

8. ENTRY REQUIREMENTS

Applicants are not required to hold a computing-related undergraduate degree. The programme is designed for students seeking to transition into the field of computer science. Applicants require an undergraduate (honours) degree at 2:2 or above, in any non-STEM (e.g. economics, business, languages, humanities, the arts) or far-STEM subject (e.g.: geography, psychology), and GCSE Mathematics grade 5 or equivalent.

Details of the entry requirements, including English language requirements, may be found at the appropriate page of the University website listed below.

http://www.richmond.ac.uk/postgraduate-admissions/

The University welcomes applications from students with disabilities. These disabilities might include a physical or sensory impairment, a medical or psychiatric condition or a specific learning difficulty, such as dyslexia, and may require additional support or adaptations to our facilities. The University endeavours to make all practical and reasonable adjustments to ensure students are able to fully participate in the University community.

9. EXIT AWARD REQUIREMENTS

For those postgraduates who do not meet graduation requirements of the US and UK master's awards (See Credit Requirements Policy: Postgraduate), Boards of Examiners may recommend the award of a single exit award or a permitted combination of US and UK exit awards possible at the postgraduate level.

Postgraduate Exit Awards at the University consist of:

- The US Postgraduate Certificate
- The UK Postgraduate Diploma
- The UK Postgraduate Certificate

To avoid any confusion regarding nomenclature, the prefix "US" or "UK" must be attached to any postgraduate exit award.

Students transferring in more than 60 UK credits from another institution on a UK-only degree programme will not be eligible for an exit award from the University and can only work towards the full UK-only master's award.

Postgraduates qualifying for the US Postgraduate Certificate will also be eligible for the UK Postgraduate Diploma. The UK Postgraduate Certificate (which requires fewer credits than the US Postgraduate Certificate) may be awarded independently to eligible students.

If a postgraduate has been awarded an exit award but has not attempted the dissertation, they may apply for readmission to the University under normal readmission policies to complete the master's degree.

Exit awards are conferrable in recognition of successful completion of postgraduate coursework; it is not possible, however, for students to register directly onto these awards.

Students in the UK on a student visa, who are granted an exit award, will not be eligible for the Graduate Route Visa post studies.

US Postgraduate Certificate

The US Postgraduate Certificate is an exit award available to students registered on a master's degree programme who have successfully completed the following requirements:

a) 24 US/120 UK Level 7 credits from the required taught components;

b) 12 US/60 UK Level 7 credits of the total number of credits required for the US Postgraduate Certificate must be completed;

c) A minimum GPA of 2.0 in the courses being used for the exit award is required; but who have NOT successfully completed the thesis for any of the following reasons:

   I. they have not submitted the thesis (either by choice, or they have failed to submit it without extenuating circumstances eligible for resubmission); or

   II. they have received a failing grade on the thesis and have not informed Registry Services that they plan to retake the thesis in the next semester.

Students eligible under the above requirements may choose to transfer onto and be considered for the award of the US Postgraduate Certificate/UK Postgraduate Diploma (see below).

UK Postgraduate Diploma (UK PGDip)

The requirements of the UK Postgraduate Diploma are aligned with those of the US Postgraduate Certificate (as outlined above). Postgraduates who have completed the requirements for the US Postgraduate Certificate will also be awarded the UK Postgraduate Diploma.

UK Postgraduate Certificate (UK PGCert)

The UK Postgraduate Certificate may be awarded as an exit award for those students registered on a master's degree programme who have successfully completed the following minimum requirements:

a) 12 US/60 UK Level 7 credits from taught requirements, completed at the University and not via transfer credit;

b) 6 US/30 UK Level 7 credits of the total number of credits required for the UK PGCert must be completed at the University;

c) a minimum GPA of 2.000 in the courses being used for the exit award is required.

There is no US equivalent for the UK PGCert.

10. STUDENT SUPPORT AND GUIDANCE

The University offers a comprehensive range of support and guidance services designed to help students succeed both academically and personally. From academic mentoring and study skills development to wellbeing initiatives and personal counselling, the support mechanisms at the University ensure that every student feels empowered and cared for throughout their journey. These services not only enhance learning and academic performance but also contribute to a positive, fulfilling and well-rounded university experience.

All students have an allocated full-time faculty member who acts as their Programme Director. Programme Directors have ongoing responsibility for students' academic progress, meeting with each student at least once per semester. Programme Directors assist students with registration, enabling smooth progression through the degree. They also advise on career opportunities and provide pastoral support in many cases.

A range of Mathematics, English, Technology and Writing workshops have been established to support students with needs in these areas. Librarians are on hand to assist with Library use, which includes instruction in web-based resources.

The University endeavours to make all practical and reasonable adjustments to ensure all students are able to fully participate in the University community. Students who declare a physical disability or a special educational need are supported to ensure the quality of their educational experience meets their individual requirements. SEN students, for instance, receive extra time for examinations, and have the option of writing exams on University-provided computers, and/or of taking exams in a separate room.

The University operates a well-staffed Student Affairs department that provides services intended to support and encourage student welfare, safety and development. This department oversees the medical registration of students and provides counselling services. It also organises a range of extracurricular activities and travel designed to further enhance students' educational experiences. Disciplinary and social grievance procedures are also overseen by this department.

11. INTERNSHIPS

Within the MSc Applied Computer Science (Conversion) programme, students may complete either a standard internship alongside a Professional Research Project, or a single Extended Internship as an alternative pathway.

The Careers & Internship Office offers students a formal mechanism to gain work-placement opportunities. These placements are supervised, career-related work experiences combined

with reflective, academic study, helping students apply theoretical knowledge in real workplace settings.

Although participation in the internship programme is optional, it is highly encouraged as the University's master's degree programmes have been designed to equip students not only with a qualification, but also with relevant experience of the workplace.

The internship offers a bridge between academic study and professional employment. It enables students to meet and work with potential future employers. The internship programme demands that students interact with professionals in their field, allowing them to learn by seeing as well as by doing.

The success of the internship initiative lies in the strong relationship the University has developed with businesses, organisations and governmental agencies.

Expectations regarding careers education, information, advice and guidance (as outlined in The UK Quality Cole for Higher Education) are managed by the University's Student Affairs department. This department conducts a variety of career services for students, ranging from resource provision to a CV service, and a professional development seminar series. Full details of the career services offered to students at Richmond may be obtained from the Student Affairs Department.

In addition, the alumni office offers networking opportunities that enable students to connect with graduates working in a variety of fields. The alumni office also offers these services via social media platforms, such as LinkedIn and Facebook.

12. POSTGRADUATE ACADEMIC POLICIES

Please see the Policies page on the University website listed below for the relevant academic policies of this programme: https://www.richmond.ac.uk/university-policies/

13. REGULATORY FRAMEWORK

The **MSc Applied Computer Science (Conversion)** programme is operated under the policy and regulatory frameworks of Richmond American University London, the Middle States Commission on Higher Education (MSCHE), the Office for Students (OfS), the Southern England Consortium for Credit Accumulation and Transfer (SEEC), the Framework of Higher Education Qualifications (FHEQ) and the UK Quality Code for Higher Education, published by the Quality Assurance Agency for Higher Education (QAA).

Key to the background for this description are the following documents:

- QAA (2024) *UK Quality Code for Higher Education*.
- QAA (2024) *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*.
- SEEC (2021) *Credit Level Descriptors for Higher Education*.

- MSCHE (2023) *Standards for Accreditation and Requirements of Affiliation*. Fourteenth Edition.

Ensuring and Enhancing the Quality of the Programme

The **MSc Applied Computer Science (Conversion)** programme features detailed published educational objectives that are consistent with the mission of the institution**.** All course outlines contain course specific objectives that are regularly monitored by the individual instructors and by the faculty as a group.

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Internal Moderation
- Student representation
- Curricular change approval process
- Annual Programme Monitoring and Assessment
- Formal Programme Review, every 5 years
- Course evaluation
- Student satisfaction surveys and the NSS
- Feedback from employers

The **MSc Applied Computer Science (conversion)** programme is provided through a system of ongoing evaluations that demonstrate achievement of the programme's objectives, and uses the results to improve the effectiveness of the programme. Ongoing evaluation is carried out for both US (the Middle States Commission on Higher Education) and UK (OfS, QAA) reviews. The University is a voluntary subscriber member of the QAA, and underwent its first full Institutional Review in May 2013 and a Higher Education Review (AP) in 2017.

Credit Equivalence

	US credit	**ECTS credit**	**UK credit**
UK Level 7	1	2.5	5
Required minimum number of credits for MA/MSc	36	90	180 (120 of which must be at Level 7)

Richmond MSc in Applied Computer Science (Conversion)	36	90	180 (at Level 7)

Levels

The Framework for Higher Education Qualifications (FHEQ) in the UK defines a master's degree in higher education in terms of a series of numbered levels, as follows:

- Level 4-6 (previously HE1-3) – years 1 to 3 of a UK undergraduate degree
- Level 7 (previously M) – UK master's degrees and postgraduate diplomas and certificates Level 8 (previously D) – UK Doctoral degrees

References

European Communities. *ECTS Users' Guide*. February 2009; *ECTS Users' Guide*—Draft Revision January 2015.

QAA (2024) *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies.*

QAA (2024) *UK Quality Code for Higher Education*.

Southern England Consortium for Credit Accumulation and Transfer (SEEC) (2021) *Credit Level Descriptors for Higher Education*.

Middle States Commission on Higher Education (2023). *Standards for Accreditation and Requirements of Affiliation*. Fourteenth edition.

14. LIBRARY RESOURCES

Books

Faculty and Students are encouraged to help in the purchase of Library resources and submit requests for new purchases relating to, and supporting their, subject areas and research. Details of selected new acquisitions are publicised on the Library subject pages and online catalogue.

The Library also purchases academic ebooks to support students required reading, as well as cataloguing open access resources. These books are made available through the Library catalogue.

Every year, the Library collection is reviewed and non-relevant or out-of-date stock is withdrawn. Analysis of loans compared to purchases and new publications within core subject areas are used to drive additional purchases to make sure that the collection remains relevant and current.

Online Journal databases

Full text e-journal services include access to Ebsco's: Academic Search Premier, Art Full Text, Business Source Premier, Communication and Mass Media Complete, Education Full Text, International Bibliography of Theatre & Dance, International Security & Counter Terrorism Reference Center , SPORTDiscus and PsycArticles; WARC and JSTOR. These provide access to around 42,000 titles, as well as business and market data and case studies.

In addition, students are directed to a multitude of other online databases which they can search for citations including Google scholar and subject specific internet gateways.

In all cases where the full text is neither in the Library's subscription resources nor available online the Library provides free inter-library loans to students and faculty using the services of the British Library (BL On Demand).

Access to the e-journal databases can be found on the Library portal.

Other online resources

Another online resource is a subscription to FT Education, which provides online access to the newspaper archive as well as a wide range of digital and multi-media features, in-depth reports on a wide range of business and political topics and a digital learning tool that allows students and faculty to annotate and share articles. Additionally, the Statista platform provides easy access to over 1,900,000 statistics on a wide range of business and social topics from over 22,500 sources as well as industry reports, research dossiers and market outlooks. A subscription to Mintel Academic provides access to market research data and expertise across the retail, media and financial services sectors in the UK, as well as global trends and consumer behaviour analysis.

There are pages of subject-related resources on the Library's portal which aim to guide students to quality internet material as well as the most relevant subscription resources.

Scanning/Digitising

Under CLA licence, the Library provides online access to scanned materials from the Library print collection to Faculty. These can then be accessed by students on a particular course of study through the member of faculty's Blackboard pages.

Library Instruction

In addition to a Library induction session during Orientation, each Post-Graduate Programme offers a hands-on library resources session customised to cover the most relevant resources for the subject area. Additional workshops can also be arranged with experts from our e-resource suppliers or with librarians to provide guidance for specific assignments.

Students can also receive individual, tailored help with resources and research skills on a one-to-one basis either in person or online.

Programme Specification Publication Dates

First Edition	November 2025

APPENDIX 1: Curriculum Map

Course ID	Title	Knowledge and Understanding					Cognitive Skills					Subject-Specific, Practical and Professional Skills					General/Transferable Skills				
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Optional preparatory semester courses																					
LANG 7100	Advanced English for Postgraduate Studies																X	X	X	X	X
LIBA 7101	Academic Skills for Postgraduate Studies																X	X	X	X	X
Direct entry courses																					
COMP 7111	Programming Principles and Concepts	X	X				X	X				X							X		
COMP 7103	AI Ethics and Governance			X		X	X		X							X		X			X
COMP 7110	Computer Architecture and Networks	X	X	X			X	X					X		X		X			X	
COMP 7107	Software Engineering	X	X				X		X						X		X			X	
COMP 7109	Web Technologies with AI					X	X		X					X			X		X		
COMP 7100	Research Methods for Computing		X	X			X			X	X					X	X			X	
Plus one elective from the following:																					
BUSM 7103	Business Analytics: Data and Decisions	X	X	X		X	X		X		X	X		X			X				
COMP 7108	AI for the Creative Sector			X		X			X							X	X			X	
Plus either two of the following:																					
COMP 7500	Professional Research Project		X			X		X		X	X	X		X	X		X				X
COMP 7901	Internship Placement										X	X				X		X	X		X
Or:																					
COMP 7501	Extended Professional Project		X			X		X	X		X	X			X	X		X	X	X	