

BSc (Hons) Artificial Intelligence with Combined Studies

Programme Specification

2027-28

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1. INTRODUCTION

This document describes the BSc (Hons) **Artificial Intelligence** awarded by Richmond American University London, using the protocols required by *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies* (QAA, 2024)

The degree is delivered within the framework of a US Liberal Arts undergraduate degree programme. Typically, students are admitted with the equivalent of 24 US/ 96 UK RQF Level 3 credits and take the 120 US/ 480 UK credit programme over three years. Each undergraduate credit is equivalent, approximately, to 1 classroom contact hour per 15-week semester and students work to a 16 US credit semester structure. On this basis, students are required to earn a total of a minimum 120 US academic credit hours in order to complete their degrees.

The degrees are also articulated in terms of UK Regulatory Frameworks, chiefly the *FHEQ* and the *Higher Education Credit Framework for England*. Each course has been assigned to an appropriate level on the *FHEQ*, based on the course's learning outcomes and assessment strategies. US undergraduate credit can generally be translated to ECTS and UK CATS credits in the following manner: 1 US credit = 2 ECTS credits = 4 UK CATS credits. So, a US degree of 120 credits would translate as 240 ECTS credits and 480 UK CATS credits (with a minimum of 384 UK CATS credits at Levels 4-6 on the FHEQ).

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, 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)	BSc (Hons) Artificial Intelligence
Teaching Institution	Richmond American University London
Awarding Institution	Richmond American University London
Date of last validation	November 2026
Next revalidation	
Credit points for the award	120 US Credits 480 UK Credits at *FHEQ* Levels 3-6 (96 at Level 3; 128 at Level 4; 128 at Level 5; 128 at Level 6)
UCAS Code	• 4-year UCAS course code – AIG1 • 3-year UCAS course code – CP21
Programme start date	September 2027
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark: Computing (March 2022)
Professional/statutory recognition	n/a
Language of Study	English
Duration of the programme for each mode of study (P/T, FT, DL)	FT
Dual accreditation (if applicable)	Middle States Commission on Higher Education (First accredited 1981; renewed 1996, 2006, 2016). OfS - UK Taught Degree awarding powers, registered provider with the UK Office for Students.
Date of production/revision of this specification	September 2026 (see chart at the end of this document for list of revisions)

3. ABOUT THE PROGRAMME

The BSc (Hons) Artificial Intelligence with Combined Studies degree aims to provide students with a broad range of knowledge in the general areas of Artificial Intelligence such as Machine and Deep Learning, Agentic AI Development and Security, Reinforcement Learning, AI for Cyber Defence, MLOps, to name a few, and completed by a Senior Project and an optional Internship to provide students with an opportunity to develop specialisms in the last year of their degree. This degree programme enables Artificial Intelligence students to gain the skills and knowledge required to work in areas such as AI Engineer, Generative AI Engineer, MLOps Engineer, AI Consultant, AI Security Engineer to name a few in the private or public sector. Students acquire a solid foundation in generic computing technology and specialised contextual knowledge in Artificial Intelligence throughout the course of their studies.

BSc (Hons) Artificial Intelligence with Combined Studies degree enjoys several distinctive features. The small class sizes across our curriculum ensure that we get to know the students. This, and our personalised academic advising system make an important contribution to the quality of learning, as well as providing plenty of opportunities for pastoral care as and when needed.

Another distinctive feature of our programme is the integral role of liberal arts courses in the programme. Students have the opportunity to select courses from the arts, humanities, social sciences and natural sciences, broadening their knowledge and developing an understanding of the wider social, ethical, cultural, and scientific contexts in which artificial intelligence is developed and applied. These opportunities extend from the foundation (freshman) year through to the third (junior) year, supporting the development of critical thinking, communication, adaptability, and confidence, and thereby enhancing students' overall academic and professional development. In addition, students take a specialist course in academic literacy at Level 4 and a research skills and methods course at Level 5, developing the skills needed for independent and evidence-informed study. A choice of service-learning courses at Level 5 enables students to pursue areas of personal and professional interest while developing practical, entrepreneurial and collaborative skills through real-world projects with external organisations.

Internships undertaken during the summer period are completed on a full-time basis over a shorter duration. Students undertaking internships during the autumn or spring terms will complete their internships on a part-time basis alongside a reduced course load.

An undergraduate internship is a full-time work-based learning placement for which the student is awarded academic credit at FHEQ Level 6. These placements are supervised and provide work experience combined with reflective, academic study.

4. MISSION

The Artificial Intelligence Major aims to prepare its students, through education and training, for work-place opportunities in Artificial Intelligence, both in the UK and internationally. In pursuit of this, the Artificial Intelligence Major aims to encourage its students to become independent thinkers and develop strong analytical skills.

5. PROGRAMME STRUCTURE

BSc (Hons) Artificial Intelligence with Combined Studies

A normal course load per academic year is 32 US credits, equivalent to 128 UK credits.

Please note that students must complete all requirements from the Applied Liberal Arts Core AND the minimum credits stated at each FHEQ level.

Black = Major requirements
Blue = Applied Liberal Arts Core
Green = Elective

*Transfer Credit Course

LOWER-DIVISION REQUIREMENTS			
		Credits	
Level	Course Title	US	UK
XXX 3XXX	Transfer Credit from L3 quals	4	16
XXX 3XXX	Transfer Credit from L3 quals	4	16
XXX 3XXX	Transfer Credit from L3 quals	4	16
XXX 3XXX	Transfer Credit from L3 quals	4	16
XXX 3XXX	Transfer Credit from L3 quals	4	16
XXX 3XXX	Transfer Credit from L3 quals	4	16
RQF Level 3 CREDIT TOTALS		**24**	**96**
COMP 4101	Introduction to Programming	4	16
SENG 4101	Software Development and Responsible AI	4	16
COMP 4106	Introduction to Artificial Intelligence	4	16
Complete L4 Academic Literacies required course:		4	16
LIBA 4301	Academic Research and Writing		
Choose one L4 Arts/Humanities course from the following:		4	16
COMM 4103	Introduction to Intercultural Communication		
ADPR 4101	Introduction to Advertising, PR and Media		
COMM 4102	Introduction to Content Creation		
LANG 4101	Korean Language and Culture 1		
HUMS 4000	Level 4 Arts/Humanities Transfer Credit*		

Choose one L4 Social/Behavioural Sciences course from the following:		4	16
PSYC 4101	Introduction to Psychology		
BUSM 4101	Introduction to Business Management & Marketing		
ENTR 4101	Introduction to Entrepreneurship		
BEHV 4000	Level 4 Social/Behavioural Transfer Credit*		
Choose one Data/Numeracy course from the following:		4	16
MATH 4102	Mathematics of Argument and Reasoning		
MATH 4101	Probability and Statistics		
NUMR 4000	Level 4 Data/Numeracy Transfer Credit*		
Choose one Science course from the following:		4	16
ENVR 4103	Introduction to Environmental Science		
ENVR 4101	Earth Systems Science		
ENVR 4102	Ecology and Conservation		
SCNC 4000	Level 4 Science Transfer Credit*		
FHEQ Level 4 CREDIT TOTALS		**32**	**128**
UPPER-DIVISION REQUIREMENTS			
COMP 5108	Machine and Deep Learning	4	16
COMP 5106	Digital Ethics, Risk, and Governance	4	16
COMP 5109	Agentic AI Development & Security	4	16
COMP 5110	Reinforcement Learning	4	16
Complete L5 Research Methods required course:		4	16
COMP 5301	Research Methods in Computing		
Choose one L5 Service-Learning course from the following:		4	16
LIBA 5301	Service Learning: Global Citizenship and Migration		
LIBA 5302	Service Learning: Leadership in a Globalised World		
LIBA 5303	Service Learning: Sustainability and Society		
LIBA 5304	Service Learning: Digital Collaboration		
XXX 5XXX	Choose 1 x L5 Elective	4	16
XXX 5XXX	Choose 1 x L5 Elective	4	16
FHEQ Level 5 CREDIT TOTALS		**32**	**128**
COMP 6107	AI Engineering and Machine Learning Operations	4	16
COMP 6108	Startup and Innovation Lab	4	16
COMP 6109	AI for Cyber Defence	4	16
COMP 6110	Senior Project	8	32
Plus *EITHER:*		8	32
COMP 6401	Internship		
***Or* TWO of the following Major Options:**			
COMP 6104	Security Operations and Threat Hunting		
MATH 6101	Advanced Computational Methods in Data Science		
SENG 6102	Generative Artificial Intelligence		
SENG 6103	Mobile App Development		

MATH 6103	Time Series Analysis and Forecasting		
BUSM 6104	Leadership and People Management		
And ONE Elective Course:		4	16
XXX 6XXX	Choose 1 x L6 Elective		
FHEQ Level 6 CREDIT TOTALS		**32**	**128**
TOTAL CREDITS FOR THE DEGREE:		**120**	**480**

6. PROGRAMME OUTCOMES

Programme-level learning outcomes are identified below. Please refer to the Curriculum Map at the end of this document for details of how outcomes are deployed across the study programme.

A. Disciplinary Knowledge and Understanding

B. Disciplinary Applied Skills

C. Communication Skills

D. Transferable Skills

Disciplinary Knowledge and Understanding (A)

LEVEL 4

I. Demonstrates broad knowledge and understanding of the core theories and methods in the discipline.

LEVEL 5

I. Demonstrates the ability to engage in critical reflection on quantitative and/or qualitative research methods.

II. Demonstrates a critical engagement with theories and concepts used in the discipline.

LEVEL 6

I. Demonstrates a systematic understanding of different paradigms to the discipline.

II. Demonstrates the ability to develop critical responses to, and a systematic understanding of methodological approaches taken in the discipline.

III. Demonstrates a systematic understanding of key scholars, texts and debates in the discipline, and the reflexive relationship between these and empirical practice.

Disciplinary Applied Skills (B)

LEVEL 4

I. Demonstrates a broad understanding of the key issues of and core methods in the discipline.

LEVEL 5

I. Demonstrates critical understanding of the key problems and issues addressed in the discipline.

II. Demonstrates engagement with the selection, application and utilisation of disciplinary appropriate methods.

LEVEL 6

I. Demonstrates a systematic understanding of practical issues and problems the discipline faces (explicitly addressing Equality, Diversity and Inclusion/Education for Sustainable Development).

II. Demonstrates a systematic understanding of a core problem or issue in the discipline through a senior project or senior seminar.

III. Demonstrates a systematic understanding of major debates and using sophisticated disciplinary analysis that utilises knowledge from other cognate fields as is appropriate.

Communication Skills (C)

LEVEL 4

I. Demonstrates broad communication skills (including digital literacy) in deploying ideas and information to in a range of different formats and media.

LEVEL 5

I. Demonstrates the ability to formulate and communicate arguments cogently, retrieve and generate information, and select appropriate criteria to evaluate sources and/or data.

II. Delivers work with limited supervision and/or effectively engage in teamwork according to a given brief.

LEVEL 6

I. Demonstrates the communication skills needed to plan and manage for changing contexts, audiences and levels of complexity, and advanced group work.

II. Demonstrates the systematic ability to gather, organise and deploy highly complex ideas, evidence and information.

III. Demonstrates the ability to formulate, synthesise and effectively articulate arguments potentially incorporating competing perspectives, concepts and evidence in a range of formats and media including in professional and interpersonal contexts.

Transferrable Skills (D)

LEVEL 4

I. Demonstrates broad skills that are relevant to the workplace in terms of both personal and/or group outcomes.

LEVEL 5

I. Demonstrating both critical reflection on ethical principles in the research process and broader discipline, and self-reflection for the capacity of criteria-based evaluation of work.

II. Engaging in action-learning and develop links to external organisations and actors in the process of enabling career planning to take place.

LEVEL 6

I. Demonstrates the ability to act with minimal direction or supervision, to engage in self-reflection, use feedback to analyse own capabilities, appraise alternatives, and plan and implement actions.

II. Demonstrates autonomy in taking personal responsibility for ethical and sustainable practices in the discipline and in locating their own normative views and cultural commitments within the practice of research.

III. Demonstrate entrepreneurial education in the form of skills and practices that translate directly into employment, ideally in the form of work that contributes to a portfolio.

7. TEACHING, LEARNING, AND ASSESSMENT

Teaching Strategy

The teaching and learning strategy adopted within the **BSc (Hons) Artificial Intelligence** programme is based on the understanding that all students will be treated as active learners. Clearly, the precise approach will vary from course to course, depending on the learning outcomes relevant to each class.

The generic components of our teaching and learning strategy normally involves a variety of approaches and include delivering many of the following:

- Regular use of formal lecture sessions in all courses.
- Occasional workshops and seminars in some courses.
- Regular use of individual and/or team-based projects in all courses.
- Regular use of self-directed and directed reading in all courses.
- Peer-tutoring led by advanced students in many courses.
- Use of audio-visual and Library resources in some courses.
- Regular use of tutor- and student-led discussion groups via e-learning platforms.
- Guided Learning Hours (asynchronous online activities) which may include, but not be limited to, flipped classroom activities, recorded lectures, podcasts, vodcasts, quizzes, and online discussions.

The combination of teaching and learning approaches mentioned above develops our students' knowledge, thinking skills and practical skills.

Their knowledge is acquired through:

- Structured lectures and supporting materials
- Directed reading and use of internet materials
- Independent research

Their cognitive skills are developed through:

- Conducting research
- Making presentations and preparing other assessments
- Helping others to learn

Their practical skills are gained through:

- Application of theory to practices encountered during internships
- Using information technology to retrieve and manipulate data
- Negotiating by means of team-based projects

Their key skills are gained through:

- Employing and using appropriate linguistic skills
- Independent learning

Assessment Strategy

The assessment strategies we use with our **BSc (Hons) Artificial Intelligence** programme speak directly to how we anticipate progression with student learning to take place.

In terms of following up with the assessment of student learning and consistent with US liberal arts traditions, our classes rely on the system of continuous assessment on a course-by-course basis and throughout any given semester. This approach often involves the use of term-papers, portfolios of work, quizzes, mid-semester and final exams as well as student presentations and general class discussion. Not every component applies to every course, but most do relate to many of the classes that are offered. Some of our courses involve a site visit or require attendance at a public lecture as well. Students generally find these events to be extremely valuable to their learning.

Most of the courses will follow the University Assessment Norms, however some may follow specialised norms. See the Assessment Norm Policy for full details: https://www.richmond.ac.uk/university-policies/

8. ENTRY REQUIREMENTS

Admissions

Details of the entry requirements, including English language requirements, may be found at the appropriate page of the University website listed below, where a comprehensive Admissions Policy and Summary of Practice document is also published.

https://www.richmond.ac.uk/undergraduate-admissions/

Transfer Credit

Prospective students with specific levels of subject achievement in Advanced Placement Tests, GCSE, A Levels and some other UK and international qualifications may enter with Advanced Credit and be given exemption from certain courses of the programme. Please see the Transfer Credit Policy Undergraduate for details: https://www.richmond.ac.uk/university-policies/

9. EXIT AWARD REQUIREMENTS

An exit award is defined as a lower award than one for which the student is registered. Such an award may be conferred if a student completes part, but not all, of the requirements of the programme for which they are registered.

US Associate of Arts Degree in General Studies

The US Associate of Arts (AA) degree can be awarded as an exit degree for those students completing the following minimum requirements:

- A minimum of 60 US credits at RQF Level 3 and FHEQ Level 4, although credit at FHEQ levels 5 and 6 may be used to substitute ("dipdown") for missing lower-division credit. All undergraduate programmes at the University require 24 US credits at RQF Level 3 and 32 US/128 UK credits at FHEQ Level 4 so students wishing to be awarded an AA will need to complete an additional 4 US credits. This can be satisfied through additional advanced credit, summer school at the University or transfer credits from another institution. Students should consult Registry Services for advice at the earliest opportunity;
- Of the total number of credits required for the AA degree, 30 US/120 UK credits must be completed at Richmond;
- Students must obtain a minimum cumulative GPA of 2.000; and
- All Level 3 and 4 Major and Applied Liberal Arts Requirements must be completed.

Latin Honours are not applied to the AA Degree.

UK Certificate of Higher Education in Artificial Intelligence with combined studies

The UK Certificate of Higher Education (CertHE) can be broadly aligned with the US Associate of Arts Degree. Students who have completed the requirements for both exit awards will be awarded both. Either may also be awarded independently to eligible students.

The UK CertHE can be awarded as an exit award for those students completing the following minimum requirements:

- 32 US/128 UK credits at FHEQ Level 4. Credits at FHEQ Levels 5 and 6 may be used to substitute ("dipdown") for missing Level 4 credit;
- 16 US/64 UK credits of the total number of credits required for the UK CertHE, at Level 4 or higher must be completed at the University; and
- A minimum GPA of 1.850 in the courses being used for the exit award is required for the award of the UK CertHE.

The following UK honours are applied to the UK CertHE:

- Pass for a cumulative GPA of between 1.850 and 2.99 for all Level 4 courses;
- Merit for a cumulative GPA of 3.000 to 3.499 for all Level 4 courses; and
- Distinction for a cumulative GPA of 3.500 and above for all Level 4 courses.

The requirements for the UK CertHE are outlined in the section of Table 1 pertaining to FHEQ Level 4 requirements. All Level 4 Major and School of Applied Liberal Arts Requirements must be completed.

UK Diploma of Higher Education in BSc Artificial Intelligence with combined studies (UK DipHE)

The UK Diploma of Higher Education (DipHE) has no US equivalent. The requirements for the UK DipHE normally exceed those required for the US Associate of Arts degree. Students who have completed the requirements for both exit awards will be awarded both. Either may also be awarded independently to eligible students.

The UK DipHE can be awarded as an exit award for those students completing the following minimum requirements:

- 32 US/128 UK credits at FHEQ Level 4 and 32 US/128 UK credits at FHEQ Level 5. Credits at FHEQ Levels 6 may be used to substitute ("dipdown") for missing Level 4 or 5 credit;
- 16 US/64 UK Level 4 credits and 16 US/64 UK Level 5 credits of the total number of credits required for the UK DipHE, must be completed at the University;
- A minimum GPA of 1.850 in the courses being used for the exit award is required.

The following UK honours are applied to the UK DipHE:

- Pass for a cumulative GPA of between 1.850 and 2.999 for all Level 4 and 5 courses;

- Merit for a cumulative GPA of 3.000 to 3.499 for all Level 4 and 5 courses; and
- Distinction for a cumulative GPA of 3.500 and above for all Level 4 and 5 courses.

Students may not be awarded more than one UK exit award and the University Examination Board will recommend the most relevant one for the individual student circumstance.

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 Academic Advisor. Academic Advisors have on-going 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. PLACEMENT

The University Internship Office offers a formal mechanism through which students may receive work-placement opportunities. These placements are supervised, career-related work experiences combined with reflective, academic study that help students apply theoretical knowledge in the workplace. Participation in the internship programme is optional, but students who choose to take up a placement receive academic credit for their placement and associated academic work (see Level 6 options).

Expectations with regard to careers education, information, advice and guidance (as outlined in the section on Supporting students to achieve their potential, in *The UK Quality Code for Higher Education*) are handled 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, in particular, through the LEAD (Leadership, Education and Development) seminar series.

In addition to these services, the alumni office offers networking opportunities where students may contact alumni working in a variety of fields. The alumni office also offers these services via social media.

12. STUDY ABROAD

Richmond students have the option to take a leave of absence and travel away from the university as a 'study abroad'. With partnerships spread over five continents, students can select from a wide range of partners. All courses taken elsewhere must be pre-approved by Registry Services.

13. REGULATORY FRAMEWORK

The **BSc (Hons) Artificial Intelligence with Combined Studies** is operated under the policy and regulatory frameworks of Richmond American University London, the Office for Students (OfS), the Middle States Commission on Higher Education (MSCHE), the seec Credit Level Descriptors (UALL - seec Network), 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 **BSc (Hons) Artificial Intelligence with Combined Studies** 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
- Revalidation
- Course evaluation
- Student satisfaction surveys and the NSS
- Feedback from employers

BSc (Hons) Artificial Intelligence with Combined Studies 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 (QAA) reviews. Richmond American University London is a QAA Member (Quality Assurance Agency for Higher Education), the QAA Membership Badge demonstrates our strong commitment to the enhancement of quality.

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

Students are encouraged to complete a Library induction session online and visit the Library during Orientation. Professional librarians teach information literacy and research skills to students as an embedded part of the Applied Liberal Arts programme. Instructional materials for Library resources and research skills, customised to cover the resources most relevant for the subject area, are also provided for each programme. In addition, further sessions on

subject-specific resources, tailored to individual assignments as required, are offered on Upper Division courses. Students can also receive individual, tailored help with resources, research skills and referencing on a one-to-one basis, either in person or online throughout their studies.

APPENDIX 1 Curriculum Map

Course Code	Course Title	Disciplinary Knowledge and understanding (A)			Disciplinary Applied Skills (B)			Communication Skills (C)			Transferrable Skills (D)		
		I	II	III	I	II	III	I	II	III	I	II	III
Level 4													
COMP 4101	Introduction to Programming	x			x			x			x		
COMP 4106	Introduction to Artificial Intelligence	x			x			x			x		
SENG 4101	Software Development and Responsible AI	x			x			x			x		
Complete Level 4 Academic Literacies required course:													
LIBA 4301	Academic Research and Writing							x			x		
Choose one Level 4 Arts/Humanities course from the following:													
COMM 4103	Introduction to Intercultural Communication	x			x			x			x		
ADPR 4101	Introduction to Advertising, PR and Media	x			x			x			x		
COMM 4102	Introduction to Content Creation				x			x			x		
LANG 4101	Korean Language and Culture 1	x			x			x					
Choose one Level 4 Social/Behavioural Sciences course from the following:													
PSYC 4101	Introduction to Psychology	x			x			x			x		
BUSM 4101	Introduction to Business Management and Marketing	x			x						x		
ENTR 4101	Introduction to Entrepreneurship	x			x								

Choose one Level 4 Data/Numeracy course from the following:													
MATH 4102	Mathematics of Argument and Reasoning	x			x			x			x		
MATH 4101	Probability and Statistics	x			x			x			x		
Choose one Level 4 Science course from the following:													
ENVR 4103	Introduction to Environmental Science	x			x			x			x		
ENVR 4101	Earth Systems Science	x			x			x			x		
ENV4 4102	Ecology and Conservation	x			x			x			x		
Level 5													
COMP 5108	Machine and Deep Learning		x		x	x		x	x		x		
COMP 5106	Digital Ethics, Risk, and Governance		x		x	x		x	x		x	x	
COMP 5109	Agentic AI Development & Security		x		x	x		x	x		x	x	
COMP 5110	Reinforcement Learning		x		x	x		x	x		x		
Complete Level 5 required research methods course:													
COMP 5301	Research Methods in Computing	x	x			x		x			x		
Choose one Level 5 service-learning course from the following:													
LIBA 5301	Service Learning: Global Citizenship and Migration							x	x			x	
LIBA 5302	Service Learning: Leadership in a Globalised World							x	x			x	
LIBA 5303	Service Learning: Sustainability and Society							x	x			x	

LIBA 5304	Service Learning: Digital Collaboration							x	x			x	
Level 6													
COMP 6107	AI Engineering and Machine Learning Operations	x	x				x	x	x	x	x	x	
COMP 6108	Startup and Innovation Lab	x		x			x	x	x	x	x		x
COMP 6109	AI for Cyber Defence	x	x				x	x	x		x		
COMP 6110	Senior Project		x	x	x	x			x		x	x	
Plus either:													
COMP 6401	Internship							x		x	x	x	x
Or two of the following Major Options:													
SENG 6102	Generative Artificial Intelligence	x	x		x		x		x	x			x
MATH 6101	Advanced Computational Methods in Data Science	x	x				x		x				x
COMP 6104	Security Operations and Threat Hunting	x	x				x	x	x	x	x		
SENG 6103	Mobile App Development	x	x		x		x		x				x
MATH 6103	Time Series Analysis and Forecasting	x	x				x		x				x
BUSM 6104	Leadership and People Management	x			x	x							x

Faculty may access the KILO map: KILO KPO Tables

Programme Specification Publication Dates

First Edition	September 2026