Master of Science in Artificial Intelligence

Programme Specification

2027-2028

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1. INTRODUCTION

This document describes the MSc 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 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 Artificial Intelligence
Teaching Institution	Richmond American University London
Awarding Institution	Richmond American University London
Date of latest validation	February 2026
Next revalidation	Spring 2031
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
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)	Without preparatory semester: FT (one year, with Fall start), PT (two years, with Fall start)

	Including preparatory semester: FT (one year and four months), PT (two years and four months)
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	November 2025 (see chart at the end of this document for list of revisions)

3. ABOUT THE PROGRAMME

The MSc Artificial Intelligence programme provides students with a comprehensive and practice-focused immersion into the rapidly evolving field of AI. By combining theoretical foundations with applied methodologies, students gain the skills required to design, implement, evaluate, and ethically deploy intelligent systems across a wide range of professional domains. Students explore the core areas of AI, including deep learning, intelligent agents, reinforcement learning, natural language and vision systems, and emerging agentic architectures built on large language models. Through a combination of coursework, supervised research, and an optional internship, students develop advanced problem-solving abilities, computational thinking, and practical competencies relevant to academic, industrial, and entrepreneurial pathways. The programme is suitable for students from computing or closely related backgrounds who are seeking to build specialist AI expertise, as well as professionals wishing to advance or transition into AI-driven roles. The curriculum is aligned with contemporary industry needs and international standards to ensure graduate employability and professional readiness.

The British Computer Society (BCS), the Chartered Institute for IT is the primary professional body for computing programmes in the United Kingdom. The MSc Artificial Intelligence 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. The University's Department of Science, Innovation and Technology will review the programme against BCS guidelines following its first year of delivery to determine the optimal point at which to submit for accreditation.

The programme's emphasis on advanced 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 Artificial Intelligence programme is to educate and empower postgraduate students to become capable, ethical, and innovative practitioners in the field of artificial intelligence. The programme aims to integrate advanced technical knowledge with responsible, research-informed practice, preparing graduates to design and deploy intelligent systems that address real-world challenges. In alignment with the University's broader liberal arts philosophy and UK Taught Degree Awarding Powers, the programme fosters intellectual curiosity, global awareness, and interdisciplinary thinking. Graduates are prepared to contribute meaningfully to industry, research, and society through leadership grounded in technical competence, ethical integrity, and creative problem-solving.

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 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 in Artificial Intelligence

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
Optional Preparatory Semester			
LANG 7100	Advanced English for Postgraduate Studies	4	20
LIBA 7100	Academic Skills and AI Literacy for Postgraduate Studies	4	20
Offered in Fall Semester			
COMP 7101	Machine and Deep Learning Systems	4	20
COMP 7102	Natural Language Processing	4	20
COMP 7103	AI Ethics and Governance	4	20
Offered in Spring Semester			
COMP 7104	Reinforcement Learning	4	20
COMP 7100	Research Methods for Computing	2	10
COMP 7106	Advanced Computer Vision	4	20
COMP 7105	AI Security	4	20
Offered in Fall, Spring and Summer Semesters			
Plus either both of:			
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

A. Knowledge and Understanding

A1. Demonstrate comprehensive knowledge of the theoretical foundations, methodologies, and principles that underpin artificial intelligence, intelligent systems, and machine learning.

A2. Critically evaluate advanced AI models, including deep learning architectures, reinforcement learning systems, LLMs, agentic AI frameworks, and computer vision approaches.

A3. Demonstrate understanding of the ethical, societal, legal, and governance implications of AI deployment and the regulatory frameworks that shape responsible innovation.

A4. Apply specialist knowledge to analyse complex real-world problems and design appropriate AI-driven solutions.

A5. Demonstrate advanced understanding of contemporary research trends and emerging technologies in the field of AI.

B. Cognitive Skills

B1. Critically analyse complex datasets, research findings, AI architectures, and computational methods to inform decision-making.

B2. Synthesise diverse sources of academic and professional knowledge to design innovative AI solutions.

B3. Evaluate the strengths, limitations, and risks associated with different AI methodologies, algorithms, and system architectures.

B4. Formulate research questions and hypotheses, and apply appropriate research methodologies within the domain of artificial intelligence.

B5. Exercise critical judgement and intellectual autonomy in addressing advanced technical and ethical problems.

C. Subject-Specific, Practical, and Professional Skills

C1. Design, implement, and test AI systems using suitable programming languages, frameworks, and tools.

C2. Select and apply appropriate machine learning, deep learning, reinforcement learning, and computer vision techniques to solve complex tasks.

C3. Develop and evaluate LLM-based and agentic AI architectures tailored for specific real-world applications.

C4. Conduct rigorous experimental evaluation and analysis using appropriate metrics, validation strategies, and computational methods.

C5. Demonstrate professional standards in documentation, communication, project management, data handling, and ethical compliance.

D. General/Transferable Skills

D1. Communicate complex technical concepts, research findings, and project outcomes clearly and effectively to specialist and non-specialist audiences.

D2. Work effectively both independently and collaboratively, demonstrating leadership, initiative, and professional responsibility.

D3. Apply advanced problem-solving, critical thinking, and decision-making skills in academic, professional, and industrial contexts.

D4. Manage time, resources, and information effectively to deliver high-quality work under pressure.

D5. Reflect on their own professional development needs and engage in lifelong learning and continuous improvement within the rapidly evolving AI landscape.

7. TEACHING, LEARNING, AND ASSESSMENT

Teaching and Learning Strategy

The teaching and learning strategy for the MSc Artificial Intelligence programme is based on the understanding that all students are active learners and researchers and are embarking on advanced professional practice with a view to their future career development. This strategy is designed to maximise student engagement in the programme and ensure full participation throughout. The precise approach will vary from course to course, but the learning outcomes relating to each course are designed to ensure that students immerse themselves fully in the subject and take full responsibility for their progress through the programme. Progression through the programme's distinct components – class-based learning that integrates theory and practice, guided independent study, practical work, a professional research project with critical reflection and an optional internship – is integral to the intellectual journey that the students will make during their time on the programme.

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 an internship.

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. s. 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 0.000 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

Bachelor's degree with minimum Second Class (2:2) in Computer Science or equivalent degree with significant computing or math content.
Students with relevant professional experience in computing or a related field may also be considered.

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 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 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

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 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:

13. REGULATORY FRAMEWORK

The MSc Artificial Intelligence 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 Artificial Intelligence 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 Artificial Intelligence 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 MA/MSc in MSC AI	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 Skill					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 7100	Academic Skills and AI Literacy for Postgraduate Studies																x	x	x	x	x
Direct entry and required courses																					
COMP 7101	Machine and Deep Learning Systems		x		x	x	x					x	x				x				x
COMP 7105	AI Security	x		x				x	x			x		x					x		
COMP 7103	AI Ethics and Governance			x		x	x		x							x		x			x
COMP 7102	Natural Language Processing		x		x	x		x	x			x		x					x		
COMP 7104	Reinforcement Learning		x		x			x	x			x		x					x		
COMP 7100	Research Methods for Computing		x	x			x			x	x					x	x			x	
COMP 7106	Advanced Computer Vision		x		x	x		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 Research Project		x			x		x	x		x	x			x	x		x	x	x	