UNIVERSITY OF LEICESTER

Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2026/27

Date created: 29/10/25 **Last amended:** 05/06/2026 **Version no.** 2

1. Programme title(s) and code(s)

MSc Artificial Intelligence (AI)
MSc Artificial Intelligence (AI) with Industry
MSc Artificial Intelligence (AI) with Professional Practice
PGDip Artificial Intelligence (AI)

HECOS Code

HECOS Code	%
100366	100%

2. Awarding body or institution

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods

a) MSc and MSc with Professional Practice September Intake
The normal period of registration is 12 months
The maximum period of registration is 24 months

b) MSc and MSc with Professional Practice January Intake
The normal period of registration is 16 months
The maximum period of registration is 28 months

c) MSc with Industry September Intake
The normal period of registration is 24 months
The maximum period of registration is 36 months

d) MSc with Industry January Intake
The normal period of registration is 28 months
The maximum period of registration is 40 months

e) PG Diploma September Intake
The normal period of registration is 9 months
The maximum period of registration is 18 months

f) PG Diploma January Intake
The normal period of registration is 12 months

The maximum period of registration is 24 months

5. Typical entry requirements

The same entry requirements that apply to all MSc programmes in Computer Science apply. Specifically, candidates should have, or expect to gain, at least a good second-class honours BSc degree or qualification of equivalent standard recognised by the University in a subject with a substantial element of Computing.

Because applications - are treated on an individual basis, alternative qualifications may be considered especially in the case of candidates with relevant work experience. Alternative qualifications are usually considered when a student holds an acceptable degree, but in a slightly different subject area and has through work experience moved into a field relevant for the programme they have applied for. In this case we would expect the experience to be significant (several years) and expect the candidate to provide details about this experience (e.g. details of the job they have been conducting in Industry) in addition to evaluating employer's statements for evaluation by the admissions team. Where English is not the first language of the candidate, the successful applicant must have IELTS 6.0.

6. Accreditation of Prior Learning

N/A

7. Programme aims

The general aims of the programme leading to a PGDip in Advanced Computer Science are to:

- Develop a deep understanding of the nature and impact of current challenges faced by the IT industry, so that students know what is expected from them as mature professionals.
- Develop an awareness of the methodologies and technologies that are available within computer science to address these challenges, so that students can evaluate and analyse specific situations and make informed choices.
- To foster confidence, convey knowledge and develop practical skills in the use of some of these technologies, including both fundamental concepts and state-of-the-art support tools.
- Encourage students to develop their interpersonal, communication, decision-making, and problem-solving skills, and to use these in an imaginative way.

In addition, the MSc programme aims to provide students with

- experience of both team-based and individual project work.
- the opportunity to develop the knowledge and research skills to prepare students for further research in academia and industry

In addition, for the 'with Industry' variant:
• The 'With industry' variant of this programme is offered in accordance with the University's standard specification for with industry programme variants.

In addition, for the 'with Professional Practice' variant:
• The 'with Professional Practice' variant of this programme is offered in accordance with the University's standard specification for with professional practice programme variants.

8. Reference points used to inform the programme specification

- QAA Benchmark Computing
- QAA Frameworks for Higher Education Qualifications in England Wales and Northern Ireland

- QAA Master's Degree Characteristics
- Periodic Developmental Review report
- University Education Strategy
- University Assessment Strategy [log in required]
- University Employability Strategy
- Graduate Survey
- First Destination Survey
- External Examiner's Reports

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

i) Knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Relate a wide range of knowledge and mastery of AI and computer science to IT practice and integrate this knowledge across subjects.	Lectures, facilitated discussion groups, project supervision meetings (MSc)	Independent research (MSc), student-led or interactive sessions	Written examinations, presentations, participation in group discussions, essays/demos, project planning and dissertation (MSc).

ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Explain and apply the principles of AI and computer science methodology and technology.	Lectures, facilitated discussion groups, project supervision meetings (MSc)	Independent research (MSc), student-led or interactive sessions	Written examinations, assessed coursework, group essays, presentations, dissertation (MSc) and reports.

iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply advanced modelling and design techniques for the	Lectures, facilitated discussion groups, project supervision meetings (MSc)	Independent research (MSc), student-led or interactive sessions	Written examinations, assessed coursework, group essays, presentations,

development of autonomous and AI based software and systems.			dissertation (MSc) and reports.
Follow software engineering processes making use of model- and AI-based techniques.	Lectures, facilitated discussion groups, project supervision meetings (MSc)	Independent research (MSc), student-led or interactive sessions	Written examinations, assessed coursework, group essays, presentations, dissertation (MSc) and reports.

iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Apply understanding of concepts and techniques with independence, rigour & self-reflection.	Lectures, facilitated discussion groups, project supervision meetings (MSc)	Independent research (MSc), student-led or interactive sessions	Written examinations, assessed coursework, group essays, presentations, dissertation (MSc) and reports.
Students should be able to: Critically appraise solutions, including consideration of professional, ethical and security issues.	Lectures, facilitated discussion groups, project supervision meetings (MSc)	Independent research (MSc), student-led or interactive sessions	Written examinations, assessed coursework, group essays, presentations, dissertation (MSc) and reports.

v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Organise research and technology solutions, selecting relevant materials and deliver them in written form and live presentation to a professional standard. Engage in scientific and technology discussion with peers.	Lectures, facilitated discussion groups, project supervision meetings (MSc)	Independent research (MSc), student-led or interactive sessions	Presentations, participation in group discussions, essays/demos, project plan, and dissertation (MSc).

These aspects are explored in depth and with greater rigour by students studying for the MSc or PGDip.			

vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Analyse requirements for system development and/or engineering. Assess the relevance and quality of proposed methods, techniques and technologies. Mount (PGDip, MSc) and sustain (MSc) an independent level of inquiry at an advanced level.	Lectures, facilitated discussion groups, project supervision meetings (MSc)	Independent research (MSc), student-led or interactive sessions	Presentations, participation in group discussions, essays/demos, project plan, and dissertation (MSc).

b) Transferable Skills

i) Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Conduct [significant (MSc, PGDip)] background research and literature surveys, organise and marshal evidence, report on findings, analyse complex ideas and construct [sophisticated (MSc)] critical arguments.	Lectures, facilitated discussion groups, project supervision meetings (MSc)	Independent research (MSc), student-led or interactive sessions	Collective essay, group discussions, and individual project reports and dissertation (MSc).

ii) Communication skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Respond to scientific questions with accurate and concise answers. Demonstrate fluent and sustained scientific and technical communication.	Lectures, facilitated discussion groups, project supervision meetings (MSc)	Independent research (MSc), student-led or interactive sessions	Group discussions and individual project presentations, individual project vivas (MSc), work placement presentation.
Students should be able to: Write concise and accurate summaries of scientific knowledge, and solutions to problems, in a variety of different formats.	Lectures, facilitated discussion groups, project supervision meetings (MSc)	Independent research (MSc), student-led or interactive sessions	Written examinations, assessed coursework, group essay, intermediate individual project reports (MSc) and dissertation (MSc).
Produce properly structured, clear, advanced technical reports or dissertations (MSc).	Lectures, facilitated discussion groups, project supervision meetings (MSc)	Independent research (MSc), student-led or interactive sessions	Group essay. Intermediate individual project reports and dissertation (MSc).

iii) Data Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Organise and present information gathered through research clearly and effectively using appropriate IT resources.	Lectures, facilitated discussion groups, project supervision meetings (MSc)	Independent research (MSc), student-led or interactive sessions	Presentations, essays/demos, work placement report, and dissertation (MSc).

iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Students should be able to: Use software development tools across different languages and environments, including the ability to set up and configure them as required.	Lectures, lab-based instruction, project supervision meetings (MSc)	Independent research (MSc) and coursework	Coursework and lab-based demos. Dissertation. Work placement.
Students should be able to: Use online tools for independent research and collaboration.	Lectures, lab-based instruction, project supervision meetings (MSc)	Independent research (MSc) and coursework	Coursework and dissertations.

v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Discover, query and resolve ambiguities in requirements.	Lectures, lab-based instruction, project supervision meetings (MSc)	Independent research (MSc) and coursework	Coursework and lab-based demos. Dissertation. Work placement.
Students should be able to: Test, debug and correct code; resolve technical problems.	Lectures, lab-based instruction, project supervision meetings (MSc)	Independent research (MSc) and coursework	Coursework and lab-based demos. Dissertation. Work placement.

vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Know how and when to draw on the knowledge & expertise of others; contribute and comment on ideas in syndicate groups.	Lectures, lab-based instruction, project supervision meetings (MSc)	Independent research (MSc) and coursework	Presentations, participation in group discussions, work placement report.

vii) Managing learning

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Demonstrate independence and time management skills.	Tutor system. Career development workshops.	Planning and executing coursework and projects.	Meeting coursework deadlines. Collective essay.
Students should be able to: Identify a credible research project, drawing up a realistic research timetable, reflecting on and 'writing up' results. Design a long-term personal career plan (MSc).	Project supervision (MSc).	Independent research	Individual project topic choice and plan, intermediate reports and dissertation (MSc).

viii) Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: Plan personal professional development, understand how to prepare for job market and how to apply for employment.	Career development workshops.	Researching and applying for jobs and placements.	Not assessed.

For the With Industry variant, the additional programme outcomes apply

For the with Professional Practice variant, the additional programme outcomes apply

10. Rules relating to re-sits or re-submissions

As defined in Senate Regulations - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

Resit examinations for modules examined in January are offered in the Midsummer exam period, and resit examinations for modules examined in the Midsummer exam period are offered in September.

The following modules have restrictions on the assessment components that can be reassessed:

- CO7210

- CO7201
- MA7000

Please refer to the module specifications for full details.

11. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of *Senate Regulation 6 governing postgraduate programmes* relevant to the year of entry.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

a) Course transfers

NA

b) With Industry

For the With Industry variant the additional progression points apply

12. Criteria for award and classification

This programme follows the standard scheme of postgraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation governing postgraduate programmes* relevant to the year of entry.

Students on Artificial Intelligence, who only achieve sufficient credits for the award of a postgraduate certificate will not have met the Learning Outcomes for a PG Cert in their named degree specialism and hence are only eligible for a PG Cert in Advanced Computer Science as an exit award.

13. Special features

The core module Personal and Group Skills combines group discussions and collective essay writing with individual presentations, supported by a series of workshops on transferable skills and career planning. The aim is to learn how to define, scope and develop a research project in preparation for the final project.
For the 'with Industry' variant, additional special features apply.

For the 'with Professional Practice' variant, additional special features apply.

10a. Research-inspired Education

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

RiE Quadrant	Narrative
Research-briefed	The general aims of the programme are to help develop a deep understanding of the nature and current challenges faced by the IT industry, so that students know what is expected from them as mature professionals. Additionally, it aims to provide experience of both team-based and individual project work, and secure knowledge and research skills so that students are able to take their studies further to do a PhD. *Research-briefed:* Students will develop an awareness of the methodologies and technologies that are available within computer science to address these challenges, so that students can evaluate and analyse specific situations and make

Bringing staff research content into the curriculum. **Research-based** Framed enquiry for exploring existing knowledge. **Research-oriented** Students critique published research content and process. **Research-apprenticed** Experiencing the research process and methods; building new knowledge.	informed choices. The areas covered by the programmes are directly related to our internationally recognised research strengths, in the areas of model-based development, data analysis and AI, algorithms, and Human Computer Interaction. *Research-based:* During computer labs, students will have an opportunity to put their problem-solving and research skills into practice in applications to data analysis, machine learning, AI, and more. *Research-oriented:* In their final projects and throughout the degree, students will search information on their subject domain, organise and present it in literature surveys. Students will also evaluate the outcomes of their project, including its social, legal and ethical considerations. *Research-apprenticed:* Students will undertake an individual project on an approved topic, leading to the submission of a dissertation. The project is expected to contain elements of original work and may involve informal collaboration with other organisations, such as external clients.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

The School helps organise multiple Hackathons during the academic year where the students can come together and collaboratively work or build new software. These Hackathons often have industrial partnerships and collaborators, for example IBM and Capital One. Students are informed and invited to participate in these events via emails.
Students can apply to join the DriverLeics group, which was invited to demonstrate autonomous technologies at the Royal Society Summer Science Exhibition. Successful candidates will engage in research-inspired learning activities in autonomous systems, such as robotics and autonomous vehicles. They will also have opportunities to participate in national and international competitions, such as F1Tenth, and take part in local outreach and voluntary STEM activities.
Throughout term, subject specific career drop-in sessions are scheduled (and added to the students' timetable), in order for students to find out more about the subject and research specific paths in Computer Science.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

All module convenors are part of teaching pods, which group similar fields together. These pods are designed to provide a forum for discussion between teaching-focussed and teaching/research staff, and as a way for more experienced staff to support others by, for example, peer observation and feedback. This provides a platform for staff to share considerations and observations of their teaching experience and obtain research-based input.

Teaching staff meet once a year for a 'Teaching Away Day', which gives the opportunity to discuss some key issues in depth with the other members within the teaching pods, and shared with everyone. This gives a chance to share ideas and experience, and to identify questions that need answers. Additionally, staff will be paired within their teaching pods to observe each other's teaching sessions then meet to agree actions in order to participate in UoL's Peer Observation of Teaching scheme.

Staff attend teaching and learning conferences at Leicester, as well as pursue teaching qualifications. The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

14. Indicators of programme quality

QAA subject review; external examiners report.

For the with Industry variant the additional indications of programme quality apply

15. External Examiners reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required]

16. Additional features (e.g. timetable for admissions)

Admissions are in September and January.

- Students admitted in September undertake their individual project during the summer of the following year and submit their dissertation in September (12 months in total).
- Students admitted in January start by following semester 2 modules and break during the summer; in September they follow semester 1 modules and start their project in the second half of February of the following year, submitting their dissertation at the end of May. Although this implies 16 months in total, only 12 are actually spent in the course.

Examinations are taken in January for first semester modules and in May/June for second semester ones.

Students may transfer from this programme to other MSc programmes offered by the School of Computing and Mathematical Sciences, with the permission of the programme director and under advice from their personal tutor until week 2 of each semester. Transfers should normally only take place when a student wishes to study modules that are not compatible with the specialization chosen at registration or when the student wishes to take an individual project outside their specialization chosen at registration.

Appendix 1: Programme structure (programme regulations)

UNIVERSITY OF LEICESTER

Programme Specification (Postgraduate) FOR ENTRY YEAR: 2026/27

Date created: 29/10/25 **Last amended:** 05/06/2026 **Version no.** 2

Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

Academic year	Module	Change
2026/27	MA7911 Network Science	New optional module
2026/27	CO7103 Technology and Innovation Management	Moved from Semester 1 to Semester 2
2026/27	MA7000 With Professional Practice Research Project	New “with Professional Practice” variant

MSc Artificial Intelligence

Credit breakdown

Status	**Year long**	**Term 1 (Autumn)**	**Term 2 (Spring)**	**Other delivery period (Summer or 2nd Spring)**
Core taught	n/a	45 credits*	45 credits*	n/a
Optional	n/a	15 credits*	15 credits*	n/a
Dissertation/project	n/a	n/a	n/a	60 credits

180 credits in total

Level 7/Year 1 2026/27

Core modules

Delivery period	Code	Title	Credits
Semester 1 or 2	CO7210*	Personal and Group Skills*	15 credits
Semester 1	CO7091	Computational Intelligence and Software Engineering	15 credits
Semester 1	CO7262	AI Security, Ethics, and Management	15 credits
Semester 2	CO7113	AI for Space	15 credits
Semester 2	CO7093	Big Data and Predictive Analysis	15 credits
Semester 2	CO7207	Generative Development	15 credits
Other delivery period	CO7201	Individual Project (students not on the with Professional Practice variant)	60 credits
Other delivery period	MA7000	WPP Research Project (students on the with Professional Practice variant only)	60 credits

Notes

Students registered on the PG Diploma do not take CO7201 Individual Project

* Students must take CO7210, but can take it in either Term 1 or 2. The figures in the credit breakdown table assume CO7210 is taken in Semester 1.

Students on a 'with industry' degree will take CO7201 Individual Project after their industry placement is complete.

Option modules

Delivery period	Code	Title	Credits
Semester 1	CO7095	Software Measurement and Quality Assurance	15 credits
Semester 1	CO7102	Mobile and Web Applications	15 credits
Semester 1	CO7105	Advanced C++ Programming	15 credits

Delivery period	Code	Title	Credits
Semester 1	CO7217	Agile Cloud Automation	15 credits
Semester 1	CO7219	Internet and Cloud Computing	15 credits
Semester 1	CO7223	User Experience and Interaction Design	15 credits
Semester 1	CO7224	Mobile and Ubiquitous Computing	15 credits
Semester 1	MA7077	Operational Research	15 credits
Semester 2	CO7002	Analysis and Design of Algorithms	15 credits
Semester 1	MA7911	Network Science	15 credits
Semester 2	CO7103	Technology and Innovation Management	15 credits
Semester 2	CO7099	Foundations of Cybersecurity	15 credits
Semester 2	CO7200	Algorithms for Bioinformatics	15 credits
Semester 2	CO7214	Service Oriented Architectures	15 credits
Semester 2	CO7225	Data-driven intelligent service design	15 credits
Semester 2	CO7263	Quantum Machine Learning	15 credits

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

Appendix 2: Module specifications

See taught postgraduate module specification database [login required] (Note - modules are organized by year of delivery).