UNIVERSITY OF LEICESTER

Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2027/28

Date created: 04/11/2022 **Last amended:** 26/06/2026 **Version no.** 1

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

MSc and Postgraduate Diploma in:

- Software Engineering with Agentic AI

MSc in:

- Software Engineering with Agentic AI with Industry
- Software Engineering with Agentic AI with Professional Practice

Postgraduate Certificate* in:

- Software Engineering with Agentic AI

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

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. Applicants for the "with Industry" variant should have or expect to gain at least a very 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 PG Cert 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.

The programmes leading to an MSc have the following additional aims:

- Provide experience of both team-based and individual project work.
- Secure knowledge and research skills so that students are able to take their studies further to do a PhD, in case they complete the full MSc.

Further, ASE has more focused specific aspects:

- ASE aims to train students in development methods and processes that address key challenges that companies are facing for competing in the volatile markets of today: How to generate applications from high-level business models to reduce time-to-market and development costs? How to evolve legacy systems and promote business processes in an economy dominated by the need to offer and integrate, on demand, new services?

The 'with industry' variant of this programme is offered in accordance with the University's standard specification for year in industry programme variants.

In addition to the aims above, the "with Industry" variant of the programme aims to:

- Enable first-hand experience of the requirements, opportunities and modes of operation of the programme related software engineering and computer industry;
- Place students on challenging and relevant industrial placements;
- Enable students to use and develop the knowledge and skills gained during the taught part of the programme;
- Develop students' career management and development skills.

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
- PDR report (January 2010)
- University Education Strategy
- University Assessment Strategy [login required]
- University Employability Strategy
- Graduate Survey (2014)
- 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 Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate knowledge and mastery of a [wide (MSc)(PGDip)] range of advanced computer science subjects and the way they relate to IT practice. Integration of knowledge across subjects.	Independent research (MSc), lectures, and the seminar/discussion groups that are part of the Personal and Group Skills module.	Written examinations, oral presentations, participation in group discussions, essays/demos, project planning and dissertation (MSc).
Demonstrate understanding of the core elements of industrial practice and organisation ("with Industry").	Work placement.	Work placement report.

ii) Concepts

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate enhanced grasp of principles of computer science methodology and technology.	Independent research, lectures, seminars, group-discussions.	Written examinations, assessed coursework, group essays, oral presentations, dissertation (MSc) and reports.

iii) Techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Master advanced modelling and design techniques for the development of distributed, software intensive, and web-based systems. Engineer and follow software development processes, make use of model-based techniques, target service-oriented architectures.	Independent research, lectures, seminars, group-discussions, along with laboratory work and individual project (MSc). As above.	Written examinations, assessed coursework, group essays, oral presentations, dissertation (MSc) and reports. As above.

iv) Critical analysis

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Apply understanding of concepts and techniques with independence, rigour & self- reflexivity. Critically appraise problem solutions, and project work. Demonstrate consideration of professional issues.	Independent research, lectures, Personal and Group Skills module, and individual project (MSc). As above.	Oral presentations, participation in group discussions, essays/demos, project plan, dissertation (MSc), and work placement report. As above.

v) Presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Organise research material and/or technology demonstration; distinguish between relevant and non-relevant material; write-up and deliver oral reports on findings to a professional standard; engage in scientific discussion with peers. These aspects are explored in more depth and with greater rigour by students studying for the MSc or PGDip.	Lectures, seminars, group discussions. Personal and Group Skills module. Work placement.	Oral presentations, participation in group discussions, essays/demos, project plan, and dissertation (MSc).

vi) Appraisal of evidence

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Analyse and assess a variety of 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.	Independent research, lectures, seminars, group-discussion, and the Personal and Group Skills module.	Oral presentations, participation in group discussions, essays/demos, project plan, and dissertation (MSc).

b) Transferable skills

i) Research skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
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.	Project supervision (MSc). Seminars, group discussions, collective essay, and specific workshops delivered by the Student Learning Centre.	Collective essay, group discussions, and individual project reports and dissertation (MSc).

ii) Communication skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Respond to scientific questions with accurate and concise answers. Demonstrate fluent and sustained scientific and technical communication.	Lectures, seminars, moderated group discussions, and individual project supervision (MSc). Workshops delivered by the Student Learning Centre. Work placement.	Group discussions and individual project presentations, individual project oral examinations (MSc), work placement presentation.
Write concise and accurate summaries of scientific knowledge, and solutions to problems, in a variety of different formats.	Lectures. Detailed solutions provided in problem classes. Workshops delivered by the Student Learning Centre. Individual project supervision (MSc).	Written examinations, assessed coursework, group essay, intermediate individual project reports (MSc) and dissertation (MSc).
Produce properly structured, clear, advanced technical reports or dissertations (MSc).	As above.	Group essay. Intermediate individual project reports and dissertation (MSc).

iii) Data presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Organise and present information gathered through research clearly and effectively using appropriate IT resources.	Independent research. Lectures. Workshops delivered by the Student Learning Centre. Work placement.	Oral presentations, essays/demos, work placement report, and dissertation (MSc).

iv) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Use of software development tools across different languages and environments, including the ability to set up and configure them as required.	Lab based instruction and independent research. Work placement.	Coursework and lab-based demos. Dissertation. Work placement.
Ability to use online tools for independent research and collaboration.	Workshops delivered by the Student Learning Centre.	Coursework and dissertations.

v) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Discovering, querying and resolving ambiguities in requirements.	Lab based instruction and independent research. Work placement.	Coursework and lab-based demos. Dissertation. Work placement.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Testing, debugging and correcting code. Troubleshooting technical problems.	Lab based instruction and independent research. Work placement.	Coursework and lab-based demos. Dissertation. Work placement.

vi) Working relationships

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Know how and when to draw on the knowledge & expertise of others; contribute and comment on ideas in syndicate groups.	Lectures. Group discussions and collective essay. Work placement.	Oral presentations, participation in group discussions, work placement report.

vii) Managing learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate independence and time management skills.	Tutor system. Career development workshop delivered by the Student Learning Centre.	Meeting coursework deadlines. Collective essay.
Identifying a credible research project, drawing up a realistic research time-table, reflecting on and 'writing up' results. Design a long-term personal career plan (MSc).	Project supervision (MSc).	Individual project topic choice and plan, intermediate reports and dissertation (MSc).

viii) Career management

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Plan personal professional development, understand how to prepare for job market and how to apply for employment.	Career development workshop.	Personal Tutor meetings. Obtaining placement ("with Industry")

For the Year in Industry variant, the additional programme outcomes apply

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

For the with Industry variant of the programme, the following also apply

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
On Placement		

1. Apply the theoretical and practical aspects of the material studied at the University and demonstrate the personal and professional skills necessary for your role within the organisation. 2. Compose a Professional Development Plan considering your strengths, development areas and motivations for your next step 3. Modify your CV to include the skills and experience you have gained through your significant experience gained in the past 12 months.	Students undertake a minimum of 9 months experience in the workplace. Supervised employment, including independent research and development, training.	Completion of Monthly Reflective Journals to record skills development, major achievements, key areas of work, learning points and challenges overcome. Assessed by a Placement Portfolio, comprising of a Reflective Summary, Professional Development Plan, and Updated CV (excluded from word count) to formally assess on a pass or fail basis. Formative feedback during a Placement Visit (in person or via Skype) from Placement Provider and Placement Tutor regarding reflection on skills development, areas of strength and weakness and contribution to the workplace.

10. 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 individual final project.

The department is research active in all areas covered by the programmes, which means that students will be able to benefit from the projects that are going on through special lectures, tutorials and discussions with national and international collaborators, as well as being able to conduct their projects in topics that are at the cutting edge of science and technology. The areas covered by the programmes are directly related to the specific research strength in the department.

The University recognises that undertaking a work placement as part the programme of study can enhance career prospects and provide added value, and as such this programme includes a 'with industry' variant.

By experiencing real-world scenarios and applying skills and knowledge to a professional environment, students can gain a unique insight into how their studies can be utilised in industry. This will not only showcase their abilities to future employers but will also enhance their studies upon returning to university to complete your programme.

To understand the special features for 'with industry' postgraduate programme variants, this programme specification should be read in conjunction with the with industry programme specification content which can be found here. This outlines details including programme aims, support, progression and duration.

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
	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 Bringing staff research content into the curriculum.	*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 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 HCI.
Research-based Framed enquiry for exploring existing knowledge.	*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 Students critique published research content and process.	*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 Experiencing the research process and methods; building new knowledge.	*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.

11. Indicators of programme quality

QAA subject review; external examiners report.

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

12. Criteria for award and classification

This programme follows the standard scheme of taught postgraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to year of entry.

Students on Software Engineering with Agentic AI, 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. Progression points

As defined in Senate Regulations - refer to the version of *Senate Regulation 6 governing taught postgraduate programmes of study* relevant to 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 and a recommendation will be made to the Board of Examiners for an intermediate award where appropriate.

For the 'with Industry' variants these additional progression points apply.

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 specification for full details.

14. 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]

15. 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

For the 'with Industry' variants these additional special features apply.

Students may transfer from this programme to other MSc programmes offered by the Department of Informatics, 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)

Details of the core and optional modules, including the semesters when they are delivered are shown in Table 1. CO7210 Personal and Group Skills is a core module offered in both semesters to allow more flexibility in choosing optional modules. It provides students with transferable skills that are valuable for the final project without further dependencies with other modules.

Taught Modules (120 credits)

Taught modules are taken to a total of 120 credits in a mixture of core and optional modules as indicated in Table 1. Optional modules are chosen, with the support of the personal tutor, before the end of the second teaching week of each semester. Some optional modules may have pre-requisites (e.g. experience in certain programming languages or mathematical concepts). Any such pre-requisite will be explicitly stated in the module specification and communicated to student before they finalise their module choices.

Individual Project (60 credits)

Candidates entitled to proceed to a full MSc degree undertake, after examinations, an individual project on an approved topic according to the profile of each course, leading to the submission of a technical (typically software) artefact and a dissertation. The project is expected to contain elements of original work, and may involve informal collaboration with other organisations, such as external/industry clients, subject to approval of the supervisor.

UNIVERSITY OF LEICESTER

Programme Specification (Postgraduate) FOR ENTRY YEAR: 2027/28

Date created: 04/11/2022 **Last amended:** 10/06/2026 **Version no.** 1

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.

MSc Software Engineering with Agentic AI – September Intake

Credit breakdown

Status	Year long	Semester 1	Semester 2	Other delivery period
Core taught	n/a	30 credits*	30 credits*	n/a
Optional	n/a	30 credits*	30 credits*	n/a
Dissertation/project	n/a	n/a	n/a	60 credits

180 credits in total

Level 7/Year 1 2027/28

Core modules

Delivery period	Code	Title	Credits
Semester 1	CO7095	Software Measurement and Quality Assurance	15 credits
Semester 2	CO7207	Generative Development	15 credits
Semester 2	CO7214	Service Oriented Architectures	15 credits

Semester 1	CO7210	Personal and Group Skills*	15 credits
Semester 2	CO7210	Personal and Group Skills*	15 credits
Term 3	CO7201	Individual Project (students not on the with Professional Practice variant)	60 credits
Term 3	MA7000	WPP Research Project (students on the with Professional Practice variant only)	60 credits

* 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	CO7091	Computational Intelligence and Software Engineering	15 credits
Semester 1	CO7102	Mobile and Web Applications	15 credits
Semester 1	CO7105	Advanced C++ Programming	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 1	MA7911	Network Science	15 credits
Semester 1	CO7262	AI Security, Ethics, and Management	15 credits
Semester 2	CO7263	Quantum Machine Learning	15 credits
Semester 2	CO7103	Technology and Innovation Management	15 credits
Semester 2	CO7002	Analysis and Design of Algorithms	15 credits

Delivery period	Code	Title	Credits
Semester 2	CO7093	Big Data and Predictive Analytics	15 credits
Semester 2	CO7099	Foundations of Cybersecurity	15 credits
Semester 2	CO7113	AI for Space	15 credits
Semester 2	CO7200	Algorithms for Bioinformatics	15 credits
Semester 2	CO7225	Service Design	15 credits

Notes
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.

MSc Software Engineering with Agentic AI – January Intake

Credit breakdown

Status	Year long	Semester 1	Semester 2	Other delivery period
Core taught	n/a	30 credits *	30 credits*	n/a
Optional	n/a	30 credits *	30 credits*	n/a
Dissertation/project	n/a	n/a	60 credits	n/a

180 credits in total

Level 7/Year 1 2027/28

Core modules

Delivery period	Code	Title	Credits
Semester 2	CO7207	Generative Development	15 credits

Semester 2	CO7214	Service Oriented Architectures	15 credits
Semester 1	CO7095	Software Measurement and Quality Assurance	15 credits
Semester 2	CO7210	Personal and Group Skills*	15 credits
Semester 1	CO7210	Personal and Group Skills*	15 credits
Semester 2	CO7201	Individual Project (students not on the with Professional Practice variant)	60 credits
Semester 2	MA7000	WPP Research Project (students on the with Professional Practice variant only)	60 credits

* 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 2	CO7002	Analysis and Design of Algorithms	15 credits
Semester 2	CO7093	Big Data and Predictive Analysis	15 credits
Semester 2	CO7099	Foundations of Cybersecurity	15 credits
Semester 2	CO7113	AI for Space	15 credits
Semester 2	CO7200	Algorithms for Bioinformatics	15 credits
Semester 2	CO7225	Service Design	15 credits
Semester 2	CO7103	Technology and Innovation Management	15 credits
Semester 2	CO7263	Quantum Machine Learning	15 credits
Semester 1	CO7262	AI Security, Ethics, and Management	15 credits
Semester 1	CO7091	Computational Intelligence and Software Engineering	15 credits
Semester 1	CO7102	Mobile and Web Applications	15 credits

Delivery period	Code	Title	Credits
Semester 1	CO7105	Advanced C++ Programming	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 1	MA7911	Network Science	15 credits

Notes
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).

UNIVERSITY OF LEICESTER

Programme Specification (Postgraduate) FOR ENTRY YEAR: 2027/28

Date created: 04/11/2022 **Last amended:** 10/06/2026 **Version no.** 1

Appendix 3: Module mapping matrix

Programme Title: MSc in Software Engineering with Agentic AI (inc YI)

Year of entry:[1] 2025/2026

Research-inspired Education: Module Mapping Matrix

Please refer to the Research-inspired Education guidance document when completing the sections below. ***This is an internally-facing document which will not be shared directly with prospective or future students.***

c) Programme structure explanation:

d) The MSc in Software Engineering with Agentic AI (inc YI) has 3 15-credit core taught modules. Of the 135 remaining total credits for the degree: 60 credits are for the MSc final project, and 15 credits of a compulsory Personal and Group Skills module (not listed as a core module as students can choose whether to take it in Semester 1 or Semester 2). The remaining 60 credits are allocated to optional modules (all of which have 15 credits). The school offers 15 optional modules that the students can choose from, 2 of which are exclusive (i.e., students can only choose one or the other). Therefore, students have 4 modules to choose from out of 14 options.

e) Sub-section i: Articulation of research-inspired components within taught modules.

RiE Quadrant	Module code and name	Core[2]	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-briefed Bringing staff research content into the curriculum.	CO7201 Individual Project	Core	Supervisors for the project will be allocated according to the project's topic and the supervisor's research background.
	CO7095 Software Measurement and Quality Assurance, CO7214 Service-Oriented Architectures.	Core	The topics covered in these modules have arisen from research carried out by their original convenors and are revised based on the current convenors' research background.
	CO7091 Computational Intelligence and Software Engineering, CO7103 Technology and Innovation Management, CO7200 Algorithms for Bioinformatics CO7217 Agile Cloud Automation,	Optional*	The topics covered in these modules have arisen from research carried out by their original convenors and are revised based on the current convenors' research background.

[1] For most programmes, the assumption is that this is 2025/26

[2] If it is not in a core module, this should be embedded in equivalent optional modules that all deliver this aspect of the framework (to ensure all students experience this element of the framework).

	CO7219 Internet and Cloud Computing.		
	CO7223 User Experience and Interaction Design, CO7224 Mobile and Ubiquitous Computing, CO7225 Service Design, CO7262 AI Security, Ethics, and Management, CO7263 Quantum Machine Learning MA7911 Network Science	Optional*	These modules are centred around human-computer interaction (HCI) and the importance and role of computer design and user experience, are delivered by members of the school's HCI research group.
	CO7113 AI for Space	Optional*	Understanding the nature, requirements, processing methods and applications of remote sensing satellite imagery, and the other topics covered in this module are closely aligned to the convenor's research area

* The optional modules listed in the Research-Briefed quadrant above, comprise 9 out of 15 optional modules offered, making it highly likely for a student to encounter at least one of the modules within this quadrant.

RiE Quadrant	Module code and name	Core	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-based Framed enquiry for exploring existing knowledge.	CO7095 Software Measurement and Quality Assurance, CO7214 Service Oriented Architectures.	Core	Students work in computer labs, where they are encouraged to work with their neighbours, to solve problems that require implementing and putting in practice the programming skills that were introduced during the lectures.
	CO7002 Analysis and Design of Algorithms, CO7091 Computational Intelligence and Software Engineering, CO7093 Big Data and Predictive Analytics, CO7099 Cyber-security, CO7102 Mobile and Web Applications, CO7103 Technology Management, CO7105 C++ Programming,	Optional*	Students work in computer labs, where they are encouraged to work with their neighbours, to solve problems that require implementing and putting in practice the programming skills that were introduced during the lectures.

	CO7217 Agile Cloud Automation, CO7113 AI for Space, CO7219 Internet and Cloud Computing CO7223 User Experience and Interaction Design, CO7224 Mobile and Ubiquitous Computing, CO7200 Algorithms for Bioinformatics, CO7225 Service Design. CO7263 Quantum Machine Learning		
	MA7077 Operational Research MA7911 Network Science	Optional*	Students work in practical classes to solve problems that require implementing and putting in practice the skills and methods that were introduced during the lectures. These classes will help them develop their ability to: generalise and specialise applications of basic knowledge, apply an algorithm for the solution of a specific problem, apply theorems to solve particular problems.
	CO7095 Software Measurement and Quality Assurance	Core	For this module, in addition to having the practical computer labs, there is a project-based assessment. For this assessment students work individually or in group to solve a problem or implement an application connected to the given subject.
	CO7093 Big Data and Predictive Analytics, CO7103 Technology Management, CO7113 AI for Space, CO7223 User Experience and Interaction Design, CO7224 Mobile and Ubiquitous Computing, CO7225 Service Design.	Optional	For these modules, in addition to having the practical computer labs, there are project-based assessments. For these assessments students work individually or in group to solve a problem or implement an application connected to the given subject.

* The optional modules listed in the Research-Based quadrant above, comprise 15 out of 15 optional modules offered, making it highly likely for a student to encounter at least one of the modules within this quadrant.

RiE Quadrant	Module code and name	Core	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-oriented Students critique published research content and process.	CO7210 Personal and Group Skills	Optional - Has to be taken in either Sem1 or Sem 2	In this module, students learn to locate and organise evidence, report on findings, and analyse complex ideas. They will be encouraged to contribute and comment on ideas in allocated groups, and reflect on and write up results. In order to achieve the module's deliverables, students are to plan and present research clearly and effectively using appropriate IT resources, deliver oral presentations to professional standard, be able to defend their ideas, and write cogently and clearly.
	CO7201 Individual Project	Core	For their MSc final project, students are required to carry out significant background research and a literature survey which underpins the project work.
	CO7095 Software Measurement and Quality Assurance	Core	Students are expected to research a given topic using a variety of sources including books, current articles and research papers and web resources, and give a written account of their findings.
	CO7207 Generative Development	Core	Students critically evaluate the role of modelling and code generation in software development. They will learn to explain concepts of aspect-oriented programming and of software product line development, and apply them.
	CO7091 Computational Intelligence and Software Engineering	Optional*	In this module students are encouraged to research, evaluate, analyse and critique computational intelligence approaches for software engineering
	CO7103 Technology and Innovation Management CO7262 AI Security, Ethics, and Management,	Optional*	Students examine and analyse the latest information systems' project management principles, critically evaluate how various models of technology analysis can be used, and apply presentation and analytical skills to develop arguments and evidence to support their evaluation.
	CO7219 Internet and Cloud Computing	Optional*	Students analyse cloud and distributed systems and provide a technical review of their strengths and weaknesses.
	CO7223 User Experience and Interaction Design	Optional*	Throughout this module, students will analyse and critique industrial case studies on Interaction Design and User Experience designs for promoting well-being through inspecting design artefacts and interviewing respective designers.

	CO7224 Mobile and Ubiquitous Computing	Optional*	Students will learn the fundamental concepts for mobile and ubiquitous computing systems, and reflect on the perspective of mobile and ubiquitous computing systems in relation to other IT systems, as well as to the current challenges for ubiquitous computing research.
	CO7002 Analysis and Design of Algorithms	Optional*	Students learn to analyse and evaluate the efficiency of algorithms in terms of asymptotic complexity, and are to produce concise technical writing in order to describe the solutions and argue for their correctness.

* The optional modules listed in the Research-Oriented quadrant above, comprise 6 out of 15 optional modules offered.

RiE Quadrant	Module code and name	Core	How the module delivers this aspect of the RiE quadrant (one or two sentences)
Research-apprenticed Experiencing the research process and methods; building new knowledge.	CO7201 Individual Project	Core	Students work individually, with an academic as a supervisor, to identify an IT related problem that can be solved with the creation of a technically complex software system. To complete the project, they are expected to carry out background research and a literature review, carry out requirements analysis, and design and implement the end product according to the specifications. (60 credits)

ix) **Sub-section ii:** Articulation of plans / intentions for development of Research-Inspired Education beyond the existing provision. *Please capture any future ideas that are not already happening in the box below. This is an optional section and will not be subject to review.*

While many of the ILOs of our modules are inspired by research or relate to research skills, this is not generally obvious to our students. Instead, we motivate the material by applications in software development and data analytics.

To allow an understanding of the research background to our teaching and its application in research, we should

- broaden the motivation to include industrial R&D, data-driven and academic research
- emphasize origins of the material in past research
- discuss current research trends in the subject area as a form of horizon scanning

We could present our PhD students as role models showing their research projects, reflecting on the skills they use and relating both to the topics covered in our curriculum. Many of our PhD students regularly interact with our MSc and UG students as TAs and GTAs, but would not normally address their own research.