Computer Science for Artificial Intelligence BSc (Hons) Programme Specification

Academic Entry Year:	2026/2027	
Degree Awarding Body:	The University of Bradford	
Main Location:	City Campus	
Subject Benchmarks:	Computing (Quality Assurance Agency 2022)	
Qualifications Framework:	HE Qualifications of UK Degree Awarding Bodies (FHEQ: QAA 2024)	
Target Degree Award:	Bachelor of Science with Honours (BSc Hons)	[FHEQ Level 6]
Intermediate/exit awards:	Ordinary Degree of Bachelor (BSc)	[FHEQ Level 6]
	Diploma of Higher Education (DipHE)	[FHEQ Level 5]
	Certificate of Higher Education (CertHE)	[FHEQ Level 4]
Programme Admissions:	UK and international students	
Programme Start Date(s):	September	
Programme Modes of Study:	UCAS code I180: 3 years full-time	
	UCAS code I181: 4 years full-time with placement year or study abroad	

Please note: The University has a set of terms and conditions for all students accepting an offer to study on a course here at Bradford. This is called the Student Contract. This document sets out the Terms and Conditions which apply when you accept an offer of a place on a programme of study at the University of Bradford. View our Student Contract for further details. Information about this programme and its modules has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them.

Recent changes

1. July 2025: Annual Changes for the 2025 academic year, including changes to academic regulation.
2. July 2026: Annual changes for 2026 entry including admissions, modes of study and document format.

Programme aims

This programme aims to produce the next generation of Artificial Intelligence (AI) expert practitioners, addressing an ever-increasing need for Computer Scientists with AI knowledge and experience to provide innovation and advanced solutions for real world problems. As artificial intelligence grows in popularity and power, an increasing number of industries and applications can, and must, benefit from techniques such as generative AI, machine learning, conversational AI and more. These topics are enriched by the integration of relevant sustainability, ethical, legal and

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societal issues that arise from the application of AI, with a particular focus on the UN SDGs and the strong relevance that AI has to realising these ambitious goals.

Our aim is to empower graduates with the practical experience and critical analysis skills necessary to succeed in an AI career, with the flexibility to explore broader employment opportunities thanks to core content in this programme that underpins the development and application of AI to the real world. We embed equality of opportunity, and a desire to widen participation in this exciting subject, in many ways. Our entry requirements do not call for specific IT, Computing or AI education at college or school level. Rather, we aim to support those students from any background, including those that have, or have been, steered away from Computing during their early education. We embrace the need for a wider range of voices to form the future of a discipline that impacts almost every person and organisation on the planet every day. Students graduate with a comprehensive grounding in Computer Science subjects, enhancing the breadth of career opportunities available, while specialising in AI topics to ensure their experience and abilities place them in a prime position for a rewarding career applying AI to real world data and problems.

The programme shares a common stage 1 with other Computer Science and related programmes, underpinning the flexible nature of graduate outcomes and career prospects for those completing the course, and ensuring that crucial knowledge and skills underpinning the remainder of the course are delivered to students in the strongest, most consistent way possible. The common stage 1 will also allow students to meet and work with colleagues on other courses, widening perspectives and facilitating cross-disciplinary awareness through informal and formal group work. In stages 2 and 3 the programme will integrate specialised modules in AI topics, while also including core modules aligned with professional standards body requirements, ensuring the skills and knowledge developing during the course are future-ready and encompass the breadth of subjects expected from an IT professional. Alignment with BCS requirements throughout the course will benefit students in many ways, most significantly by ensuring they have a diverse set of subject specific skills as well as transferable skills that will broaden their future career prospects significantly and support ongoing professional development through awareness of the breadth of subject topics and skills that encompass Computer Science and AI themselves.

The programme will develop your skills and knowledge in many areas, including theoretical underpinnings of the discipline and skills in research and information collection and critical analysis, as well as practical design and development skills built through hands on teaching in labs using cutting edge technology and software. A foundation and backbone of core computer science subjects will help you build advanced knowledge specific to AI and its application to the real world, as advanced artificial intelligence is developed and implemented using fundamental building blocks like computer programming, data structures, designed algorithms and an appreciation for the end-user experience. The importance of contextual information and consideration of legal, social, ethic and professional issues related to IT and specifically Artificial Intelligence will form a cornerstone of the programme content, with dedicated modules and relevant learning objectives in many shared modules.

Students are also instilled with the understanding of ethical, moral, societal and professional issues within the context of artificial intelligence and IT, and the responsibilities stemming from

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these issues. In the field of AI in particular, comprehensive representation across the human spectrum in data used to design and train agents, models and systems is a key factor in tackling bias, which can lead to poor quality solutions and perpetuation of systemic barriers to inclusion; this will form a curricular focus in several key AI modules within the course. Students are encouraged to explore a diverse range of digital technologies and theories and engage constructively with businesses and communities to enrich their understanding of the impact of AI on everyone's everyday lives and embrace the values of equality, diversity and inclusion in their development of AI solutions. This approach equips students with the wider perspective of the relevance of the subject for the betterment of the wider world, further empowering them to demonstrate their employment skills and their understanding of the importance of equality, diversity and inclusion in a discipline that has the power to change the world.

Graduates from this course are comfortable in a wide range of computer science and IT related roles, including roles that deal with data, AI development, machine learning and content generation in a huge range of industries, thanks to the AI specific modules within the course. Roles that may specifically suit graduates from this course include Data Scientist, focussed roles such as Robotics Engineer, Natural Language Processing developer, Machine Learning model/pipeline developer, AI ethicist, AI-based cybersecurity specialist and many more.

Programme learning outcomes

Students eligible for the FHEQ Level 6 Honours Degree award of Bachelor will be able to:

1. Describe the history and development of computer science and outline important concepts and topics within the field.

2. Outline the professional, ethical, security, industrial and research dimensions of the discipline of computer science.

3. Demonstrate knowledge of fundamental concepts of computer science, and the environment in which they operate; basics of software construction and the tools required to support it, develop skill in constructing complex software solutions.

4. State and explain relevant models, principles and practices applicable to the study of computers, computer architecture and systems.

5. Demonstrate knowledge of a range of underlying theories, logical and mathematical foundations relevant to computer science.

6. Work effectively as individuals and in groups.

7. Collect, manage and present information, ideas and concepts, interpret data using suitable techniques, and communicate efficiently with a range of audiences.

8. Apply methods, methodology, knowledge, skills and standards to build and test complex software systems through teamwork.

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9. Apply knowledge of investigative and research principles to demonstrate an understanding of how to develop computing designs, databases, and processes.

10. Apply computational thinking skills for problem solving, algorithm design and assessing efficiency of different implementations.

11. Demonstrate the use of practical computer science skills in designing, developing and monitoring communication networks.

12. Demonstrate fundamental understanding of various applications of AI techniques in solving computational problems, including legal, ethical, social, and professional issues.

13. Critically analyse the context and impact of AI systems when applied to real world problems through research using high quality sources.

14. Communicate effectively with industry and other computing professionals and demonstrate personal and technical skills.

15. Demonstrate a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge informed by aspects of Artificial Intelligence.

16. Deploy accurately established techniques of analysis and enquiry within Artificial Intelligence.

17. Show conceptual understanding that enables students to devise and sustain arguments, and/or to solve problems, using ideas and techniques, and to describe and comment upon particular aspects of current research, or equivalent scholarship, or practice in Artificial Intelligence.

18. Critically analyse relevant literature to discuss aspects of current research in the discipline, to make use of primary sources, to manage and communicate their own learning, and to recognise the uncertainty, ambiguity and limits of knowledge.

19. Demonstrate a systematic understanding of the fundamental concepts and theories of Artificial Intelligence including detailed knowledge of hardware, computer architecture, information, and communication technologies.

20. Analyse problems and develop solutions using cutting edge ideas and techniques within the field of AI.

21. Apply skills in major software application packages for developing software, models and AI-based solutions.

22. Exercise initiative in information management, interpretation and presentation of Artificial Intelligence tools, techniques and solutions.

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23. Apply knowledge in core artificial intelligence areas such as applied machine learning and modelling, systems analysis, design, programming and administration, applications of artificial intelligence and their context, large and distributed systems and their use and security.

Learning, teaching and assessment on the course

This course embodies the critical and ever-changing role that Artificial Intelligence is playing in the modern world. Built on a foundation of Computer Science topics underpinning the advanced and revolutionary application of AI to real world problems, students graduating from this course will be equipped to shape the future of the discipline, with the confidence to develop practical solutions from an initial idea, through a design process that integrates ethical and social impact into the core of a solution using critical thinking skills, to the implementation and testing of a solution against defined criteria for success.

Our learning and teaching strategy integrates student choice wherever we can, from forming groups for team-based learning, through data and topic choices in both research and hands-on modules allowing students to explore their own personal interests and career aspirations in a guided and supportive environment, to the creation of their own custom project in the final year that gives them the freedom to imagine novel solutions and solve problems that are important to both them and the wider community of AI and Computing experts that they will join after graduation.

Our approach to Learning and Teaching on this course is built on decades of experience and success in Computing degree programmes. It is informed by industry and by staff undertaking KTP projects, national and EU funded research projects and consultancy work that embed new knowledge and concepts into our teaching materials and curriculum planning; and inviting industrial speakers. Throughout the academic year industry speakers and researchers are also invited to give talks and lectures to inform and inspire our students about current and future developments within their disciplines. With this, and more, we aim to showcase the depth and breadth of this discipline and inspire students through the passion and dedication of our teaching staff and our wider network of experts and end-users that shape our curriculum, including students themselves through participatory experiences outside of their timetabled sessions.

Environment and Student Journey
Students will experience a wide range of teaching and learning environments during the three stages of their degree studies, with each method of supporting learning carefully chosen to best embed and grow skills and knowledge. Flexibility and variety in the learning experience is a core concept of our courses, and a range of physical spaces and online tools will help students learn in a connected environment that supports them through a challenging educational journey. Concepts, principles and theories are explored in formal lectures, explored in associated tutorials and seminars, and realised in laboratory classes. During the course, students will experience a spiral-approach to learning, with each stage building an ever-growing knowledge base and skill set based on foundations from past learning, In addition, critical real world concepts and transferable skills form a backbone for further learning through a set of key modules within the programme.

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The student journey begins in our common first year, where students will be introduced to fundamental concepts and practical activities that will develop their understanding of how computational systems function, and how technology that underpins our modern world are built and used. In Stage 2, specialised modules on AI are introduced, building knowledge of specific algorithms and tools used in their creation and operation, as well as more core Computer Science topics that support the breadth of employment directions for graduates. The final stage continues to develop this widening awareness and depth of practical experience in our students. They will undertake a major independent project, from ideation, through design, to implementation and validation of the outputs. Throughout the course students will be challenged and empowered to apply creative, yet critical, thinking in the design and implementation of their work.

Professional and personal skills are developed through the Technical and Professional Skills module (Stage 1) which involves communications skills, library skills, group work and presentations. The Enterprise-Pro module (Stage 2) develops an appreciation of how to manage group dynamics whilst working on a substantial computing and software engineering exercise. Final year students undertake a major individual project in Stage 3, drawing together the knowledge and experience gained throughout the programme. The project provides the opportunity for students to demonstrate the ability to solve problems using current ideas and current, innovative techniques that are at the forefront of computing and applied multidisciplinary disciplines, and to explore their own creative abilities in both the selection of existing tools and algorithms, as well as the creation of new content and ideas towards a defined goal.

In the final year students will choose from a small number of optional modules in each semester, carefully selected to allow individual tailoring of the degree programme, reflecting our commitment to student agency within their course. All options will relate strongly to AI and the underlying Computer Science discipline it is built upon and will complement the pinnacle of self-directed liberated learning within all our courses; the individual Final Year Project, where students are free to create their own project from scratch with careful support from an academic supervisor and subject expert.

Curriculum design: what it means for you

Our curriculum development is informed by the research conducted by academic members of staff within the School, exposing students to current developments within the related fields of expertise. Staff will inform and inspire students about current research directions, as well as building student skills for research and inquiry. Our aim is to support student engagement with knowledge sources, equipping them to knowledgably assess sources and claims from publications towards strengthening public engagement with science and peer-reviewed publications that share knowledge and results. Knowledge and experience from Industrial partners are also integrated within the programme through both our Industry Advisory Board and research projects through case studies, lab-based activities and invited talks, ensuring that research findings are at the heart of our curriculum.

All our staff have attained, or are working towards, Fellowship of AdvanceHE, a professional standards body for Higher Education practitioners. As part of our commitment to Excellence in Learning and Teaching, we conduct research into innovative and effective teaching and assessment methods. For example, assessment for our Final Year Project module was enhanced

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by incorporating regular formative and summative feedback opportunities to enhance the final outcomes, based on a research project conducted by staff within the School that culminated in a journal publication.

A number of ‘themes’ within the programme will develop and build during the student journey, using a spiral approach whereby concepts and practical skills are built on and enhanced as students pass through each year of the course. In addition to the transferable skills and practical project themes described above, other themes cross the course:

- **Computer programming skills,** to build tangible skills in creating software, begin in year one with Fundamentals of Programming, Technical and Professional Skills and Software Design and Development that will cover the essentials of writing and designing computer code using Python and Java. Continuing in Stage 2 through Enterprise Pro and Data Structures and Algorithms which both help develop coding skills through practical lab exercises, as well as Database Systems in terms of connecting data sources to software. In the third year this theme will be supported in Software Systems Design and Testing, Large Scale Data Driven Applications and showcased in the Final Year Project (with additional AI content expected) with students shown how to write testing code and work with complex topics around concurrency (through the relevant module) to create more real world solutions to programming problems.
- An **artificial intelligence** specific theme is obvious for this course, but formally begins in Stage 1 with Technical and Professional Skills introducing the topic in an approachable way through examples such as autonomous vehicles and generative AI (e.g. ChatGPT), building in the second stage through two specific modules with heavy AI content (Artificial Intelligence and AI: Ethics and Impact) that cover topics in greater depth and widen the focus to include additional subjects such as visual AI, data driven problems such as modelling and prediction, as well as greater depth in cutting edge topics like AI generation of text, video and games. In Stage 3 through Advanced Artificial Intelligence, and Machine Learning, students will learn to develop AI applications and advanced predictive models on a variety of data.
- A **hardware** theme crosses all years to enhance student understanding of the devices that run code, starting with Computer Architecture and Systems Software in year one which covers binary systems memory, processors and storage devices. Continuing and building via Computer Communications and Networks in Stage 2, which introduces communication techniques such as protocols and encryption concepts, and further supported in the final year with Concurrent and Distributed Systems and Large Scale Data Driven Applications that build on hardware knowledge to assess specifications and requirements for more realistic problems from the real world.

Study skills and support

Each 20-credit module on the programme requires students to commit to 200 hours of study. Many of these hours will be formally timetabled - lectures, laboratories, seminars and tutorials – and others will involve students carrying out private study or group work. The balance between these forms of study changes as students pass through the three years of the programme, reflecting an

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increasing ability for students to work independently using their newfound skills to start shaping their future and the future of the discipline.

We aim to provide a nurturing and supportive environment that enables students to become an independent learners and problem solvers, while encouraging and embracing each students' individuality and personal circumstances. This journey begins in the first year through dedicated content on problem analysis and algorithmic thinking, as well as exposure to the wider network of researchers and research publications underpinning progress in AI that many students will have never seen before.

A Personal Academic Tutor will accompany each student through their degree journey, providing pastoral care and support for all the aspects of higher education that take place outside of the lecture theatre or lab. Students will be supported via various approaches including (for example) learning in small groups and in practical laboratory sessions where discussions and formative feedback are embedded, having the support of lecturers, demonstrators and project supervisors, who all provide further academic support and guidance.

Students will also have the opportunity to be part of the University of Bradford Computing Society for students, PiSoc, as well as the Peer Assisted Learning (PAL) scheme, where students are able to meet with other fellow students at different stages of their study, across our range of degree programmes. The initiatives will showcase the community aspect of the higher education experience, empowering our students' voices and opinions as they explore a discipline and its impact on the world together, collaboratively.

We use a virtual learning environment, Canvas, to share course materials and reading lists, communicate with students, track student participation, facilitate discussions, support formative and summative assessments and provide feedback. Students can use Canvas independently to revise materials, ask questions and interact with lecturers and other students using discussions, practise and assess their understanding using quizzes, or for finding resources for further reading, seamlessly from anywhere at any time. In addition to the standard technology enhanced learning approaches, we embed technologies to deliver key concepts in an interactive environment that strongly links theory with practical skills. Our Virtual Desktop Infrastructure allows students to connect to powerful servers that create ad-hoc virtual machines for use in our labs, as well as from outside of the University, further embedding our commitment to supporting learners flexibly. Our Enterprise-Pro module (level 5) supports students to develop their projects using an industry standard tool for collaborative team-based software development, mirroring real world industry practices to further grow their employment prospects.

Assessment strategy

Methods of assessment are varied, and progress will be assessed using a mix of formal examinations, presentations and seminar papers, reports, laboratory tests, essays, coursework assignments, and projects. This varied approach embodies the Liberated Learning strategy at Bradford, where we empower students to demonstrate their skills and knowledge using a wide variety of formats. In recent years we have moved towards greater use of coursework-based assessments where possible, with the goal of embedding even more learning opportunities through formally assessed work. Work that contributes to final degree results are an excellent

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opportunity to develop further skills, rather than simply measuring attainment of a learning outcome. Assessments aim to inform and educate, as well as measure, and examples such as programming through games, building a website, researching current AI technologies and their impact and developing machine learning models all reflect our commitment to enthuse and engage students at every opportunity.

Consideration of students' of varying ability levels are incorporated wherever possible in module assessments, either through carefully crafted marking schemes that indicate how the highest marks can be achieved through additional depth and complexity, or through more open topic/data choices in modules where students can make choices within the assessment framework to take on more challenging problems and demonstrate higher attainment of the learning outcomes. Examples of this include Stage 1 assessments such as that in Fundamentals of Programming, that has an open-ended final task to develop functionality through code of the students own ideas, with a portion of marks reserved to reward their innovative and high level additions. Students with learning adjustment requirements are supported through consideration of deadline extensions, one-to-one feedback in lab sessions and through the Personal Academic Tutor systems where any concerns can be discussed privately with a tutor towards a more tailored assessment approach that considers their individual needs.

Formative assessments, those that do not contribute to marks, are also used to allow feedback to be provided, strengths and areas of improvement to be identified. These are usually strongly linked with summative assessment, those that are marked, to provide student with a safe environment to develop their skills and be guided by our expert teaching colleagues.

Assessment literacy issues will be covered generally in the first year through individual modules, with co-ordinators making requirements and restrictions clear to students in an assessment specific way. In addition, general literacy regarding AI tools will be covered in Technical and Professional Skills, which will also cover group work procedures such as communication and proportional awarding of marks based on individual contributions, further strengthened in the Enterprise Pro module in stage 2.

Innovative projects initiated by industry are also embedded within a number of the modules, such as Technical and Professional Skills (level 4), Enterprise-Pro (level 5) and Final Year Project (level 6), through our Computing Enterprise Centre, allowing students to work on topics that are highly relevant to their future careers throughout the course, and building the authentic experiential based skillset that employers look for. Students will also have the opportunity to interact with our Independent Computing Industry Advisory Board members and a wider audience of industry contacts during the Final Year Project Showcase, which allows them to demonstrate their work and to receive feedback and ideas from professionals within the discipline, enhancing their awareness of the changing nature of the discipline and equipping them with knowledge to manage their future career choices and direction.

Programme structure

The BSc Computer Science for Artificial Intelligence curriculum is organised into modular units, studied across the "Academic Year" of September to May or discretely in a single Semester.

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Students study 120 credits in total in each stage/year. New students can join the programme in Stage 1 (higher certificate, FHEQ Level 4 modules) before continuing towards the degree award.

Stage 1 – Level 4
The aim of this stage is to provide a foundation of knowledge and technical skills in computer science, as a basis for building subject specific AI knowledge and skills in the subsequent stages of the course. This is implemented through the common first year shared by all computing courses in the School of Computing and Engineering.

Students study 120 core credits in Stage 1:

Stage 1 Computer Science for Artificial Intelligence Core Modules (FHEQ Level 4)

Code	Module Title	Credit	Period	Selection
COS4016-B	Fundamentals of Programming	20	Semester 1	Core
COS4014-B	Mathematics for Computing	20	Semester 1	Core
COS4015-B	Technical and Professional Skills	20	Semester 1	Core
COS4001-B	Computer Architecture and Systems Software	20	Semester 2	Core
COS4018-B	Internet Technologies	20	Semester 2	Core
COS4017-B	Software Design and Development	20	Semester 2	Core

Stage 2 – Level 5
The aim of this stage is to build enhanced knowledge and skills within students, and to introduce specific Artificial Intelligence topics. Practical skills in the creation of software, and research abilities related to AI, will be developed through specialised modules in stage 2. Students will begin to build new skills for inquiry and critical analysis of information and its sources.

Students study 120 core credits in Stage 2:

Stage 2 Computer Science for Artificial Intelligence Core Modules (FHEQ Level 5)

Code	Module Title	Credit	Period	Selection
COS5028-B	Artificial Intelligence	20	Semester 1	Core
COS5021-B	Data Structures and Algorithms	20	Semester 1	Core
COS5020-B	Database Systems	20	Semester 1	Core
COS5032-B	AI: Ethics and Impact	20	Semester 2	Core
COS5019-B	Enterprise-Pro	20	Semester 2	Core
COS5025-B	Computer Communications and Networks	20	Semester 2	Core

Between Stage 2 and Stage 3, students who have completed Stage 2 will progress to Stage 3 or may elect to arrange a year in an integrated work placement or period of study abroad. See the **Placement/Study Abroad Opportunities** section for more details.

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Stage 2b Elective Sandwich Year (FHEQ Level 5)

Module Code	Module Title	Credit	Period	Selection
ENG5002-Z	Placement	0	Full Year	Placement route
ENG5004-Z	Study Abroad	0	Full Year	Study abroad route

Completing the module requirements for the elective sandwich year enables recognition of the year activity on the Higher Education Achievement Record. On completion of the elective sandwich year, students will rejoin Stage 3.

Stage 3 – Level 6
The aim of this stage is to further develop and grow students' advanced knowledge of computing and AI subjects, and to support the completion of a capstone final year project in a specific AI related topic. The modules in this stage will develop greater skills in critical thinking, information selection and analysis, practical development of software/algorithms/experiments and will embed the ability to manage an independent end-to-end individual project.

At Stage 3 (level 6), students take 80 core credits including the Final Year Project and select 2 optional modules: one in Semester 1 and one in Semester 2:

Stage 3 Computer Science for Artificial Intelligence Modules (FHEQ Level 6)

Mod. Code	Module Title	Credit	Study Period	Selection
COS6006-D	Final Year Project	40	Academic Year	Core
COS6031-B	Advanced Artificial Intelligence	20	Semester 1	Core
COS6009-B	Large Scale Data Driven Applications	20	Semester 1	Option 1
COS6021-B	Numerical Methods and Computer Graphics	20	Semester 1	Option 2
COS6026-B	Machine Learning	20	Semester 2	Core
COS6012-B	Concurrent and Distributed Systems	20	Semester 2	Option 3
COS6028-B	Software Systems Design and Testing	20	Semester 2	Option 4

Placement/study abroad opportunities

This programme provides the option for students to undertake a work placement or period of study abroad between Stages 2 and 3. Further information about **internships and placements** and **study abroad opportunities** is published on the University's website.

Placements are a fantastic way of building on the professional skills developed during the programme and boosting students' practical industry experience prior to graduating. Equally, study abroad opportunities can be very valuable in giving students experience of academic and/or industrial contexts in other countries. Students wishing to take this option can register directly for, or can transfer to, the 4-year variant of the programme.

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Any placement or period of study abroad is subject to approval by the Programme Team. Students who wish to participate in a placement or period of study abroad will be required to find, apply for and make the most of their chosen opportunity, and will be supported in doing so by the Programme Team as well as the central University Careers and Employability Service.

Students on placement or study abroad will be registered for the optional FHEQ Level 5 modules **ENG5002-Z (Placement)** or **ENG5004-Z (Study Abroad)** and encouraged to complete a diary and portfolio presentation of their activity, as completing this module on return to the University will enable evidence to be added to the academic transcript or HEAR.

Due to the core nature of the curriculum at Stage 1 and Stage 2, this programme is not eligible for shorter "study abroad semester" international opportunities. Students can still explore opportunities for short international activities (1-6 weeks) that are held over the summer periods by speaking to the University International Opportunities team.

Assessment, continuation and award regulations

This programme follows the Assessment, Continuation and Award regulations published on the University's website for undergraduate courses (**Regulation 2**).

Award of the Honours degree requires 360 FHEQ-rated credits and achievement of the award learning outcomes. Students who exit the programme with 300, 240 or 120 credits completed may be eligible for an intermediate award in line with the regulations.

Admissions requirements

We are proud to be **one of the most inclusive universities in the UK**. All our students have potential, and we believe that as many people as possible should have the chance to benefit from higher education, no matter what their background or circumstances.

We take the time to understand the background of our applicants, understand their journey to education, and make decisions based on an applicant's potential to thrive at university and beyond.

People thinking of studying with the University of Bradford don't need to wait for the start of the year to contact our Disability Service. The University can arrange for anyone to talk to this team about what support is on offer at Bradford including an invitation to our Get Set Day. To contact the Disability Service please complete the **request support form**.

In addition to satisfying the general admissions requirements of the University of Bradford, the minimum entry requirements for Computer Science for Artificial Intelligence are as follows.

Information in this document is for the contemporary recruitment cycle and was accurate at time of publication. The current tariff and accepted qualifications for entry onto the programme is published at the online course page: **https://www.bradford.ac.uk/courses/ug/computer-science-artificial-intelligence/**

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All routes require GCSE English and Mathematics Grade 4/C (or equivalent). For all students whose first language is not English, the standard undergraduate **English language requirements for the University** apply as listed on our website.

Applicants to the programme should have a keen interest in computer science and artificial intelligence, with a passion for learning more about how software is built and how it integrates concepts and functionality enabled through AI, but do not require subject specific Computing or IT related qualifications.

Stage 1 entry
112 Ucas points with no subject specific requirements. Check the University of Bradford course pages for example Stage 1 entry profiles in qualifications such as A-Levels, T-Levels, BTEC, Access to HE and International Baccalaureate. Links to course pages are provided at the end of this document.

International students are welcome to apply for Stage 1 entry and should **check the entry requirements page for their country on our website** details of equivalent qualifications.

We are committed to raising aspirations and widening access to higher education, regardless of your background. The **University of Bradford Progression Scheme** welcomes Ucas applicants from a number of groups including adult learners who are 21+ on the first day of term, British armed forces families, carers and care experienced learners, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller family members.

Advanced entry
If you are currently studying at another university and would like to transfer to the University of Bradford, this course accepts students into Stage 2. This is called **Advanced entry**. Applications for advanced entry will be considered on a case-by-case basis and must include an official transcript (not a screenshot of a portal), all module descriptors, and relevant qualifications. Module descriptors must include learning outcomes. Applications must be submitted through Ucas and the required documents emailed along with your Ucas Personal ID no later than 31 August prior to the course starting in September. Relevant documents should be emailed to **admissions@bradford.ac.uk**.

Recognition of prior learning
Student with prior knowledge and experience of computing and AI will be supported to further enhance their skills through (for example) additional optional practical work in labs and structured but open ended assessments that allow greater depth of knowledge and skills to be assessed at the top end of marking schemes and coursework specifications.

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University of Bradford has procedures to evaluate and recognise this learning to provide applicants with exemptions from specified modules or parts of the programme. Find more information about **recognition of prior learning decisions** on the University website.

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