

**BSc Artificial Intelligence with Industrial Year  
For students entering Part 1 in 2013/4**

**UCAS code: HG67**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Computing, Engineering
Faculty:	Science Faculty
Programme length:	4 years
Date of specification:	22/Jul/2014
Programme Director:	Dr John Bowen
Programme Advisor:	Dr Richard Mitchell
Board of Studies:	UG Systems Engineering
Accreditation:	British Computer Society (BCS) Institute of Engineering and Technology (IET) Institution of Measurement and Control (InstMC)

**Summary of programme aims**

The programme aims to give a thorough degree level understanding of Artificial Intelligence. Drawing on the animal aspects of intelligence, involving psychology and cognition, the programme covers the intelligent control of robots and machines, as well as the use of naturally inspired algorithms to solve complex real-world problems.

The programme aims to combine an understanding of intelligent systems in general, both technological and biological, with a knowledge of relevant modern technologies, theories and techniques; to produce good practically oriented graduates whose systems grounding allows them to work in an academic, research or industrial environment, as individuals or as part of a team.

The programme includes a year-long industrial placement. Many students find that the experience and knowledge gained during the Industrial Year allows them to make better use of their final year of University study, and provides useful background knowledge for more permanent career choices.

**Transferable skills**

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. In following this programme, students will have had the opportunity to develop such skills, in particular relating to communication, interpersonal skills, learning skills, numeracy, self-management, use of IT and problem-solving and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

As part of this programme students are expected to have gained experience and show competence in the following transferable skills: IT (word-processing, using standard and mathematical software, scientific programming), scientific writing, oral presentation, team-working, problem-solving, use of library resources, time-management, career planning and management, and business awareness.

**Programme content**

The profile which follows states which modules must be taken (the compulsory part), together with one or more lists of modules from which the student must make a selection (the selected modules). Students must choose such additional modules as they wish, in consultation with their programme adviser, to make 120 credits in each Part. The number of credits for each module is shown after its title.

**Part 1 (three terms)**

*Compulsory modules*

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
SE1PR11	Programming	20	4
SE1SE11	Software Engineering	20	4
SE1CA11	Computer Applications	20	4
SE1CC11	Cybernetics and Circuits	20	4
SE1FC11	Fundamentals of Computing	20	4

*Students with A-level Maths grade B or above (or equivalent) must take:*

SE1EM11	Engineering Mathematics	20	4
<i>Otherwise students must take:</i>			
SE1MC12	Mathematics for Computer Science	20	4

## Part 2 (three terms)

### Compulsory modules

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
SE2SM11	System Design and Management	20	5
SE2SP11	Signal Processing	20	5
SE2EM11	Embedded Microprocessors and Digital Systems	20	5
SE2DB11	Databases	10	5
SE2NE11	Neuroscience	10	5
SE2NN11	Neural Networks	10	5
SE2MI11	Machine Intelligence	10	5

### Optional modules:

SE2EA 11	Essential Algorithms	10	5
SE2JA 11	Java	20	5
SE2RS11	Robotic Systems	10	5
LA1XX1	Institution Wide Language Programme	20	4

## Year abroad/Year away/Additional year (three terms)

### Compulsory modules

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
SE2W9	Industrial Year	120	5

## Part 3 (three terms)

### Compulsory modules

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
SE3IP11	Individual Project	40	6
SE3SL11	Social, Legal and Ethical Aspects of Science and Engineering	10	6
SE3CN11	Computer Networking	20	6
SE3MH11	Modern Heuristics	10	6
SE3EC11	Evolutionary Computation	10	6

### Optional modules

#### Select modules worth 30 credits from:

SE3LM11	Law and Management	10	6
SE3MM11	Machines in Motion	10	6
SE3VR11	Virtual Reality	10	6
SE3IA11	Image Analysis	10	6
SE3SE11	Sustainable Electrical Energy	10	6
SE3CM14	Computational Methods for Neuroscience	10	6

### Progression requirements

In order to progress from Part 1 to Part 2, a student shall normally be required to achieve the following at Part 1:

- an overall weighted average of 40% over 120 credits; and
- a mark of at least 40% in individual modules amounting to not less than 100 credits; and
- a mark of at least 30% in individual modules amounting to not less than 120 credits.

Students who have failed or are not qualified to progress to Part 2 are permitted one re-sit examination in each failed module. The mark used for the purposes of progression will be the higher of the mark obtained in the original examination and the mark obtained in the re-examination.

Students who do not meet the above requirement but gain a threshold performance at Part 1 may be eligible to transfer to another programme or to leave with a CertHE. To gain a threshold performance at Part 1 a student shall normally be required to achieve:

- an overall average of 40% over 120 credits taken in Part 1; and
- a mark of at least 30% in individual modules amounting to not less than 100 credits.

In order to progress from Part 2 to Part 3, a student shall normally be required to achieve the following in Part 2:

- an overall weighted average of at least 40% over 120 credits; and
- a mark of at least 40% in individual modules amounting to not less than 100 credits; and
- a mark of at least 30% in individual modules amounting to not less than 120 credits.

Students who fail to progress are permitted one re-sit examination in each module in which they obtain less than 40%. For any module attempted in a re-sit examination the maximum mark carried forward into the final degree classification will be the higher of (a) the first attempt mark and (b) the lower of 40 and the mark achieved in the re-examination.

Students who do not meet the above requirements for progression to Part 3 but gain a threshold performance may be eligible to transfer to another programme or leave with a DipHE. To gain a threshold performance at Part 2 a student shall normally be required to achieve:

- an overall average of 40% over 120 credits taken in Part 2; and
- a mark of at least 40% in individual modules amounting to not less than 80 credits; and
- a mark of at least 30% in individual modules amounting to not less than 120 credits.

To be eligible for honours, a student shall normally be required to have satisfied all of the above progression requirements and to achieve the following in Part 3:

- a mark of at least 40% in individual modules amounting to not less than 80 credits;
- a mark of at least 40% at first attempt in the Part 3 major project module.

In order to graduate with the industrial year variant of the degree students are required to achieve an average of at least 40% in their industrial placement (module SE2W9 BSc AIWY). Otherwise students will be eligible for the non Industrial Year degree. In addition students must achieve a 2:2 or above in order to graduate with an IET and InstMC accredited degree. Students who fail the degree are permitted one re-sit examination (for a Pass degree) in each Part 3 module in which they have achieved less than 40%. For any such module attempted in a re-examination, the mark carried forward into the final degree assessment will be the higher of the original mark and the mark in the re-examination.

### Assessment and classification

The University's honours classification scheme is:

<i>Mark</i>	<i>Interpretation</i>
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

For the University-wide framework for classification, which includes details of the classification method, please see: [www.reading.ac.uk/internal/exams/Policies/exa-class.aspx](http://www.reading.ac.uk/internal/exams/Policies/exa-class.aspx).

The weighting of the Parts/Years in the calculation of the degree classification is

**Four-year programmes, including placement year:** Normally:

Part 2 one-third

Placement Year not included in classification

Part 3 two-thirds

(where students fail a placement year which does not contribute to classification they transfer to the three-year version of the programme)

Teaching is organised in modules that typically involve lectures and tutorial or laboratory practicals. Most modules are assessed by a mixture of coursework and formal examination. Some modules, for instance the Part 3 project, are assessed only as coursework.

### **Admission requirements**

Entrants to the programme are normally required to have obtained:

A minimum of GCSE: Mathematics Grade B or higher and Combined Science Grade B or higher.

Grades BBB in three A Level subjects including Mathematics and a science; or

International Baccalaureat: 30 points overall including 5,5 in Mathematics and a science both at higher level;

Equivalent qualifications are acceptable.

**Admissions Tutor:** Dr Etienne Roesch

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see [www.reading.ac.uk/student](http://www.reading.ac.uk/student)

Within the providing School additional support is given through practical laboratory classes. The development of problem-solving skills is assisted by appropriate assignment and project work. There is a Programme Adviser to offer advice on the choice of modules within the programme. Course handbooks are provided for each Part of the course: these give more details about the modules which make up the degree. In addition, the School produces a Handbook for Students, which provides general information about the staff and facilities within the school.

### **Career learning**

In the School of Systems Engineering (SSE), students are given strong support on career management/learning throughout their course.

- Students are introduced to the Placement & Careers Team in their fresher's week, where they receive information of how the team supports their Careers/Placement.
- At the end of their first year all students attend a one week intensive course, where a combination of presentations and workshops take place in: Placement/Graduate Job Search, using Social Media, Application Preparation, Research, Writing CVs and Covering Letters and completing Application Forms, Psychometric Testing (Numerical, Verbal & Diagrammatical Reasoning Tests), Competency Based Interviewing, Group Exercises & Presentations and Placement Presentations from 40+ employers.

- In the second year, students are prepared and encouraged to apply for a placement (either a three month summer Internship or a 12 month Industry placement).
- In the final year, students' graduate applications are supported by the Placement & Career Team with the following activities:
  1. Organising an SSE Placement/Graduate Fair
  2. Company presentations and source Placement & Graduate positions and send these out to the students
  3. Arranging on site Interviews, Selection Skill Workshops with Employers & Placement Team
  4. 1-1 Career/Placement support meetings (Monday & Tuesday 9:30 to 12 and Thursday 2 to 4:30 pm)

### **Career prospects**

Career prospects tend to be good as the course is very relevant to today's high technology society and, because the course is not dependent upon any one industry, graduates are employed in a variety of areas. Some graduates join large companies, often IT based companies; others join smaller companies and consultancies; and some choose to further their research interests either in the School or at other Universities.

### **Opportunities for study abroad**

As part of the degree programme students have the opportunity to study abroad at an institution with which the University has a valid agreement.

### **Placement opportunities**

This programme includes a year-long industrial placement.

### **Programme Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

#### **Knowledge and Understanding**

##### **A. Knowledge and understanding of:**

1. Appropriate mathematical techniques
2. Information technology
3. Design of systems
4. Aspects of computer and human intelligence
5. Business context
6. Engineering practice

##### **Teaching/learning methods and strategies**

The knowledge required for the basic topics is obtained via lectures, tutorials, laboratory practicals, assignments and project work. Appropriate IT packages are taught. Laboratory demonstrators and project supervisors advise students, and feedback is provided on all continually assessed work. As the course progresses students are expected to show greater initiative. The year spent in industry gives students a first hand knowledge of the business context.

##### *Assessment*

Most knowledge is tested through a combination of practicals, assignments and formal examinations. Students write reports on many assignments after Part 1, and may also make oral presentations of their work.

#### **Skills and other attributes**

##### **B. Intellectual skills - able to:**

1. Select and apply appropriate scientific principles, mathematics and computer based methods for analysing systems
2. Organise tasks into a structured form
3. Understand the evolving state of knowledge in a rapidly developing area
4. Transfer appropriate knowledge and methods

##### **Teaching/learning methods and strategies**

Appropriate mathematical, scientific and IT skills and tools are taught in lectures and problems to be solved are given as projects or assignments. Written and oral presentations are required for various assignments and projects.

##### *Assessment*

from one topic within the subject to another

5. Plan, conduct and write a report on a project or assignment
6. Prepare and give an oral presentation
7. Evaluate commercial risks

#### **C. Practical skills - *able to*:**

1. Use appropriate mathematical methods or IT tools
2. Program a computer to solve problems
3. Use relevant laboratory equipment; and analyse the results critically
4. Manage a project
5. Present work

#### **D. Transferable skills - *able to*:**

1. Use IT tools
2. Acquire, manipulate and process data
3. Use creativity and innovation
4. Solve problems
5. Communicate scientific ideas
6. Give oral presentations
7. Work as part of a team
8. Use information resources
9. Manage time

1-4 (see left box) are assessed partly by examination and partly by project or assignment work. 5 and 6 are assessed as part of project work. 7 is assessed by examination.

#### **Teaching/learning methods and strategies**

Mathematics and IT tools are introduced in lectures and their use is assessed by examinations and assignments. Programming assignments are set and students may write programs as part of other projects. Laboratory practicals and projects are used for 3 and projects are used for 4 and 5.

#### *Assessment*

1 is tested in coursework and in examinations. 2 and 5 are tested by assignments and projects. 3 is assessed by practicals and sometimes in projects. 4 is assessed through project work.

#### **Teaching/learning methods and strategies**

IT methods are taught partly in lectures, but mainly through laboratory sessions and assignments. Data skills are acquired in the laboratory and through project work. Creativity, innovation, problem solving, team working, time management and presentations are learnt in projects. Use of information resources such as the library and IT is learnt through projects and assignments.

#### *Assessment*

Some skills such as the ability to use IT tools and the ability to communicate orally and in written form are directly assessed in assignments or projects. Other skills such as time management are not directly assessed but their effective use will enhance a student's overall performance.

**Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**