Programme Specification

Information Technology [Villa]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Information Technology [Villa]

Highest award: MSc Information Technology

Interim award: PGCert Information Technology

Interim award: PGDip Information Technology

Awarding institution: UWE Bristol

Affiliated institutions: Villa College

Teaching institutions: Villa College

Study abroad: No

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CATE School of Computing and Creative Technologies, College of Arts, Technology and Environment

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time

Entry requirements: For the current entry requirements see the UWE public website.

For implementation from: 01 September 2026

Programme code: G56G12

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: This programme is designed for graduates from a wide range of academic backgrounds who want to move into the dynamic field of digital innovation. The programme offers an intensive, practice-oriented route into advanced computing and the strategic application of technology across industry, government and society.

The programme provides an intensive and practice-oriented learning experience that bridges theoretical foundations with real-world application. Students will engage with key areas such as data analytics, artificial intelligence, information security, cloud computing, digital design, and IT governance. Through research-led teaching, collaborative project work, and independent enquiry, learners will develop the ability to analyse complex information challenges, design secure and user-centred systems, and apply emerging technologies to drive sustainable organisational transformation.

Graduates will emerge as adaptable professionals with strong analytical, technical, and ethical competencies. They will be equipped to contribute to the digital economy of the Maldives and beyond, taking on roles that require strategic decision-making, innovation leadership, and interdisciplinary collaboration in an increasingly technology-driven global environment.

Features of the programme: Research-Led Curriculum: Teaching is informed by active research and evolving industry practice in areas such as artificial intelligence, data analytics, information security and digital transformation. Teaching integrates global perspectives with local and regional priorities, ensuring relevance to the Maldives' growing digital economy.

Collaborative Project Work: Students undertake a substantial group project where they design and deliver an innovative digital solution, assessed through both team and individual components.

Independent Research Project: The programme concludes with an in-depth,

independent research investigation that develops advanced analytical and problem-solving skills.

Educational Aims: The educational aims of the programme are:

To provide an intellectually challenging experience of advanced study, underpinned by staff research, professional practice, and contemporary digital development.

To enable students to deepen their knowledge, understanding, and analytical abilities in a stimulating academic environment.

To prepare students for further professional growth and leadership in their chosen field.

To develop students' capacity to conduct independent research in information technology.

To offer flexible postgraduate opportunities that accommodate full-time and part-time learners in employment.

Programme Learning Outcomes:
On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

PO1. Apply knowledge from specialised areas of information technology such as computing, data analytics, artificial intelligence, information security and governance to complex problems.

PO2. Design secure, data-driven and user-centred digital systems using appropriate methods, tools and contemporary technologies.

PO3. Formulate innovative digital strategies or solutions based on rigorous analysis of evidence, risk, sustainability and ethical considerations.

PO4. Investigate and advance knowledge through independent research that generates original insights and demonstrates readiness for advanced academic or professional study within the field of information technology.

PO5. Evaluate concepts, theories, methods and outcomes in information technology and digital transformation within organisational and societal contexts.

PO6. Manage and collaborate on projects that integrate technical and managerial approaches, demonstrating effective teamwork, reflective practice, and professional readiness for leadership and employment within the digital innovation sector.

PO7. Analyse principles of inclusivity, global awareness, and social responsibility in the design and deployment of digital technologies.

PO8. Communicate complex technical, analytical and strategic ideas effectively to specialist and non-specialist audiences through a range of media.

Assessment strategy: Assessment across the programme is designed to develop and evidence advanced research, analytical, and professional skills while reflecting contemporary industry practice. Students are assessed through a varied mix of authentic tasks that demonstrate both academic depth and practical application.

Indicative assessment types include:
Research-based reports and professional papers prepared for academic, technical, or managerial audiences.

Portfolios that capture the design, development, and evaluation of digital solutions and creative prototypes.

Individual and group presentations that communicate project outcomes, critical analyses, or design concepts to peers and stakeholders.

Viva examinations where students defend project decisions and reflect on methodology and outcomes.

Capstone projects that require students to plan, execute, and present an independent investigation into a contemporary information-technology challenge.

This varied approach ensures that students can demonstrate critical thinking, problem-solving, and professional communication skills in formats that mirror real-world expectations. Assessments are carefully mapped to learning outcomes and programme aims, allowing students to show progression from foundational understanding to advanced application and strategic insight.

Student support: Learning Support at Villa College helps all students to cope better with their studies by providing totally free workshops and tutorials to improve their essays, presentations, and other work-related tasks. Villa College also aims to provide students with other study and life skills so that their time at College adds to their readiness for their careers and future studies.
There are several ways in which Learning Support benefits Villa students. Most activities are online, to enable all students in different parts of the country to benefit equally. There are also web resources to support their studies at any hour of the day or night, from how to use academic references to how to search for high quality information sources that will make their work really stand out. There are also further workshops available from the Library.

Learning Support services offered are as follows:
Academic Writing Workshops - There are two series of workshops offered to students to help students, researchers, and scholars improve their academic writing skills. These workshops cover topics ranging from organising their writing and writing paragraphs, to using correct grammar and vocabulary. The primary objective of these workshops is to provide participants with strategies, techniques, and resources to enhance their writing proficiency and produce high-quality academic papers.
Referencing Workshops - These workshops are held for all new students at the beginning of each semester and provide the necessary knowledge to use proper citations and develop accurately formatted reference lists for their work. These workshops aim to provide participants with the knowledge and skills necessary to accurately and effectively attribute information and ideas borrowed from other authors, avoiding plagiarism and maintaining academic integrity. Additionally, these workshops are available for current students upon request by faculty.

E-Tutes Appointments - This is a large community in Viber that provides regular updates on grammar, vocabulary and other language-related information to boost their learning experience. There are also quizzes, and inspirational posts to encourage students through their time at college. Many alumni also participate in this community of over 2,500 members.
VC E-Tutes on Viber - This is a large community in Viber that provides regular updates on grammar, vocabulary and other language-related information to boost their learning experience. There are also quizzes, and inspirational posts to encourage students through their time at college. Many alumni also participate in this community of over 2,500 members.
PAL programme - The VC Peer Assisted Learning programme aims to provide help for new students in their initial semester for difficult modules. The aim is to provide additional support in the selected modules in a relaxed setting. New students are provided support by students who have already finished the difficult modules with outstanding results.
Study Skills Workshops - These workshops enable students to pick up valuable study and life skills that will enable them to be more effective students and perform better in their careers.
Google Meet 'Walk-In' - All students have the opportunity to log in to these specific time slots on Google Meet as 'walk-ins' to clarify various study-related issues. These are similar to E-Tutes appointments, but they do not require a prior booking.
Career Support - We are dedicated to providing comprehensive career support to our students to help them make informed decisions about their future.
Counselling Support - Villa College offers a range of counselling services to support students' psychological and emotional wellbeing to aid their academic performance and personal growth.
Academic Counselling - Our faculties are dedicated to provide the best academic counselling services for the students to help them achieve their academic goals.
Guest Lectures / Workshops / Hands on Sessions / Participating in Conferences with students / trying to publish the students works in academic journals / Learning Support Videos - There are several YouTube videos developed to help students learn more about doing library research, referencing and general academic writing, among other areas.

The Study Skills page on the Villa College Library provides useful information and resources for students on academic writing and referencing.

Part B: Programme Structure

Year 1

Full-time students must take 180 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full-time)

Full-time students must take 120 credits from the modules in Compulsory Modules (Full-time).

Module Code	Module Title	Credit
UFCET5-60-M	IT Research Project 2026-27	60
UFCFQJ-15-M	Digital Design and Development 2026-27	15
UFCFHJ-15-M	Information Security 2026-27	15
UFCEHJ-30-M	IT Project Management 2026-27	30

Year 1 Optional Modules (Full-time)

Full-time students must take 60 credits from the modules in Optional Modules (Full-time).

Module Code	Module Title	Credit
UFCEV9-15-M	AI in Practice 2026-27	15
UFCET4-15-M	AI, Society and the Digital Workplace 2026-27	15
UFCEVJ-15-M	Systems Thinking for Digital Transformation 2026-27	15
UFCF4Q-15-M	Big Data and Business Analytics 2026-27	15
UFCFNJ-15-M	Strategic Leadership and Governance in IT 2026-27	15

Part C: Higher Education Achievement Record (HEAR) Synopsis

Graduates of the MSc Information Technology gain an advanced understanding of the strategic role of IT in organisations, with expertise in big data analytics, artificial intelligence, digital design and development, information security, project management, and systems thinking for digital transformation. They can analyse complex socio-technical environments, address ethical and governance issues, and apply research methods to create evidence-based solutions. Skilled in requirements analysis, prototyping, and the use of contemporary development tools, they communicate complex ideas clearly, lead multidisciplinary teams, and manage projects effectively, enabling organisations to achieve strategic objectives and adapt to evolving technological and societal challenges.

Part D: External Reference Points and Benchmarks

In designing the programme, the faculty has drawn on the following external reference points:

QAA Benchmark statements on the fundamental requirements for programme design, as well as many of the subject knowledge and skills guidance for generalist Masters programmes

The programme design and module specifications have been guided by UWE Bristol's postgraduate teaching principles and by the continuing evolution of digital technologies and their impact on organisations and society.

Level 7 guidance on learning objectives from SEEC, covering Knowledge and Understanding, Intellectual Skills and Transferable Skills and Other Activities, in particular.

From the QAA benchmarks, the programme focused on the need to integrate theory and practice as well as planning the development of a set of attitudes and an appreciation of a range of applications and their impact on users. The Masters Project synthesises various student's research and skills. Half the Masters course's

credits amply cover the QAA's guidance on Generic (transferable) Skills, such as the ability to "critically review the literature, which includes identifying all of the key developments in a particular area of study, critically analysing them and identifying limitations and avenues for further development or explanation", as well going a long way to providing an opportunity to recognise and develop innovative opportunities.

UWE Teaching and Learning Strategy has informed the design and mix of assessment regimes which are included in this Masters course, as well as the need to recognise constraints on contact and assessment allocations for staff delivering a postgraduate provision. There is a range of assessment methods, including presentation and verbal justification of studies as well as written reports. In the SEEC Level 7 guidelines, Knowledge and Understanding at this level should cover current theoretical and methodological approaches, which within various modules. A group project also very much satisfies a Level 7
transferable skill: "works effectively in multiple teams as leader or member… make appropriate use of the capacities of team members".

Part E: Regulations

Approved to University Regulations and Procedures.