



University of the
West of England

ACADEMIC SERVICES

PROGRAMME APPROVAL LOG

ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	University of the West of England /Frenchay Campus, SHAPE (Hong Kong)
Faculty responsible for programme	Environment and Technology
Department responsible for programme	Computer Science and Creative Technologies
Modular Scheme Title	Faculty of Environment and Technology Modular Scheme
Professional Statutory or Regulatory Body Links	
Highest Award Title	MSc Information Technology
Default Award Title	MSc Information Technology
Fall-back Award Title	
Interim Award Titles	PG Diploma in Information Technology PG Certificate in Information Technology
UWE Progression Route	
Mode(s) of Delivery	FT / PT
Codes	UCAS: ISIS2:
	JACS: HESA:
Relevant QAA Subject Benchmark Statements	
CAP Approval Date	June 2016 v1; Jan 2017 v2
Valid from	September 2017 v2
Periodic Curriculum Review	June 2013
Valid until Date	June 2019
Version	2

Part 2: Educational Aims of the Programme

The programme aims to equip students with the knowledge, skills and attitudes necessary to work effectively and take on management responsibilities in a modern business or public sector environment where information technology and information services are key components of the organisation.

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The educational aims of the scheme are:

- to provide an intellectual experience of advanced study, underpinned by staff expertise, research, and experience with systems development;
- to enable the student to further and deepen his/her knowledge, understanding and analytical abilities in a stimulating and challenging academic environment;
- to prepare the student for further professional development in his/her chosen field;
- to develop the student's ability to conduct research in their chosen field;
- to offer a flexible provision of postgraduate opportunities which allows for the engagement of part-time students whilst still in employment.

At the end of the programme, students should:

- have a flexible and critical attitude to innovation and change and be prepared for changing and varied employments;
- understand the significance of the dynamic role of information and systems technologies in the development of modern business and its importance in society in general;
- be able to analyse, synthesise and provide for the acquisition of appropriate skills in order that these may be applied in future employment;
- understand, and be able to use and exploit, relevant modern information systems;
- have management and communication skills relevant to the activities involved in information systems use and management;
- have an awareness of the social and organisational contexts in which information and technological changes operate;
- have a firm foundation on which to build future professional development;
- be able to carry out independent supervised research within the information world through the application of relevant methodical and analytical approaches

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Part 3: Learning Outcomes of the Programme

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

A. Knowledge and Understanding

1. The nature of information and data, the range of application domains and trends in the application of IT systems
2. Key principles in the fields of management, information and communication of relevance to information technology
3. Approaches to systems development and to information management, processing and communication
4. Appreciation of strategies for information systems introduction, change and risk management and quality assurance
5. Appreciation of the professional, legal, social, cultural and ethical issues related to computing and IT
6. Appreciation of security risks and the impact of security breaches on corporate integrity and personal privacy
7. Awareness of sustainability and environmental issues in IT practice
8. Appropriate research methods to investigate a specific area of professional interest or concern and to evaluate larger-scale research done by others.

Part 3: Learning Outcomes of the Programme

B. Intellectual Skills

All graduates of the MSc IT should be able to:

1. Critically evaluate developments and new applications of information and communication technology systems
2. Evaluate the roles and uses of IT in different business and public sector settings
3. Analyse and model system problems and develop pragmatic, creative and innovative solutions
4. Evaluate a variety of methods and approaches to systems development:
5. Recognize a clear research question or hypothesis and thus critically analyse theoretical perspectives relevant to the research process
6. Evaluate research methodologies, tools and techniques, and the process of research, reflectively
7. Relate theory and practice in the context of the application domains explored in the chosen option modules
8. Balance conflicting objectives in the research, selection and development of information systems and supporting technical platforms

C. Subject/Professional/Practical Skills

1. Design, improve and retire/replace systems incorporating social, informational and technical elements
2. Develop familiarity with legislation, codes of practice and industrial standards relating to information management and computing
3. Identify and mitigate security risks and risks to successful project implementation
4. Involve stakeholders in the design, prototyping and evaluation of new digital systems
5. Manage and optimise software development including efficient coding, testing and integration
6. Manage projects and people, including distributed teams
7. Identify information/data requirements that are crucial to organisational performance and develop workflows for data extraction, management, analysis and integration into organisational intelligence and reporting
8. Design and conduct research in the subject area leading to evidence-based recommendations for change

D. Transferable Skills and other attributes

1. Communication skills: to communicate orally or in writing, including, for instance, the results of technical investigations, to peers and/or to “problem owners”.
2. Self-management skills: to manage one’s own time; to meet deadlines; to work with others having gained insights into the problems of team-based systems development.
3. Leadership skills: building a vision, encouraging others to participate.
4. IT Skills in context (to use software in the context of problem-solving investigations, and to interpret findings)
5. Progression to independent learning: To gain experience of, and to develop skills in, learning independently of structured class work. For example, to develop the ability to use on-line facilities to further self-study.
6. Awareness of professional literature: to read and to use literature sources appropriate to the discipline to support learning activities.
7. Working with others: to be able to work as a member of a team; to be aware of the benefits and problems which teamwork can bring.

Part 3: Learning Outcomes of the Programme

Learning Outcomes:	Strategy & Governance in IT UFCFNJ-15-M	Project Management: UFCFPJ-15-M	Digital Design UFCFQJ-15-M	Information Security UFCFHJ-15-M	Software Project: UFCFED-30-M	Data Management: UFCE8K-15-M	Social Media & Web UFCFJJ-15-15-M	Cloud Computing: UFCFKJ-15-M	User Experience: UFCE8J-15-M	Knowledge Management: UFCFGD-15-M	Big Data : UFCF8H-15-M	Linked, Open Data : UFCFLJ-15-M	Machine Learning UFCFMJ-15-M	Dissertation: UBLLY7-60-M/ UFCFUD-60-M
A) Knowledge and understanding of:														
1. Nature of information and data	√					√			√	√	√	√		
2. Principles of management of IT	√	√			√	√			√	√				
3. System development			√		√	√	√		√	√			√	√
4. Change, risk management and quality	√	√		√	√	√			√	√				
5. Professional, legal, social, ethical issues	√			√	√		√		√	√				√
6. Security issues				√	√		√							√
7. Sustainability in IT	√							√						
8. Research methods			√				√						√	√
(B) Intellectual Skills														
1. Critique of new ICTs	√				√		√			√				
2. Roles and uses of IT in organisations	√	√		√	√		√			√				
3. Analyse and create solutions	√		√	√	√	√	√	√	√	√	√		√	
4. Methods / approaches to development		√	√		√				√		√		√	
5. Raising research question in IS					√		√			√		√	√	√
6. Evaluate research methods					√		√						√	√
7. Theory and practice in domains	√				√		√	√	√		√	√		√
8. Balance conflicting objectives			√		√						√	√		√
(C) Subject/Professional/Practical Skills														
1. Design and improve systems	√		√				√	√	√	√		√		√
2. Legislation, standards, practice		√		√	√	√	√		√	√	√			
3. Security and risk in projects		√		√	√	√		√	√	√				
4. Involve stakeholders			√		√								√	√
5. Software development	√	√			√	√			√					√
6. Manage people and projects	√	√			√		√		√	√				
7. Organisational intelligence							√				√		√	
8. Research			√				√						√	√
(D) Transferable skills and other attributes														
1. Communication skills	√	√	√		√		√		√	√				√
2. Self-management skills		√	√			√				√				√
3. Leadership skills	√				√									
4. IT skills in context	√		√		√	√	√		√	√				
5. Independent learning		√				√				√				√
6. Awareness of professional literature	√	√							√	√				√
7. Working with Others			√	√	√		√		√					

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities (e.g. guest lectures) will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the MSc Information Technology programme teaching is a mix of scheduled and independent learning.

Scheduled learning includes lectures, seminars, tutorials, practical classes and workshops; group work; Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Research methods support is integrated into the programme to prepare students for the level of study required at Masters level and the expectations of the Dissertation / Dissertation by Research and Development modules

Description of any Distinctive Features

A group-work software development project is a compulsory module and involves active collaboration with other students on the master's programme. This has an element of group-based and individual-based assessment. In several modules, such as Professionalism and Governance in IT, the exact content of the module will change as the literature and research on modern IT is published.

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Assessment Strategy

Given the combined academic and information systems focus of the degree, assessment has been designed to foster research, writing and practical skills, but also the ability to create high quality information outputs and present these successfully. Assessments therefore combine:

- Written coursework addressing core module learning outcomes
- Professional reports addressing specific requirements and presented as if to workplace stakeholders or management;
- Group or individual presentations communicating the results of development projects or the critique of current/emerging topics or presenting resources or design prototypes
- Portfolios to explore aspects of digital design
- Examinations, many of which follow a formal structure but comprise 50% or less of the whole module assessment and where they comprise all the assessment involve seen questions which can be prepared in advance or are a summative compilation of essay work.

Part 5: Assessment

Assessment Map

The programme encompasses a range of **assessment methods** including essays, professional reports, presentations and practical portfolios. These are outlined in the assessment map, below.

Assessment Map for MSc Information Technology

		Type of Assessment*									
		Seen Written Exam	Unseen Written Exam	Oral assessment and/or presentation	Written Assignment	Report / Essay	Portfolio	Artifact	Proposal	Poster	Dissertation
Compulsory Modules	UFCFNJ-15-M Strategy And Governance In It	A 50%		B 50%							
	UFCEPJ-15-M Project Management	A 100%									
	UFCEQJ-15-M Digital Design And Development			A 25%			B 75%				
	UFCEHJ-15-M Information Security	A 25%				B 75%					
	UFCEFD-30-M Group Software Development Project				A 100%						
	UBLLY7-60-M or UFCEFD-60-M Dissertation										A 100%
Optional Modules	UFCE8K-15-M Data Management	A 50%						B 50%			
	UFCEJJ-15-M Social Media and Web Science					B 50%			A 50%		
	UFCEGD-15-M Information and Knowledge Management	A 50%		B2 12.5%		B1 37.5%					
	UFCE8J-15-M Designing the User Experience	A 25%					B 75%				
	UFCE8H-15-M Big Data			A 25%		B 75%					
	UFCEKJ-15-M Cloud Computing			A 25%		B 75%					
	UFCEFLJ-15-M Linked, Open Data and The Internet of Things		A 50%					B 50%			
	UFCEMJ-15-M		A			B					

Part 5: Assessment

Machine Learning And Predictive Analytics		50%		50%						
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*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	UFCFNJ-15-M Strategy And Governance In IT	30 credits from: UFCFJJ-15-M Social Media And Web Science UFCE8J-15-M Designing The User Experience UFCE8K-15-M Data Management UFCFGD-15-M Information and Knowledge Management UFCFMJ-15-M Machine Learning And Predictive Analytics UFCF8H-15-M Big Data UFCFKJ-15-M Cloud Computing UFCFLJ-15-M Linked, Open Data and The Internet of Things	PG Cert Information Technology minimum 60 credits. PG Diploma Information Technology minimum 120 credits excluding the dissertation. Highest award: MSc Information Technology (180 M level credits)
		UFCFPJ-15-M Project Management		
		UFCFHJ-15-M Information Security		
		UFCFQJ-15-M Digital Design and Development		
		UFCFED-30-M Group Software Development Project		
		UBLLY7-60-M Dissertation		
		Or UFCFUD-60-M Dissertation By Research and Development		

GRADUATION

Part time: The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1.1	UFCFED-30-M Group Software Development Project UFCFPJ-15-M Project Management UFCFQJ-15-M Digital Design and Development		PG Cert Information Technology minimum 60 credits.
	Year 1.2	Compulsory Modules UFCFNJ-15-M Strategy and Governance In IT UFCFHJ-15-M Information Security UBLLY7-60-M Dissertation Or UFCFUD-60-M Dissertation By Research and Development	Optional Modules 30 credits from: UFCFJJ-15-M Social Media And Web Science UFCE8J-15-M Designing The User Experience UFCE8K-15-M Data Management UFCFGD-15-M Information and Knowledge Management UFCFMJ-15-M Machine Learning And Predictive Analytics UFCF8H-15-M Big Data UFCFKJ-15-M Cloud Computing UFCFLJ-15-M Linked, Open Data and The Internet of Things	Interim Awards PG Diploma Information Technology minimum 120 credits excluding the dissertation. Highest award: MSc Information Technology (180 M level credits)

GRADUATION

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student at SHAPE, Hong Kong**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules.

There are no pre-requisites for any of the modules. The order of delivery of the taught modules may therefore be changed to accommodate entry to the programme at different points in the year.

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1.1	UFCFQJ-15-M Digital Design and Development UFCFNJ-15-M Strategy And Governance In IT		
	Year 1.2		30 credits from: UFCFJJ-15-M Social Media And Web Science UFCF8H-15-M Big Data UFCFKJ-15-M Cloud Computing	PG Cert Information Technology Minimum 60 credits
	Year 1.3	UFCFED-30-M Group Software Development Project		
	Year 2.1	UFCFPJ-15-M Project Management UFCFHJ-15-M Information Security		PG Diploma Information Technology minimum 120 credits excluding the dissertation.
	Year 2.2	UBLLY7-60-M Dissertation Or		
	Year 2.3	UFCFUD-60-M Dissertation By Research and Development		Highest award: MSc Information Technology (180 M level credits)

GRADUATION

Part 7: Entry Requirements

For entry to the programme, applicants should have:

- An honours degree (a lower second or above) from a recognised UK Higher Education institution or equivalent from a recognised overseas institution
- IELTS overall score of 6.5 with 5.5 in each component (or equivalent)
- Some knowledge of computing, either from their first degree or work / voluntary experience

Applicants may be asked to provide a writing sample to determine readiness for academic work.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

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 extensively guided by guidelines on postgraduate teaching within the University of the West of England and the influence of web-based technologies and its value in business
- 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. This has been mostly achieved by making the Group Software Development Project a compulsory part of the course, and another 30 credit module exploring current IT problems (Professionalism and Governance in IT), as well as project management exploration in another module (Project Management). The Masters Dissertation develops the student's research and investigative skills. These modules, which comprise 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 as 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 recognize constraints on contact and assessment allocations for staff delivering a postgraduate provision. There is a range of assessment methods, with a clear attempt to include presentation and verbal justification of studies as well as written reports. Examinations still feature in many modules but there is variation in the preparation for those controlled condition assessments (Project Management – previewed exploratory questions known at start of module) in line with guidance

Part 8: Reference Points and Benchmarks

on provision at postgraduate level and for international students.

In the SEEC Level 7 guidelines, Knowledge and Understanding at this level should cover “current theoretical and methodological approaches”, which is at the core of the Professionalism and Governance in IT module. The Group Software Development Project particularly covers the Level 7 intellectual skill: “designs and undertakes substantial investigations to address significant areas of theory and/or practice”. This 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”.

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 individual modules can be found in module specifications, available on the [University's website](#).

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Version	4

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Part 3: Learning Outcomes of the Programme

B. Intellectual Skills

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11. Analyse and model system problems and develop pragmatic, creative and innovative solutions
12. Evaluate a variety of methods and approaches to systems development:
13. Recognize a clear research question or hypothesis and thus critically analyse theoretical perspectives relevant to the research process
14. Evaluate research methodologies, tools and techniques, and the process of research, reflectively
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C. Subject/Professional/Practical Skills

9. Design, improve and retire/replace systems incorporating social, informational and technical elements
10. Develop familiarity with legislation, codes of practice and industrial standards relating to information management and computing
11. Identify and mitigate security risks and risks to successful project implementation
12. Involve stakeholders in the design, prototyping and evaluation of new digital systems
13. Manage and optimise software development including efficient coding, testing and integration
14. Manage projects and people, including distributed teams
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13. Awareness of professional literature: to read and to use literature sources appropriate to the discipline to support learning activities.
14. Working with others: to be able to work as a member of a team; to be aware of the benefits and problems which teamwork can bring.

Part 3: Learning Outcomes of the Programme

Learning Outcomes:	Strategy & Governance in IT UFCFNJ-15-M	Project Management: UFCFPJ-15-M	Digital Design UFCFQJ-15-M	Information Security UFCFHJ-15-M	Software Project: UFCFED-30-M	Data Management: UFCE8K-15-M	Social Media & Web UFCFJJ-15-15-M	Cloud Computing: UFCFKJ-15-M	User Experience: UFCE8J-15-M	Knowledge Management: UFCFGD-15-M	Big Data : UFCF8H-15-M	Linked, Open Data : UFCFLJ-15-M	Machine Learning UFCFMJ-15-M	Dissertation: UBLLY7-60-M/ UFCFUD-60-M
A) Knowledge and understanding of:														
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11. System development			√		√	√	√		√	√			√	√
12. Change, risk management and quality	√	√		√	√	√			√	√				
13. Professional, legal, social, ethical issues	√			√	√		√		√	√				√
14. Security issues				√	√		√							√
15. Sustainability in IT	√							√						
16. Research methods			√				√						√	√
(B) Intellectual Skills														
9. Critique of new ICTs	√				√		√			√				
10. Roles and uses of IT in organisations	√	√		√	√		√			√				
11. Analyse and create solutions	√		√	√	√	√	√	√	√	√	√		√	
12. Methods / approaches to development		√	√		√				√		√		√	
13. Raising research question in IS					√		√			√		√	√	√
14. Evaluate research methods					√		√						√	√
15. Theory and practice in domains	√				√		√	√	√		√	√		√
16. Balance conflicting objectives			√		√								√	√
(C) Subject/Professional/Practical Skills														
9. Design and improve systems	√		√				√	√	√	√		√		√
10. Legislation, standards, practice		√		√	√	√	√		√	√	√			
11. Security and risk in projects		√		√	√	√		√	√	√				
12. Involve stakeholders			√		√								√	√
13. Software development	√	√			√	√			√					√
14. Manage people and projects	√	√			√		√		√	√				
15. Organisational intelligence							√				√		√	
16. Research			√				√						√	√
(D) Transferable skills and other attributes														
8. Communication skills	√	√	√		√		√		√	√				√
9. Self-management skills		√	√			√			√	√				√
10. Leadership skills	√				√									
11. IT skills in context	√		√		√	√	√		√	√				
12. Independent learning		√				√				√				√
13. Awareness of professional literature	√	√							√	√				√

Part 3: Learning Outcomes of the Programme

14. Working with Others			√	√	√		√		√					

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities (e.g. guest lectures) will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the MSc Information Technology programme teaching is a mix of scheduled and independent learning.

Scheduled learning includes lectures, seminars, tutorials, practical classes and workshops; group work; Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Research methods support is integrated into the programme to prepare students for the level of study required at Masters level and the expectations of the Dissertation / Dissertation by Research and Development modules

Description of any Distinctive Features

A group-work software development project is a compulsory module and involves active collaboration with other students on the master's programme. This has an element of group-based and individual-based assessment. In several modules, such as Professionalism and Governance in IT, the exact content of the module will change as the literature and research on modern IT is published.

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Assessment Strategy

Given the combined academic and information systems focus of the degree, assessment has been designed to foster research, writing and practical skills, but also the ability to create high quality information outputs and present these successfully. Assessments therefore combine:

- Written coursework addressing core module learning outcomes
- Professional reports addressing specific requirements and presented as if to workplace stakeholders or management;
- Group or individual presentations communicating the results of development projects or the critique of current/emerging topics or presenting resources or design prototypes
- Portfolios to explore aspects of digital design
- Examinations, many of which follow a formal structure but comprise 50% or less of the whole module assessment and where they comprise all the assessment involve seen questions which can be prepared in advance or are a summative compilation of essay work.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	UFCFNJ-15-M Strategy & Governance In IT UFCFPJ-15-M Project Management UFCFHJ-15-M Information Security UFCFQJ-15-M Digital Design and Development UFCFED-30-M Group Software Development Project UBLLY7-60-M Dissertation Or UFCFUD-60-M Dissertation By Research and Development	30 credits from: UFCFJJ-15-M Social Media And Web Science UFCE8J-15-M Designing The User Experience UFCE8K-15-M Data Management UFCFGD-15-M Information and Knowledge Management UFCFMJ-15-M Machine Learning And Predictive Analytics UFCF8H-15-M Big Data UFCFKJ-15-M Cloud Computing UFCFLJ-15-M Linked, Open Data and The Internet of Things	PG Cert Information Technology minimum 60 credits. PG Diploma Information Technology minimum 120 credits excluding the dissertation. Highest award: MSc Information Technology (180 M level credits)

GRADUATION

Part time: The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1.1	UFCFED-30-M Group Software Development Project UFCFPJ-15-M Project Management UFCFQJ-15-M Digital Design and Development		PG Cert Information Technology minimum 60 credits.
	Year 1.2	Compulsory Modules UFCFNJ-15-M Strategy & Governance In IT UFCFHJ-15-M Information Security UBLLY7-60-M Dissertation Or UFCFUD-60-M Dissertation By Research and Development	Optional Modules 30 credits from: UFCFJJ-15-M Social Media And Web Science UFCE8J-15-M Designing The User Experience UFCE8K-15-M Data Management UFCFGD-15-M Information and Knowledge Management UFCFMJ-15-M Machine Learning And Predictive Analytics UFCF8H-15-M Big Data UFCFKJ-15-M Cloud Computing UFCFLJ-15-M Linked, Open Data and The Internet of Things	Interim Awards PG Diploma Information Technology minimum 120 credits excluding the dissertation. Highest award: MSc Information Technology (180 M level credits)

GRADUATION

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student at Villa College, The Maldives**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	UFCFNJ-15-M Strategy & Governance In IT UFCFPJ-15-M Project Management UFCFHJ-15-M Information Security UFCFQJ-15-M Digital Design and Development UFCFED-30-M Group Software Development Project UBLLY7-60-M Dissertation Or UFCFUD-60-M Dissertation By Research and Development	(30 credits from:) UFCFKJ-15-M Cloud Computing UFCFJJ-15-M Social Media And Web Science UFCF8H-15-M Big Data	PG Cert Information Technology minimum 60 credits. PG Diploma Information Technology minimum 120 credits excluding the dissertation. Highest award: MSc Information Technology (180 M level credits)
GRADUATION				

GRADUATION

Part 7: Entry Requirements

For entry to the programme, applicants should have:

- An honours degree (a lower second or above) from a recognised UK Higher Education institution or equivalent from a recognised overseas institution
- IELTS overall score of 6.5 with 5.5 in each component (or equivalent)
- Some knowledge of computing, either from their first degree or work / voluntary experience

Applicants may be asked to provide a writing sample to determine readiness for academic work.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

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 extensively guided by guidelines on postgraduate teaching within the University of the West of England and the influence of web-based technologies and its value in business
- 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. This has been mostly achieved by making the Group Software Development Project a compulsory part of the course, and another 30 credit module exploring current IT problems (Professionalism and Governance in IT), as well as project management exploration in another module (Project Management). The Masters Dissertation develops the student's research and investigative skills. These modules, which comprise 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 as 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 recognize constraints on contact and assessment allocations for staff delivering a postgraduate provision. There is a range of assessment methods, with a clear attempt to include presentation and verbal justification of studies as well as written reports. Examinations still feature in many modules but there is variation in the preparation for those controlled condition assessments (Project Management – previewed exploratory questions known at start of module) in line with guidance on provision at postgraduate level and for international students.

Part 8: Reference Points and Benchmarks

In the SEEC Level 7 guidelines, Knowledge and Understanding at this level should cover “current theoretical and methodological approaches”, which is at the core of the Professionalism and Governance in IT module. The Group Software Development Project particularly covers the Level 7 intellectual skill: “designs and undertakes substantial investigations to address significant areas of theory and/or practice”. This 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”.

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 individual modules can be found in module specifications, available on the [University's website](#).