Faculty of
Computing, Engineering
and Mathematical Sciences

MSc Information and Library Management

Definitive Documentation – February 2005

Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Faculty responsible for programme	Computing, Engineering and Mathematical Sciences
Programme accredited by	N/A
Highest award title	MSc Information and Library Management
Default award title	-
Interim award title	PgDip. Information & Library Management PgCert. Information & Library Management
Modular Scheme title (if different)	Faculty of Computing, Engineering & Mathematical Sciences Modular Scheme
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	Librarianship and Information Management
On-going	
Valid from (insert date if appropriate)	1st September 2005

Authorised by… **Date:…**

Version Code 1

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational Aims of the Programme

The programme aims to equip students with the knowledge, skills and attitudes necessary to manage a library or information service effectively. Additionally, writing the dissertation extends their knowledge in a specific area and will develop their skills in carrying out independent research.

The educational aims of the scheme are:

- to provide an intellectual experience of advanced study, underpinned by staff expertise, research, and experience;
- 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 postgraduate opportunities for part-time students 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 library work in the development of modern society;
- 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 and library work;
- have an awareness of the social and organisational contexts in which information and library services 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.

Section 3: Learning Outcomes of the Programme

The programme route provides opportunities for students to develop and demonstrate knowledge and understanding, intellectual skills, subject-specific skills and transferable skills., as shown below.

The learning outcomes below are specified in accord with educational aims of the Programme and with the module specifications attached at Appendix A.

A. Knowledge and Understanding

Knowledge and Understanding of:	***Teaching/Learning Methods and Strategies***	***Assessment***
1. Key principles in the fields of management, information and communication of relevance to information and library managers. 2. Key principles relevant to the design and evaluation of digital information tools. 3. Key issues and theoretical perspectives concerning the role of information in contemporary society. 4. Strategies for the introduction and management of information services in a variety of settings. 5. Appropriate research methods to investigate a specific area of professional interest or concern and to evaluate larger-scale research done by others.	Knowledge and understand will be acquired through lectures, seminars, tutorials, discussion, group work and directed reading. Visits to libraries and information services outside, and talks by invited professional speakers will open up additional perspectives. There is a strong emphasis throughout on practice-based and research-based material. Independent learning is achieved through written coursework and presentations and the production of a dissertation. In terms of the structure of the programme, the **core** contains six modules: 1. Two which focus on ***information***: Information & its Users and Organising Information. 2. Two focusing on ***management***: Transferable Management Skills and Management of Information & Library Services. 3. Two with a ***research*** emphasis: Research Methods in Information & Library Management and the Dissertation in Information & Library Management. The ***options*** fall into three sets, allowing a variety of specialisations, the first and third focusing on different types of library and information service, and the middle one on technologies and techniques in the field: 1. Four combinations of either Public or Special Libraries with either Services for Young People or Health & Medical Information Services. 2. A choice between three modules: Advanced Information Systems; and a combination of Cataloguing & Classification with *either* Introduction to Advanced Information Systems *or* Publishing. 3. A choice between three modules: Academic Libraries; and a combination of Legal Information Services with *either* Introduction to Academic Libraries *or* Government Information Services.	Knowledge and understanding are assessed primarily through written coursework and presentations. Some information design tasks are included. The general aim of the assessment is to give students the opportunity and challenge to apply their knowledge to professional practice in a detailed and reflective manner. Presentations are used partly to ensure that part of the assessment in each module is under controlled conditions, but also to develop students' skills and confidence in articulating and communicating their knowledge and understanding.

B. Subject-Specific Skills

Subject-Specific Skills	*Teaching/Learning Methods and Strategies*	*Assessment*
From successful study of the core modules, students will gain skills in: 1. key information processes, including cataloguing and classification, and information search and retrieval 2. assessing information needs 3. selection, acquisition, management and delivery of information, including by use of the WWW and web tools 4. assessing and developing professional and personal development needs 5. applying relevant management techniques in context, including staff management strategy formulation 6. interpretation and analysis of case studies in information and library management 7. using research literature 8. designing and carrying out a research project in their chosen topic area 9. developing original thinking and creativity in the domain	These skills are built progressively through the programme. Skills 1-3 in the core list are established in the two information-oriented core modules (Information & its Users and Organising Information), and will be developed further, technically and/or contextually in the rest of the core and in the options. Skills 4-6 in the core list are established in the two management-focused core modules (Transferable Management Skills and Management of Information & Library Services) and will also be developed further in other parts of the programme, especially in the options. In both these parts of the programme, students will be able – since they will generally be working librarians or information specialists - to draw on their existing skills and background to consolidate and test their learning. Skills 7-9 are research-related, and established through the Research Methods and Dissertation modules. Students may be in less familiar territory here and may find it challenging to detach themselves from their practical experience sufficiently to achieve the more abstract and general perspective needed for research. Achieving skill 9 at a good level will require students to forge deep connections between information, management and research skills.	Assessment is principally through coursework and presentation, throughout the programme. This is appropriate in a professionally-oriented MSc, reflecting and strengthening its focus on practice and research. Some of the basic skills (1, 2) will be assessed by in-class test, while the research skills are partly assessed through the dissertation. Exercises in tutorial and lab sessions will enable students to test and develop their skills formatively. In their coursework and presentations, they will be able to put some of their skills directly into practice (eg, using research literature, assessing information needs, contributing to strategy formulation), while the acquisition of some of the other skills (eg, using the WWW, management of information, carrying out a research project) will need to be demonstrated by intelligent analysis and commentary or by outcomes in a process of supervision.

Depending on their choice of options, students will also acquire skills in some of the following areas: 1. planning, management and delivery of information services in public libraries, special libraries, schools or medical institutions 2. selection of appropriate materials for public libraries, special libraries, school libraries or medical and health information services 3. effective use of digital information resources 4. organising access to, and preservation of, digital information resources 5. planning the implementation of digital information resources 6. cataloguing and classifying library materials in a wide range of media 7. evaluating and selecting production and distribution options for information materials 8. analysing context and trends in HE and FE library services, legal information services, or government information services 9. facilitating management processes in academic libraries, legal information services, or government information services 10. accessing academic, government and legal information sources	Students will supplement their achievement of the skills in the core set through successful study of a choice of options. These additional skills are in the following areas: ▪ planning, management and delivery of information services in a range of settings ▪ facilitating management processes in a range of library and information settings ▪ selection of appropriate materials for a range of libraries and information services ▪ more advanced use of, access to, and management of digital information resources ▪ more advanced cataloguing and classification ▪ publishing ▪ more advanced access to specific information resources The Dissertation is embarked on after completion of the options and the other core modules, and so will of course build on individuals' development of their skills and knowledge in their choice of options as well as in the core. The Dissertation is therefore an important and culminating bridge between a general corpus of material in the domain and each student's interests and professional practice.	Presentation and written coursework combine well together in assessment, the one requiring students to engage with their own development of skills and knowledge in manner communicable to their learning community (their fellow students), and the other allowing time for a longer and deeper consideration of the relevant issues.

C. Intellectual (Cognitive) Skills

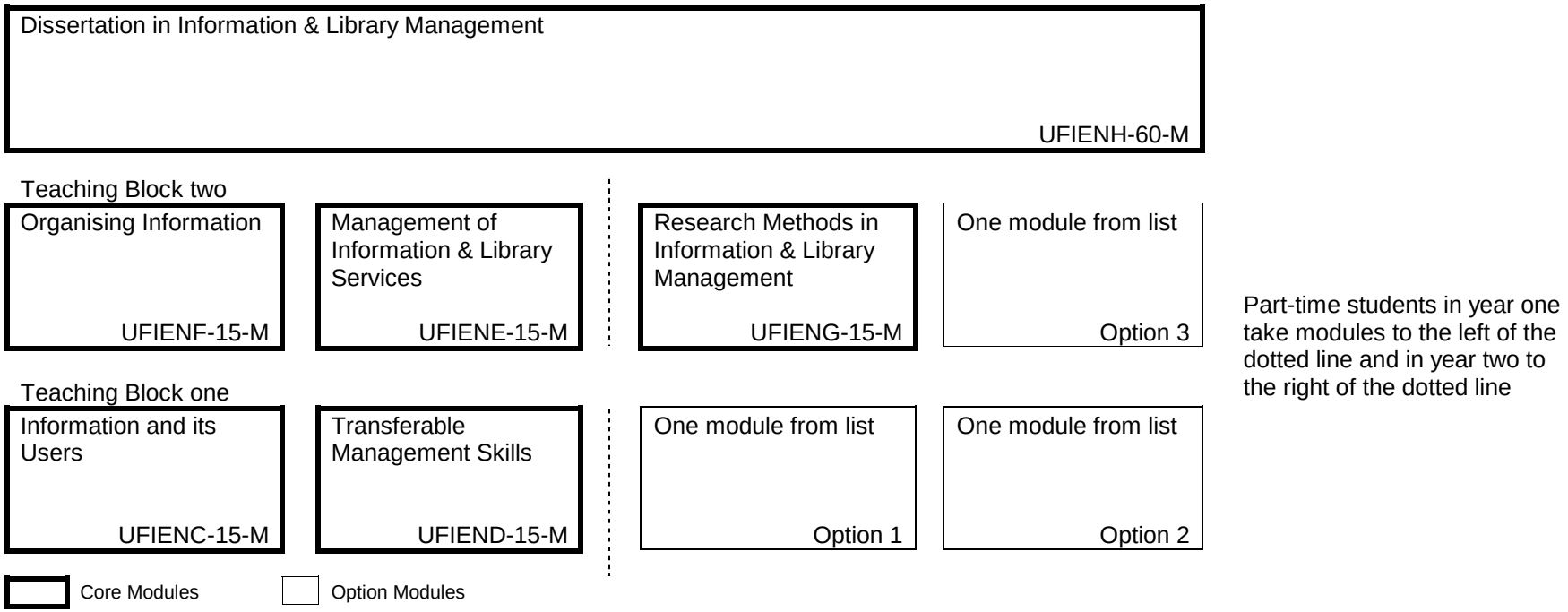
Intellectual Skills	*Teaching/Learning Methods and Strategies*	*Assessment*
In general terms, intellectual or cognitive skills include abilities in: 1. Critical Thinking 2. Analysis 3. Synthesis of different types of information 4. Evaluation 5. Problem Solving 6. Appreciating problem contexts 7. Balancing conflicting objectives These apply well to a programme in Information and Library Management. Information management is grounded in the methodical analysis, design, organisation and synthesis of information sources. It inevitably involves evaluation of sources, of users and use, of alternative media and forms of service provision, and of competing technologies. Technical or conceptual problems in classification and retrieval lie at the heart of the field, as do more practical problems of financing, utilisation of space, and providing the right services. In the management of library and information services, appreciation of the problem context is vital, and conflicts in objectives are recurrent, especially in services with diverse user communities and limited resources. The general problem context, coupled with the pace of change in information technologies and information providers, engender a need for critical thinking which is both able to assess a complex current situation and find an appropriate response or strategic direction.	The intellectual skills referred to here are developed variously in the different modules, and our judgement of which skills are developed in particular modules can be seen in the module specifications. Skills 3 (synthesis of different types of information) and 6 (appreciating problem contexts) are particularly well supported, reflecting the informational focus of the course and the orientation towards professional practice. Skills 2 (analysis), 4 (evaluation) and 7 (balancing conflicting objectives) are also well covered, showing the same general kinds of emphasis (informational and contextual). Skills 1 (critical thinking) and 5 (problem solving) seem less well served, reflecting the fact that the programme is not primarily philosophical or technical (though is capable of development in either direction). Both critical thinking and problem solving are important skills to develop and are in fact pervasive in the programme, but it is perhaps appropriate that they do not come to the fore in many individual modules. By the end of the programme, as a result of repeated exposure to problems and cases, and under the culminating influence of work on their dissertations, students should have well developed critical thinking and a well informed and incisive approach towards problems and their effective solution or alleviation.	The skills discussed here are in the main rather abstract, general or high-level, and in consequence not easily assessed specifically. What we will be generally looking for in assessed work – as will be indicated in the coursework and presentation specifications or briefings – is cogency, depth of analysis, and critical reflection. The student has more scope to achieve these in an essay or report than in a presentation; in assessing the latter we will pay particular attention to succinctness and balance of content and effectiveness in delivery.

D. Transferable Skills and Other Attributes

Transferable Skills and Other Attributes	***Teaching/Learning Methods and Strategies***	***Assessment***
1. Communication skills**:** to communicate orally or in writing, including, for instance, the results of technical investigations, to peers and/or to "problem owners".	Very strongly emphasised in this programme. Reflects the importance of presentation as a form of assessment as well as the professional/contextual thrust of the programme.	The set of transferable skills is in general assessed as part of more specifically tailored assignments – which is appropriate, given the broad definition of the skills. Some particular skills from this set are covered and assessed in the core module Transferable Management Skills. Skills 5 and 6 are particularly developed and assessed in the option set and in the two research core modules.
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.	Not strongly emphasised in the module specifications, partly because it is assumed that MSc students from a professional background bring these skills with them rather than needing to have them developed. It goes without saying that students will need good organisational and self-management skills to succeed in the programme. Through engaging with the programme, - for instance, by submitting and presenting their work, and participating in discussion and other group activities - their self-management skills will be further developed.	
3. IT Skills in Context (to use software in the context of problem-solving investigations, and to interpret findings)	Important in the informationally-oriented modules, but less so elsewhere. Given the evolution of the field, this is a skill we may need to strengthen further as we develop the programme.	
4. Problem formulation: To express problems in an effective manner or with appropriate notations.	Fairly well spread through the modules as a listed transferable skill. As with problem solving under cognitive/ intellectual skills, this is in fact more pervasive than it looks, since the programme has a general orientation towards engaging with practical problems and challenges.	
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.	Strongly emphasised in the programme. Students are encouraged throughout to go beyond what is taught and beyond their own experience to reach an independent view of the field. Use of visiting speakers, discussion, and library/online resources will reinforce this aspect.	
6. Awareness of professional literature: to read and to use literature sources appropriate to the discipline to support learning activities.	Again strongly emphasised in the programme, for the same reason as the last. Particularly important for the dissertation, but we will want to encourage wide reading in academic and professional literature throughout.	

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.	Like skill 2 above, this element does not feature strongly in the module specifications and is to some extent assumed to be already present in these students. Development of this skill is a focus in the two core Management modules, but otherwise it is rather lightly represented in the module specifications. Nevertheless, small group work and discussion is an integral feature of the programme, and spread widely through the modules in practice as a natural way of working at this level and with this kind of subject matter.	

Section 4: Programme Structure.



Option 1 taken from	
UFIENJ-15-M	Public Libraries *with* Services for Young People
UFIENK-15-M	Special Libraries *with* Services for Young People
UFIENL-15-M	Public Libraries *with* Health & Medical Information Services
UFIENM-15-M	Special Libraries *with* Health & Medical Information Services

Option 2 taken from	
UFIENN-15-M	Advanced Information Systems
UFIENP-15-M	Introduction to Advanced Information Systems *with* Cataloguing & Classification
UFIENQ-15-M	Publishing *with* Cataloguing & Classification

Option 3 taken from	
UFIENR-15-M	Academic Libraries
UFIENS-15-M	Introduction to Academic Libraries *with* Legal Information Services
UFIENT-15-M	Government Information Services *with* Legal Information Services

PLEASE NOTE: REFER TO THE FACULTY ON-LINE INFORMATION SYSTEM FOR UP-TO-DATE STRUCTURE INFORMATION

http://www.cems.uwe.ac.uk/exist/index.xql

Section 5: Entry Requirements

Applicants should preferably be graduates with one or more years' recent experience of working in a library or related environment. Students are expected to be drawn from a wide range of academic backgrounds and ages and bring broad experience with them to the course, including university, workplace and public libraries and well as those with other relevant experience. Applicants for whom English is not their first language are required to have a proficiency in English at IELTS 7 or above.

Section 6: Assessment Regulations

The Modular Assessment Regulations apply to this programme

Section 7: Student Learning: Distinctive Features and Support

Class Activities The mode of delivery of a module is determined by its Module Leader, and typically involves a combination of one or more activities such as lectures, tutorials and seminars, laboratory work, group work and individual project work. The most usual combination is a one-hour lecture with a one-hour lab or tutorial per week. This programme places a strong emphasis on group work, and will include both visiting speakers and external visits – to broaden students' perspectives and engage them in debate about the field.

Academic Support Academic advice and support is the responsibility of the staff delivering the module in question. Staff are expected to be available outside normal timetabled hours, either by appointment or during published "surgery" hours, in order to offer advice and guidance on matters relating to the material being taught and on its assessment. Many of the staff on this programme also work in external institutions, so that, outside class times, support via email or through the VLE will be important.

Pastoral Care The faculty's offers pastoral care through its Student Advisers, a team of staff who provide comprehensive, full-time student support service on a drop-in basis or by appointment. All students on the same route are allocated to the same Adviser, who is trained to provide advice on matters commonly of concern, including regulatory and other matters; the Adviser will, when necessary, advise the student to seek advice to from other professional services including the university's Centre for Student Affairs or from members of academic staff.

Progression to Independent Study

Many modules require students to carry out independent study, such as research for projects and assignments, and a full range of facilities are available at all sites to help students with these. The philosophy is accordingly to offer students both guided support and opportunities for independent study. Guided support, mainly in the form of timetabled sessions, takes the form of lectures, tutorials, seminars and practical laboratory sessions. Students are expected to attend all sessions on their timetable, and this is especially important because of the diversity of content in the programme and the importance of engagement in the learning community.

The progression to independent study will also be assisted by the nature of the support offered in individual modules. Typically, module leaders will provide a plan for the module indicating the activities to be carried out and the forms of learning to be undertaken during the delivery of the module, with a view to encouraging students to plan ahead and to take responsibility for managing their time and resources. Module leaders will also issue a reading strategy to help in this regard.

Computing Facilities in CEMS The Faculty offers a specialised computing facility along side the general University provisions. There are nine general PC computing laboratories of 20 plus seats all running Windows2000, along with four Unix based laboratory and 10 specialist computing labs. The specialist laboratories are equipped with the specific software for CEMS students; including Software Design Tools development environment, CAD, finite element analysis, mathematics and statistics packages to support the taught program. Students in this programme will generally work in the Windows/PC environment, using a combination of Office tools and Internet browsers and web tools.

One of the most popular areas is the Open Access laboratory. This area is not time-tabled and gives students the opportunity to access machines at all times during opening hours. This is a mixed environment consisting of PCs and Unix workstations. Due to the extensive computing facility provided within the Faculty, and the specialist nature of this facility, the need for user support is necessary. The Faculty provides a user support Helpdesk. The Helpdesk provides fist line support to the user base, uniquely supported by both permanent staff and students that are in their second or final year of study (employed on a part time basis) until 20.00hrs every day. These general purpose and specialist laboratories are available to students up until midnight, seven days per week.

Facilities in Library Services The large multidisciplinary library based at the Frenchay Campus (the Bolland Library) is open 24 hours per day during term time and can accommodate a range of different study needs, e.g. silent, group, PC-based. There are also separate rooms for viewing audio visual materials and the use of assistive technologies. Library staff are available for subject enquiries until 8pm most evenings (7pm on Fridays) and on Saturdays. Some of the more standard library functions may be undertaken through self-service machines outside staffed hours, e.g. issue of books. There is a Faculty Librarian who specifically supports the faculty of Computing, Engineering and Mathematical Sciences and will provide training and support in the use of the library and the retrieval of relevant materials. In the Library, PCs and laptop access points are widely available, and provide entry to the main catalogue as well as to other online resources and collections and search tools.

The Librarianship and Information Science collection has developed over many years and is being strengthened both by stock moving from the University of Bristol library and, more recently, strategic collection building to support the MSc ILM. The library subscribes to over 50 major electronic resources collections, including Library and Information Science Abstracts and Emerald. There are almost 10,000 journal titles in print and electronic format that will support all modules on the programme, including the more specialist optional modules such as legal, government and special libraries. Specialist health and social care collections are located nearby at the Glenside Campus Library.

Section 8 Reference Points/Benchmarks

The QAA Subject Benchmark Statement for Librarianship and Information Management (2000) applies most closely to this programme, although it refers to Bachelor's Honours degrees rather than to an MSc programme. The benchmark statement lists these as the core elements of the discipline:

- The processes and techniques whereby information is created, captured, analysed, evaluated, moderated and managed in a variety of media and formats in the service of defined user populations
- The application of techniques for planning, implementing, evaluating, analysing and developing library, archive and information products, services and systems within the context of organisational culture, objectives and client base, professional statutory and ethical frameworks, and national and international legislation and regulations
- The broad concepts and theories of information systems and information and communication technologies insofar as they apply to the principles and practices of information management
- The dynamics of information flow in society, in and between nations, governments, organisations and individuals

The benchmark statement lists these as the main skills and qualities to be fostered:

- An understanding of the core elements of the discipline and how it interacts with its technological, social, political, professional and economic environments
- An understanding of the professions embraced by the discipline
- An understanding of the flow of information both within and across communities, and of methods of managing organisational knowledge.
- An understanding of how different groups communicate and an appreciation of patterns of communication across a range of communities
- An awareness of local, regional, national and international information policies, organisations and issues, and of professional, legal and ethical concerns
- The ability to identify, analyse and evaluate the information needs of different groups and make informed decisions to satisfy them. Students should be aware of methods of obtaining feedback from users
- An understanding of the need for information skills both for themselves and for their users. Graduates should be information literate and have the ability to educate their users as appropriate.
- A knowledge of legal and regulatory issues and, where relevant, of statutory requirements and an ability to identify and apply appropriate measures to the creation, capture, storage, dissemination, retrieval and destruction of information within the statutory and regulatory framework.
- Familiarity with the information sources, in an appropriate range of media and formats, and the ability to identify and use relevant ones effectively. This will include a knowledge of the structures that have created them and of the techniques necessary to access them, whether these be linguistic or technical skills
- Information retrieval skills in the use of primary and secondary sources irrespective of medium
- The ability to create and use finding aids or retrieval tools and a knowledge and understanding of the techniques and standards for their creation
- The ability to select and acquire materials appropriate to the needs of the users, and the skill to make informed decisions about what should be retained and what can be safely discarded without jeopardising the knowledge base of future generations
- The ability to evaluate information, to identify that which most closely meets the needs of the user and present it in a form that facilitates its use
- An awareness of different ways of providing access to materials via such activities as resource-sharing, shared acquisition programmes, document delivery and Web access, and the ability to evaluate and make balanced decisions from the range of alternatives available
- An understanding of both the measures that are necessary to preserve information and materials and how to implement those measures to ensure the future availability of resources
- An awareness, where appropriate, of the particular demands of proprietary information, and the responsibility for its creation, authentication and security
- A grounding in research methods to provide the ability both to undertake independent projects and to evaluate the work carried out by others
- A clear understanding of the principles of Information and Communications Technologies and their application within an appropriate professional context. Effective interaction with technologies applicable to a wide range of professional tasks, and the ability to evaluate systems, and to explain to technical experts requirements in relation to perceived needs
- A grounding in the basic principles of the planning and management of services, including inter-

personal skills, performance indicators, budgeting, purchasing, marketing of services, quality and liability issues and staff management and training, so as to enable the management of library and information services or archive organisations

- An understanding of the historical context and development of the discipline

The content of the programme matches these elements and skills and qualities well, though, as might be expected from a Master's Programme, it covers the essential generic areas of the discipline in a concentrated manner and moves further out into organisational context and professional practice, and toward the increasingly diverse spread of information services, than a first degree programme is able to do. As a Master's Programme, it also leads students much further into the area of research than a first degree can.

The relevant professional body, the Chartered Institute of Library and Information Professionals (CILIP), is currently engaged in a broad consultation on a proposed new framework of qualifications to be introduced in Spring 2005. We will pay close attention to this framework, as to developments in the QAA benchmark, and their implications for this Programme, as we proceed to operate and develop it.