ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	UWE		
Teaching Institution	UWE		
Delivery Location	UWE Frenchay		
Faculty responsible for programme	Environment and Technology		
Department responsible for programme	Computer Science and Creative Technologies		
Modular Scheme Title			
Professional Statutory or Regulatory Body Links	CILIP (Chartered Institute of Library and Information Professionals) Accreditation		
Highest Award Title	MSc Information Management		
Default Award Title	*n/a*		
Fall-back Award Title	*n/a*		
Interim Award Titles	PG Certificate Information Management PG Diploma Information Management		
UWE Progression Route			
Mode(s) of Delivery	FT, PT		
Codes	**UCAS:**		**JACS:**
	ISIS2:		**HESA:**
Relevant QAA Subject Benchmark Statements			
CAP Approval Date	4 June 2015 v1.3		
Valid from	September 2013		
Valid until Date	September 2019		
Version	2		

Part 2: Educational Aims of the Programme
The broad aims of the Programme are to: • Provide suitable advanced level training for librarians, information managers and a range of allied roles, underpinned by staff expertise, research and experience • Enable students to deepen and broaden theoretical knowledge, understanding and analytical abilities in a stimulating and challenging academic environment, informed by current research in the sector • Prepare students for senior and management roles in information environments through providing technical skills and the ability to work with stakeholders to manage resources, formulate solutions and deliver projects

Part 2: Educational Aims of the Programme

- Cater to the changing demands on information experts as flexible, proactive providers of knowledge management services, digital/information literacy training, data management and value-added information processing, synthesis and dissemination
- To develop students' abilities reflectively to undertake independent research and continuous professional development
- To enable students to engage confidently in academic and professional communication with others

These aims will be achieved through:

- Providing a grounding in salient theories of information and information interaction
- Providing up-to-date exposure to contemporary tools and methods
- Balancing the emphasis between core sector competencies and generic skills enabling the successful marketing and communication of information services
- Linking traditional knowledge organisation skills with modern approaches enabled by the internet and digital documents and media
- Involving practitioners and subject-matter experts in teaching and assessment
- Linking information management work with advances in computer science and information systems
- Exposing students to a range of career options afforded by the specialization.

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:

Learning Outcomes:	Information Contexts	Personal & Org. Mgmt.	I & D Literacy	Knowledge Organisation	Information Management	Data Management	Social Media and Web	Designing the User Exp/	Cloud Cmputing	Linked, Open Data	Machine Learning	Big Data	Dissertation
A) Knowledge and understanding of:													
The role and function of a broad range of information services, including academic and public libraries, learning resource centres, corporate and public sector services	X				X								
Traditional and contemporary approaches to knowledge organisation and information retrieval				X						X	X	X	
Key issues in knowledge, information and data management	X			X	X	X			X	X	X	X	
Information governance, legal and ownership Issues	X				X				X				
Educational and psychological theory / frameworks relating to literacies			X				X						
Best practice in the selection, curation/management and preservation of physical and digital collections	X			X									
User-centered approaches to service design	X			X				X					
(B) Intellectual Skills													
Assessment of user information needs and requirements capture	X						X	X					
Designing and conduct of qualitative and quantitative research and data analysis							X			X	X		X

Part 3: Learning Outcomes of the Programme

Finding, analysing, synthesising, evaluating, abstracting and summarising information	X	X					X					
Appreciating problem contexts and balancing conflicting objectives	X	X		X				X				
Creativity and Innovation	X						X	X				
(C) Subject/Professional/Practical Skills												
Selection and application of metadata and classification schemes to information objects				X							X	
Providing reader development and information/digital literacy training			X									
Collection development and evaluation	X			X								
Design, selection and use of VLEs, LMSs and digital collection management systems	X	X		X								
Web/data design frameworks, lifecycle and technical development					X				X	X	X	X
Specification and design of databases				X		X				X		X
(D) Transferable skills and other attributes												
Self-management		X										
Leadership and team working		X					X					
Strategic planning, policy-making and evaluation		X						X			X	
People, project and financial management		X										
Customer service	X											
Marketing, advocacy and demonstrating value-added	X						X					
Working with stakeholders and communities	X											
ICT, communication and people-networking skills	X		X				X		X	X	X	X
Continuing professional development and independent learning	X	X										

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 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 Management programme teaching is a mix of scheduled and independent learning.

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

Description of any Distinctive Features

The course includes a range of career-oriented activities, including:

- An overview of the process of attaining CILIP chartership for those planning to proceed with this qualification;
- Inputs from course alumni outlining their current roles and career paths;
- Sessions devoted to career planning for those interested in entering library and information roles.

Part 4: Student Learning and Student Support

Additionally, students in current work may select to undertake their dissertation by work-based learning. Here, working with their line manager and academic supervisor they will plan and conduct research of practical value to a work project or initiative.

Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy

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

- Written coursework addressing core module learning outputs;
- Professional reports addressing specific requirements and presented as if to workplace stakeholders or management;
- Group or individual presentations communicating the results of research on a current topic or presenting resources or design prototypes;
- Portfolios of creative information work combining artifacts with critique and reflective commentary.

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 Management

		Unseen Written Exam	Oral assessment and/or presentation	Written Assignment	Report / Project	Portfolio	Artifact	Dissertation
Compulsory Modules	Information Contexts UFCFJD-30-M		A1 (37.5%)	B (50%)	A2 (12.5%)			
	Personal and Organisational Management UFCFQD-15-M		A1 (37.5%)	B (50%)	A2 (12.5%)			
	Information and Digital Literacy UFCFKD-15-M		A (25%)	B (75%)				
	Knowledge Organisation UFCFLD-30-M					A (100%)		
	Dissertation UBLLY7-60-M							100%
Optional Modules	Data Management UFCE8K-15-M	A (50%)					B (50%)	
	Info. And Knowledge Mgmt. UFCFGD-15-M	A (50%)	B2 (12.5%)		B1 (37.5%)			
	Social Media and Web Science UFCFJJ-15-M				B (50%)		A (50%)	

Part 5: Assessment

Module	Col1	Col2	Col3	Col4	Col5	Col6	Col7
Designing the User Experience UFCE8J-15-M	A (25%)				B (75%)		
Big Data UFCF8H-15-M		A (25%)	B (75%)				
Cloud Computing UFCFKJ-15-M		A (25%)		B (75%)			
UFCFLJ-15-M Linked, Open Data and The Internet of Things	A (50%)						B (50%)
UFCFMJ-15-M Machine Learning And Predictive Analytics	A (50%)		B (50%)				

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

Full Time

Year	Compulsory Modules	Optional Modules	Interim Awards
1	Information Contexts UFCFJD-30-M Knowledge Organisation UFCFLD-30-M Information and Digital Literacy UFCFKD-15-M Personal and Organisational Management UFCFQD-15-M Dissertation UBLLY7-60-M	Students must choose 30 credits (2) of the following: Information and Knowledge Management UFCFGD-15-M Social Media and Web Science UFCFJJ-15-M Data Management UFCE8K-15-M Designing the User Experience UFCE8J-15-M Big Data UFCF8H-15-M Cloud Computing UFCFKJ-15-M Linked, Open Data and the Internet of Things UFCFLJ-15-M Machine Learning and Predictive Analytics UFCFMJ-15-M	**PG Cert Information Management** minimum 60 credits. **PG Diploma Information Management** minimum 120 credits excluding the dissertation. **Highest award:** **MSc Information Management** (180 M level credits)

Part Time

Year	Compulsory Modules	Optional Modules	Interim Awards
1.1	Information Contexts UFCFJD-30-M Personal and Organisational Management UFCFQD-15-M Information and Digital Literacy UFCFKD-15-M		**PG Cert Information Management** minimum 60 credits

| Year 1.2 | Knowledge Organisation UFCFLD-30-M

Dissertation UBLLY7-60-M | Students must choose two of the following:

Information and Knowledge Management UFCFGD-15-M

Social Media and Web Science UFCFJJ-15-M

Data Management UFCE8K-15-M

Designing the User Experience UFCE8J-15-M

Big Data UFCF8H-15-M

Cloud Computing UFCFKJ-15-M

Linked, Open Data and the Internet of Things UFCFLJ-15-M

Machine Learning and Predictive Analytics UFCFMJ-15-M | **PG Diploma Information Management** minimum 120 credits excluding the dissertation.

Highest award:

MSc Information Management (180 M level credits) |

Part 7: Entry Requirements

The University's Standard Entry Requirements apply. Applicants may be asked to provide a short 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:

- The programme design and module specifications have been extensively guided by the new CILIP Professional Skills and Knowledge Base[1] (PKSB). The PKSB was recently thoroughly refreshed in a yearlong exercise involving consultation with employers, library schools and graduates. It contains a benchmark-like statement of core and generic skills required by the information professional. The PKSB will be used to map module content during the CILIP accreditation review (2015/6). It is therefore essential that course content reflects the PKSB competencies in a rounded manner.
- QAA Benchmark statements on assessment design have been followed in designing an assessment regime that uses mixed methods and incorporates peer review and feedback.
- The programme adheres to UWE's Academic Regulations and Procedures and assessment is guded by UWE's Online assessment Policy and the Word Count Policy. Dissertation projects are required to follow the guidance laid down in the Research Ethics Committee Policy.

[1] http://www.cilip.org.uk/jobs-careers/professional-knowledge-and-skills-base/pages/professional%20knowledge%20and%20skills%20base.aspx

Part 8: Reference Points and Benchmarks

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.