

## PROGRAMME SPECIFICATION

<b>Awarding body/institution</b>	Glyndŵr University
<b>Teaching institution</b>	Glyndŵr University
<b>Details of accreditation by a professional, statutory or regulatory body</b>	N/A
<b>Final award/s available</b>	BSc (Hons)
<b>Award title</b>	Library and Information Management
<b>UCAS code</b>	
<b>Relevant QAA subject benchmark statement/s</b>	QAA Subject benchmark statement: librarianship and information management. June 2007.
<b>Other external and internal reference points used to inform the programme outcomes</b>	CILIP (Chartered Institute of Library and Information Professionals). Body of Professional Knowledge. 2005.
<b>Mode/s of study</b>	Part Time
<b>Language of study</b>	English
<b>Date at which the programme specification was written or revised</b>	July 2011 Updated September 2012

### **Aims of the programme**

The overall aim of the programme is to produce skilled graduates who display practical competencies and critical abilities in information management and librarianship. It will produce graduates with the ability to demonstrate a critical understanding of the developing field of information and library management, including; knowledge of the current and developing technologies that can assist in information production, storage, access and dissemination, information theory, information needs and information use and a well developed understanding of librarianship. More particularly:

The programme is designed to:

- Provide a balanced portfolio of knowledge, skills and competencies in librarianship and information management;
- Produce graduates who can identify and analyse issues in information and library management and be able to synthesise findings to provide recommendations and solutions relevant to those issues demonstrating knowledge and understanding of 'knowledge representation, organisation in society, demonstrated by the generation, dissemination, exploitation and evaluation of information' (QAA subject benchmark - LIB 2.1:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Librarianship>

[07.pdf](#))

- Develop students as independent learners with the capacity to engage in lifelong learning.

It aims to:

- Introduce and develop students' theoretical knowledge and skills in the developing field of information and library management.
- Produce graduates with a knowledge of information and librarianship, information needs and information use.
- Foster the importance of knowledge recorded as information objects in any physical or electronic form in addressing the needs of information users
- Produce graduates with a knowledge of the current and developing technologies that can assist in information production, storage, access and dissemination.
- Produce graduates with the ability to communicate and present information using appropriate information and communication technologies suitable for the intended audience
- Produce graduates with a high level of information literacy, i.e., who have the ability to access, evaluate and use information and to be independent learners

### **Intended learning outcomes of the programme**

On successful completion of the programme a graduate should demonstrate knowledge and skills as follows:

#### **A: Knowledge and Understanding**

- A1. Explain and appropriately apply the theoretical principles and key models of information management and Librarianship.
- A2. Demonstrate knowledge of information, information resources, information needs and information use and the significance of information and information work in organisations, communities and society at local, regional, national, international and global levels.
- A3. Evaluate and use technologies that can assist in information production, storage, access and dissemination within recognised frameworks, standards and systems for the description, classification and indexing of information and knowledge containers and content.
- A4. Engage constructively in identifying and analysing issues in information and library management and be able to synthesise their findings to provide recommendations and solutions relevant to those issues.
- A5. Develop and communicate policies and strategies to manage information within organisations and communities that ensure compliance with legal and regulatory frameworks

(QAA subject benchmark - LIB,2007 Section 3:  
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Librarianship07.pdf>)

**B: Intellectual/Cognitive Skills**

- B1. Identify and analyse issues in information and communication management and synthesize findings to provide relevant solutions through appropriate application of theories, frameworks and principles
- B2. Make and justify decisions for the effective planning and management of information and communication services
- B3. Identify and judge appropriateness and relevance of information for dissemination via a range of information products to meet users' needs
- B4. Select, develop and use appropriate research skills and techniques
- B5. Identify and analyse appropriate practices within a legal, social, professional ethical framework and regulatory issues of relevance to the field of information and communication.

(QAA subject benchmark - LIB,2007 Section 4:  
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Librarianship07.pdf>)

**C: Subject Specific Skills**

- C1. Demonstrate competence in the use of a range of information and communication technologies along with an awareness of trends in and developments and the implications for service provision
- C2. Demonstrate skills in the evaluation of information and information products.
- C3. Demonstrate and apply an understanding of qualitative and quantitative research methods and their application in the context of evidence-based policy and practice
- C4. Critically evaluate and reflect on intellectual and academic processes and an understanding of professional and ethical frameworks, requirements and mechanisms for continuing professional development
- C5. Demonstrate an understanding of the organisational context of service provision, concepts, principles and techniques of strategic management and their application within organisations.

(QAA subject benchmark - LIB,2007 Section 4:  
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Librarianship07.pdf>)

**D: Practical, professional and employability skills**

- D1. **Communication and Presentation Skills:** Engage effectively in a range of independent roles; debate in a confident, professional manner; produce detailed critiques and coherent project reports to professional standards; give confident, high-quality oral and other presentations in a wide range of contexts covered by the programme.

- D2. **Numeracy:** Practise and demonstrate professional competence in the range of numerical/mathematical skills covered by the programme.
- D3. **IT Skills:** Practise and demonstrate professional competence in the full range of IT skills covered by the programme.
- D4. **Learning Skills:** Work autonomously or with minimal guidance where appropriate, directing and managing own learning using the full range of resources and study techniques appropriate to the programme.
- D5. **Interactive and Group Skills:** Interact confidently and effectively within a range of learning and professional groups; demonstrate appropriate negotiating, role, leadership and group-support skills to professional standards.

(QAA subject benchmark - LIB,2007 Section 4:  
<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Librarianship07.pdf>)

**CURRICULUM MATRIX** demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Module Title		Professional Practice and Research Methods	Information Resources & Organisation	Libraries of the Future	Library and Information Services Leadership and Management	Dissertation /Project
<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>	<b>A1</b>	X	X	X	X	X
	<b>A2</b>	X	X	X	X	X
	<b>A3</b>		X	X		X
	<b>A4</b>				X	X
	<b>A5</b>	X	X	X	X	X
	<b>B1</b>		X	X	X	X
	<b>B2</b>		X	X	X	X
	<b>B3</b>		X	X	X	X
	<b>B4</b>	X			X	X
	<b>B5</b>	X	X	X	X	X
	<b>C1</b>	X	X	X		X
	<b>C2</b>	X	X	X	X	X
	<b>C3</b>	X				X
	<b>C4</b>	X				X
	<b>C5</b>	X	X	X	X	X
	<b>D1</b>	X	X	X	X	X
	<b>D2</b>	X				X
	<b>D3</b>	X	X	X	X	X
	<b>D4</b>	X	X	X	X	X
	<b>D5</b>	X	X	X	X	X

### Distinctive features of the programme

On successful completion of the Glyndŵr University FdSc in Library and Information Practice (or equivalent programmes completed elsewhere); this course provides the students with an

excellent opportunity to continue on with their studies and to reach a higher level of achievement on the BSc (Hons) programme. Consideration will be given for applicants from other equivalent programmes and/or those wishing to access the programme based on experiential learning alone. In these cases, all applicants would be benchmarked against the FdSc Library and Information Practice programme; mapping an applicant's certificated or experiential learning against each of the FdSc modules.

Positive outcomes from the FdSc programme were that it had been well received by the students; there had been two cohorts recruited to date, both of which had 100% retention, and the quality of assessments submitted had been excellent, and commented upon by the programme's External Examiner. Other experiences from the FdSc programme, indicates that the students had gained personal and professional development, and this is evidenced by three instances where students had been promoted in their respective workplace as a direct result of their involvement with the programme.

Students benefit particularly from our location in North East Wales, which allows us to attract a range of visiting lecturers, including leaders in the discipline and profession. It also gives access to major libraries, information centres, archives and cultural institutions.

The concentration of face-to-face classes into four one week sessions per year, with the e-learning support, means that students are able to follow this course while living and working away from Wrexham. It is, however, essential that students are able to commit to appropriate face-to-face attendance, and to devote sufficient time to their studies. The flexibility offered through the blended learning approach is an attractive feature for students who might not always be able to study during conventional times; offering a 24 hour opportunity to engage with their studies to suit their lifestyle.

Due to the innovative nature of the programme, with the context of looking forward in a changing sector, modules for example, Libraries of the Future might be offered to people working in the sector to build on their continuing professional development on an individual basis.

To emphasise the link to professional practice, the degree top up programme is designed to academically underpin work based learning, and will reflect recent changes in the profession and the new, proposed 'Body of Professional Knowledge' (currently being revised) to be introduced by CILIP.

Therefore, students will be provided with a Personal Professional Development Plan (PPDP) diary which will be structured to follow the Chartered Institute of Library and Information Professionals (CILIP) Body of Professional Knowledge, and will be encouraged from the outset to think of this as the first step in their post qualification Chartership Portfolio subject to CILIP's current Future Skills Project. The portfolio would be linked to, but not solely based on the student's workplace and that each student will be located a personal tutor from the programme team who will undertake the mentor role. It must be noted that the BSc (Hons) Library and Information Management programme is not accredited by CILIP, but students will benefit from being familiar with various aspects of CILIP, such as the Body of Professional Knowledge, in both their studies, and professional practice.

The FdSc Library and Information Practice combined with the top up BSc in Library and Information Management course represents a new dynamic, innovative and flexible approach to developing the future skills needed for the library and information profession. This has been highlighted by employers within the sector, CyMAL (the Welsh Government Advisory Body on Museums, Archives and Libraries) and by the current external examiner for the FdSc LIP.

The course team have actively been pursuing accreditation for the FdSc LIP since the course validation in 2009, however CILIP has been reviewing their processes as part of the 'Future Skills Project' <http://www.cilip.org.uk/about-us/future-skills-project/pages/default.aspx> The course team has been asked to engage with the consultation for this project and confidently expect to gain full accreditation for the innovative FdSc and BSc top up as a result of the new framework as an integral part to offering a new approach to training the future professionals.

The excellent research, scholarly and professional practice of the delivery team underpinning the curriculum, is another major benefit for those studying on the programme. Individual expertise and the cross discipline approach enrich the quality and performance of the programme. The team members from Computing are experienced in preparing students for research and dissertation study on programmes where students join undergraduate programmes directly at Level Six.

### **Learning and teaching strategy used to enable outcomes to be achieved and demonstrated**

The curriculum is designed to encourage an appreciation for learning. Learning is enriched by appropriate underpinning, current research, industrial applications and the development of transferable skills

The broad nature of the programme including common and specialist elements necessitates the use of a broad range of teaching techniques. Lectures are used as the main delivery mechanism, typically supplemented by supervised problem and lab classes, and group discussion. Some modules include group and small-scale project work, with student-led seminars and presentations. The University VLE and a range of other online tools are used to support teaching. The University also operates a number of specialist computer labs, with teaching based around the lab facilities.

#### **(i) Lecture**

This is usually a formal discourse for the purposes of dissemination of information, the demonstration of techniques and the discussion of supporting ideas and consequences. The lecture is supported by a full range of equipment including Moodle, whiteboard, OHP, video and computer projection facilities where appropriate. Although this type of presentation is suitable for a one-sided discourse ample opportunity exists for questions, interaction and discussion.

#### **(ii) Seminar and Tutorials**

These activities encompass a wide range of activities, each suited to the particular module. On the one hand, some tutorials will consist of the staff supporting students engaged in problem solving. On the other hand a tutorial may involve group exercises where each group is encouraged to allocate responsibilities, allocate tasks, etc.

Generally, this type of teaching is used to support the lecture, clarify the material and experiment with the techniques and skills required.

#### **(iii) Laboratory**

The nature of the computing elements of the course requires students to gain practical skills in the use of a personal computer. This activity takes place in one of the Department's' four computer laboratories and consists of the student, supported by a staff member, practising skills in the use of computer applications and on-line researching.

(iv) Group Work

On some modules, students are encouraged to work in groups to achieve set objectives. Assessment of these activities includes both group and individual elements. In this way, students learn to work as a team to achieve a common goal whilst at the same time individual contribution is recognised and evaluated.

v) Blended Learning

The programme utilises blended learning techniques. The attendance pattern consists of three elements:

- face to face contact with tutors over four weekly sessions spread through the year
- fortnightly set meetings involving group on line discussions with fellow students and tutor in Action Learning
- and extensive online support using the University's virtual learning environment.

The emphasis is on developing a learning community where students and staff learn together in an informal network in which mutual trust and respect prevails.

Feedback is provided continuously to students through informal contact with subject lecturers and tutors in the seminar/tutorial and laboratory settings. Written feedback for the assignments is also provided via the University's virtual learning environment Moodle. In accordance with University Guidance, feedback is provided on assessed practical work normally within three weeks of submission of the work.

### **The Welsh Language**

The Department will offer and establish the need for Welsh medium assessment as part of its registration processes. Where a qualified tutor is available, students will then be allocated to a tutor who is able to assess the work in Welsh. At present, the Department does not have enough bilingual tutors or full-time academic staff who are able to assess through the medium of Welsh. Where a need for Welsh medium assessment has been identified and no appropriate Welsh speaking tutor/assessor is available, the written assessment will be translated into English. This translation will be conducted by University qualified translators.

### **Assessment strategy used to enable outcomes to be achieved and demonstrated**

The University has an agreed Assessment Strategy for all programmes which provides a framework for the assessment of students' competence, knowledge and understanding, and the grading of students for progression and the conferring of awards. It allows staff to give feedback to students and to evaluate the effectiveness of their own teaching. This strategy will be closely adhered to in the delivery of the programme and is guided by QAA Code of Practice- Section 6: Assessment of Students, National Qualifications Framework, and Glyndŵr University Assessment Guidelines.

Learning and assessment activity will be centred around resolving authentic problems found in the workplace. Authentic learning will typically focus on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies. Students on the programme will experience authentic learning activities that match the real-world tasks of professionals in practice as nearly as possible. Authentic activities will provide the opportunity for students to examine tasks from a variety of theoretical and practical perspectives, using a variety of resources, and require students to distinguish relevant from

irrelevant information in the process. Authentic activities will enable learners to make choices and reflect on their learning, both individually and as a team. Success is not always achievable by an individual learner working alone and many of the activities will make collaboration integral to the task, which students will experience both within the programme and in the real world.

Students will receive formative assessment, particularly during the practical and self-study elements of the programme to ensure they can keep track of their progress and development. This will also be a key factor in ensuring student engagement and retention on the programme of study. In the case of practical assessment, this may be a final summative assessment, so more frequent formative assessment provides academic rigour and increases student awareness and confidence in the subject.

There will be emphasis placed upon students to undertake independent study and research activities, in particular when completing the Dissertation element of the programme. This Dissertation will be facilitated by a traditional summative assessment approach at the culmination of the work, however, there will be extensive use of formative feedback, milestones, and guidance from staff during this, and other, independent-study and research-based assessment undertaken by students. Each student will be allocated a Dissertation Supervisor with timetabled meetings during the block week sessions and allocated communication times during the time between these block sessions. Following the completion of the block sessions, the student, in consultation with their Supervisor, will arrange for either face to face or online meetings to support their Dissertation until completion.

This is common practice for such modes of study and is in line with the approach taken by undergraduate programmes in other HE institutions.

The following objectives were used to design the assessment for the programme:

- the assessment should encompass knowledge and understanding, as well as practical skills
- the assessment should relate to the candidate's professional practice
- the assessment should be holistic and integrative
- students should have some freedom to choose the topics of their assessments

In general, knowledge and skills will be assessed by means of short reports, presentations and portfolios (either paper based or electronic).

The portfolio will be a document of evidence that includes an evaluative statement and reflective account of the knowledge gained by the student in accordance with the learning outcomes. The portfolio will demonstrate competencies achieved within each module, and might include a selection of the following; organisation charts, PPDP, learning log, personal tutor meetings and communication log that demonstrate how critical library and information service professional skills have been developed. The portfolio will have a maximum word count of 4,000 words, and will be structured in such a way to reflect the content of the four 20 credit modules. Each section (relating to each module) will comprise no more than 1,000 words and will demonstrate achievement of the individual module learning outcomes. Each section will be assessed individually with the mark contributing to the overall mark of the module.

The remaining assessment for each of the four 20 credit modules will be made up of a variety of assessments. The team wishes to retain flexibility in the types of coursework offered across the whole programmes, and therefore the exact nature of assessments will be confirmed and communicated to students at the beginning of each module delivery.

Formative assessment will be predominantly through: individual learning plans, project proposals, presentations and evidence of reflective practice e.g. learning journals which use the workplace and practice, to demonstrate achievement.

Summative assessment will be mainly by way of portfolios including project reports, independent study reports and practical work.

**Indicative submission dates:**

Module	Core/optional	Level	Credit value	Assessment	Approx submission
Professional Practice and Research Methods	Core	6	20	Ass One: Coursework which will contain several elements such as Critique of Academic Publication, Development of a short research paper or proposal, Presentations  Ass Two: Portfolio	Some elements will be submitted at the end of Block One, with the remaining elements being submitted prior to Block Two.  Prior to Block Two
Information Resources & Organisation	Core	6	20	Ass One: Coursework such as Study Report, Presentations  Ass Two: Portfolio	Some elements will be submitted at the end of Block Two, with the remaining elements being submitted prior to Block Three.  Prior to Block Three
Libraries of the Future	Core	6	20	Ass One: Coursework such as Study Report, Presentations  Ass Two: Portfolio	Some elements will be submitted at the end of Block Three, with the remaining elements being submitted prior to Block Four.  Prior to Block Four
Library and Information Services Leadership and Management	Core	6	20	Coursework such as Study Report, Presentation  Ass Two: Portfolio	Some elements will be submitted at the end of Block Four, with the remaining elements being submitted within approx. six weeks of the end of the block week delivery.  End of Block Four
Dissertation/	Core	6	40	Literature Review, Final	Year end - March

Project				Report, Presentation.	Oral	
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### Assessment regulations that apply to the programme

Assessment is carried out in accordance with Glyndŵr University's Regulations for Bachelor's Degrees, Diplomas, Certificates and Foundation Degrees

In considering borderline cases, the Assessment Board shall raise the classification to the next level if the following criteria are met:

- At least 50% of the credits at level six fall within the higher classification;
- All level 6 modules have been passed at the first attempt;
- The Dissertation/Project module mark is in the higher classification.

### Programme structures and requirements, levels, modules, credits and awards

The programme is offered part-time mode, over one calendar year. Attendance will provide face to face contact with tutors over four weekly sessions spread through the year

Module Title	Module Code	Level	Credits
Professional Practice and Research Methods	COM618	6	20
Information Resources & Organisation	COM619	6	20
Libraries of the Future	COM620	6	20
Library and Information Services Leadership and Management	COM621	6	20
Dissertation/ Project	COM622	6	40

#### *Indicative Module delivery*

It is proposed that the programme will be delivered through blended learning - that is a learning solution created through a mixture of face-to-face and online learning delivered through a mix of media, with face-to-face classes offered in four one week sessions per year. The programme utilises blended learning techniques. The attendance pattern consists of three elements:

- face to face contact with tutors over four weekly sessions spread through the year
- fortnightly set meetings involving group on line discussions with fellow students and tutor in Action Learning
- and extensive online support using the University's virtual learning environment.

There will also be forum posts for discussion, reading and comments that will be managed by the staff on a weekly rota basis.

The emphasis is on developing a learning community where students and staff learn

together in an informal network in which mutual trust and respect prevails.

Feedback is provided continuously to students through informal contact with subject lecturers and tutors in the seminar/tutorial and laboratory settings. Written feedback for the assignments is also provided via the University's virtual learning environment Moodle.

### First Cohort Only

	Level 6	Delivery date
Block 1	Professional Practice and Research Methods	Mid-April (first cohort only)
Block 2	Information Resources & Organisation	Mid-May
Block 3	Libraries of the Future	Mid-September
Block 4	Library and Information Services Leadership and Management	Mid-November
	Dissertation	Parallel throughout year, concluding at the end of the year (March). Oral presentation by mutual agreement between student and supervisor.

### Normal Delivery

	Level 6	Delivery date
Block 1	Professional Practice and Research Methods	Mid-September
Block 2	Information Resources & Organisation	Mid-November
Block 3	Libraries of the Future	Mid-February
Block 4	Library and Information Services Leadership and Management	Mid-May
	Dissertation	Parallel throughout year, concluding at the end of the year (August). Oral presentation by mutual agreement between student and supervisor.

## Criteria for admission to the programme

### **General Academic Requirements**

Prospective students should be employed within a library and information service although this may be on a voluntary basis. If a student lost access to the sector part way through their studies, the programme team is confident that through their networks, they would be able to provide sufficient experience to enable the student to complete the programme should the situation arise.

Graduates of Glyndŵr University's FdSc in Library and Information Practice (see appendix I) will be eligible to join the BSc (Hons) programme. Additionally applicants with qualifications or experience equivalent to the University's FdSc Library and Information Practice may apply for Advanced Prior or Experiential Learning (AP(E)L) on an individual basis, enabling entry to the BSc (Hons) top-up year. In these cases, all applicants would be benchmarked against the FdSc Library and Information Practice programme; mapping an applicant's certificated or experiential learning against each of the FdSc modules.

Other learning and experience may be considered for entry to the programme. A student may be allowed entry if he or she does not have the standard entry qualifications but can provide evidence of necessary knowledge and skills to successfully enter and complete the course.

### **English Language Requirements**

Applicants whose first language is not English, or whose diploma is not from a university in an English speaking country, are required to provide evidence of proficiency in English by having attained one of the following or its equivalent:

English test & Minimum score:

TOE FL-Paper based test	525 with 4.0 on essay writing
TOE FL-Computer based test	196 with 4.0 on essay writing
TOE FL – Internet based test	94 with at least 20 in listening, 23 in reading and 24 in writing.
IELTS	5.5 with not less than 5.0 in listening, reading, speaking and writing.

Pre-sessional English language courses are available at the University Second Language Learning Centre for students who wish to improve their language skills prior to commencing their studies

## Programme Management

The programme will be managed under the auspices of the Department of Computing and the programme will develop and operate within the terms of the overall management of curriculum within the Department.

However, there will be a designated Programme Leader for the BSc (Hons) Library and Information Management who will be responsible for the day-to-day running of the programme, including the following:

- The management and development of curriculum and the course portfolio
- Student tracking and student records
- Collation of assessment data, presentation of data at assessment boards.
- Management/co-ordination of overall assessment activities across the programme
- Liaison with external bodies and agencies,
- Quality assurance and annual monitoring, including compilation of the Annual Monitoring Report
- Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities

At module level there is devolved responsibility for the following:

- The maintenance and development of teaching and learning materials for all students enrolled on the module,
- The publishing and updating of module timetables, which shall include a weekly schedule of module sessions and required reading, to be distributed to students at the start of all modules
- The setting, marking and collation of marks for all module assessments, including resit assessments, and submission of student results to the Programme Leader
- Tutorial support for students taking the module which they are responsible
- Quality monitoring, including processing of annual student feedback questionnaires and, where appropriate, student feedback for individual modules
- Liaison with guest speakers involved in modules

### **Programme Team**

Denise Oram – Programme Leader

Nicola Watkinson

Paul Jeorrett

Bindu Jose

Julie Mayers

### **Quality Management Arrangements**

Quality assurance mechanisms are well established at University level, and at programme level these are invoked via programme team meetings, assessment boards, and the annual monitoring report. At Department level, the Programme Leader reports to the Department Group at its monthly meetings. All of these are overseen at Institute level by the Academic Subject Board, which is responsible for the management of academic quality and standards within academic areas.

These internal quality assurance mechanisms are used to evaluate and enhance the quality and standards of the provision. For example, the annual monitoring report serves as an aid to the Department in enhancing the quality of the provision by

- (i) enabling reflection on issues arising in the previous academic year,
- (ii) enabling feedback from students, staff and External Examiners to be discussed and considered and
- (iii) emphasising action taken (or to be taken) on issues arising;
- (iv) providing a crucial source of evidence that the University's internal quality management and enhancement processes are robust, efficient and effective

## **Monitoring and Feedback**

The University has procedures in place for the regular review of its educational provision, including the annual review of both modules and programmes which draw on feedback from such sources as external examiners' reports, student evaluation, student achievement and progression data. In addition, programmes are reviewed every five years through a programme scrutiny quality review scheme that includes external input.

Feedback from students plays a critical part in informing the subject group's strategic thinking. It also allows the subject group to evaluate how its service provision is viewed by its most important group of stakeholders, its students.

Students can provide feedback in a number of ways:

*Staff-Student Consultative Committee.*– SSCCs, chaired by a member of academic staff from outside the programme, will be held at least once per semester. The Chair will minute student feedback for action/response by the Programme Leader. Minutes of the SSCCs and the response from the Programme Leader will be posted on the programme pages of the University VLE.

*SPOMs*– Module Leaders will distribute SPOMs at the end of each module. A summary of the analysis of the SPOMs, along with any other feedback (e.g. from the student suggestion box), will be passed to the Programme Leader for action/response.

## **Research and Scholarship underpinning the curriculum**

The Department believes that students learn best in a research oriented environment taught by people working at the forefront of their disciplines. Research into information and library management is carried out by staff committed to high quality research that enhances knowledge, understanding, scholarship and professional practice in the areas of information and library management, business information, management and information systems. The research strategy is focused on the need to support and coordinate research alongside the teaching, enterprise and other activities of the subject group. Research is interpreted in the broad sense of pure and applied research and development including Knowledge Transfer Partnerships (KTP), consultancy, professional practice, and scholarship. Within the context of its core activities, the subject group is developing an active research base, responsive to professional, educational, business and technological change at local, regional, national and international levels. This research base as well as the input from external experts will inform research underpinning the curriculum.

The course teams' engagement with developing the future skills needed for the library and information profession has been highlighted by employers within the sector, CyMAL (the Welsh Government Advisory Body on Museums, and CILIP. This has also been recognised by CILIP's Academic Research Libraries Group by inviting course tutors Nicola Watkinson and Paul Jeorrett to lead workshops at their conference in June 2012 called 'Growing our own: how the innovative approach of a foundation degree in library and information practice is meeting the challenges for the future profession'.

## **Particular support for learning**

Students on the programme will receive the following forms of student support and guidance:

- **Admissions.** All students on the programme will have the opportunity to discuss their

application with staff, and receive appropriate advice and guidance prior to admission. This will include review of expectations of the programme, programme structure and clarification of workload and requirements, including any specific IT resources.

- **Induction.** New students on the programme will undergo an induction programme which will provide them with a full introduction to the programme, and will include elements of work on study skills and professional development. This induction will take place on the first day of the first block week session.
- **Student Handbook.** All students on the programme will receive a Student Handbook which will contain details and guidance on all aspects of the programme and forms of student support and guidance, programme, subject and institutional-based
- **Progress Review and Attendance Monitoring.** Student attendance and engagement will be subject to regular monitoring, and this will be a means of addressing issues of student support. There will also be regular reviews for each student with personal tutors.

### **Student Support**

Every student is allocated a personal tutor in the first week of the programme. The personal tutor is someone students can contact to discuss any problems of a non-academic nature. These may relate to special needs or personal problems that may affect the student's academic performance.

Academic problems should first be addressed to the lecturer concerned. If the problem is not resolved or it does not relate to a specific module, then the Programme Leader should be contacted. A more detailed complaints procedure is given in the Student Handbook

Another forum for discussion is the Staff Student Consultative Committee. Student representatives, who are elected by the students, meet lecturing staff on the programme once a semester to exchange ideas about the programme. This allows students to communicate their shared concerns in an informal manner, and for the staff to react and respond speedily to address their concerns.

### **Additional support for International students**

There is network of support that is available at many different levels within the University and these combine to provide a supportive framework for the international students. Specifically, this includes two main activities:

- Language provision designed to ensure that the international students have achieved a minimum level of language skills before they embark on their chosen degree programme. This is a six-week pre-session intensive English Language for Academic Study course that aims to bring students to an IELTS (International English Language Testing System) level of 5.5 – the standard demanded for entry into final year undergraduate degree programmes.
- An induction / orientation course that precedes the start of formal teaching and that allows the international students to become familiar with the University and studying at the University whilst at the same time outlining some of the cultural differences that exist between their country of origin and the UK.

### **Facilities**

There are 4 specialist IT labs used for students and in addition, students have access to the University open-access computing labs and other University wide services, including the wireless network.

There is comprehensive Virtual Learning Environment (Moodle) containing a range of advice

and guidance. Module lecture notes and programme content are available online through Moodle. Many study materials such as online databases, e-journals and library catalogue information are also available online.

### **Equality and Diversity**

The University has adopted a policy of providing equal opportunities for all its students, staff, applicants and others involved in its work. One aspect of this policy is its intention to prevent, as far as possible, the harassment of one person by another, whether on the basis of gender, sexual orientation, sexuality, race or ethnic origin, religion, disability, or any other personal attributes or views held by the person harassed.

As part of the University's Disability Policy, students with a physical disability or learning difference are encouraged to contact the University Disability Adviser to ensure their needs are acknowledged formally. The outcome of such an assessment could result, for example, in additional time being allowed for course work, or the provision of further learning support.