PROGRAMME SPECIFICATON

1	**Awarding body**
	Glyndŵr University
2	**Teaching institution**
	Glyndŵr University
3	**Award title**
	Library and Information Management
4	**Final awards available**
	BSc (Hons)
5	**Professional, Statutory or Regulatory Body (PSRB) accreditation**
	Please list any PSRBs associated with the proposal
	CILIP accreditation. The programme was accredited by the Chartered Institute of Library and Information Professionals (CILIP) in 2013 (Glyndŵr University was the first institution to be accredited under this new scheme), to assure students that the programme provides an excellent preparation for professional practice.
	Students are able to submit a portfolio of evidence to apply for CILIP Chartership and can use their reflective portfolios from the programme as part of their submission.
	Accreditation available
	The CILIP accreditation scheme is designed to recognise a range of programmes, modules and CPD activities using CILIPs Professional Knowledge and Skills Base (PKSB), which identifies the core knowledge and skills of the profession.http://www.cilip.org.uk/sites/default/files/documents/Accreditation_for_Learning_Providers_v3.pdf
	Please add details of any conditions that may affect accreditation (eg is it dependent on choices made by a student?)
	N/A
6	JACS3 **code**
	P110
7	UCAS **code**
	5H8T
8	**Relevant QAA subject benchmark statement/s**
	QAA Subject benchmark statement: Librarianship, Information, Knowledge, Records and Archives Management, updated from 2007 in March 2015. Please see following link: http://www.qaa.ac.uk/en/Publications/Documents/SBS-librarianship-15.pdf
9	**Other external and internal reference points used to inform the programme outcomes**
	University's Academic Regulations CQFW

10	**Mode of study**
	Part time
11	**Language of study**
	English

12 Criteria for admission to the programme

Standard entry criteria

UK entry qualifications

The University's entry requirements are set out at
http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCAStariffchange2017/

Applicants will have successfully completed the Glyndŵr University FdSc in Library and Information Practice (or equivalent programmes completed elsewhere).

Other qualifications would be benchmarked against the University's FdSc Library and Information Practice programme; this might involve mapping an applicant's certificated or experiential learning against each of the FdSc modules.

Students should be employed or working voluntarily in a library and information service.

International entry qualifications

Qualifications outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the above UK entry qualification.

Programme specific requirements

Nothing additional to the above.

Non-standard entry criteria
(e.g. industry experience)

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. Students should be employed or working voluntarily in a library and information service.

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. Other learning and experience may be considered for entry to the programme, for example, applicants who have a considerable number of years' experience as a Library Manager or a master's graduate who has recently entered the sector.

All applications are considered on an individual basis, with non-standard entry applicants being interviewed, either in person, or remotely using mechanisms such as Skype. These applications are reviewed by both the academic and library-based team members before a decision is made.

English language requirements

The University's English language requirements are set out at
http://www.glyndwr.ac.uk/en/Howtoapply/Readytoapply/

✓ | **Undergraduate**

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/ for details), including IELTS, with an overall score of 6.0 and no component below 5.5.

International students require a UKVI Approved Secure English Language Test (SELT), achieving an overall score of 6.0 with no component below 5.5 (please see http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirem ents/ for details). If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi. Applicants are asked to note that only an *IELTS for UKVI* test result will be accepted.

13 Recognition of Prior (Experiential) Learning

RP(E)L is not applicable as the programme is level 6 only.

14 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: http://www.qaa.ac.uk/en/Publications/Documents/SBS-librarianship-15.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.

15 Distinctive features of the programme

For graduates of the Glyndŵr University FdSc in Library and Information Practice (or equivalent programmes completed elsewhere), this unique cross discipline course provides 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.

The programme is offered on a part-time mode, with four block one-week sessions of face to face contact over one calendar year.

There have been continual and consistent positive outcomes from the BSc programme; that it has been well received by the students. There have been three cohorts recruited to date, all of which have had excellent results as well as excellent retention rates (100% cohorts one and two, 90% cohort 3).

The programme has an excellent, extremely well qualified team with representation from both library and computing disciplines. The programme team ensures that the academic standards and content of the provision meet the aims and objectives of the programme in light of any developments in the disciplines. As well as delivery by programme team members, it is anticipated that eminent practitioner lecturers will also participate in the delivery, and the use of the innovative e-learning environment (Moodle) will complement face-to-face teaching, and allow flexible learning. The External Examiner commends the external practitioner-led lectures; *"I would like to highlight and commend the use of internal and external practitioner-led lectures and workshops as one particularly strong course element. This will be invaluable in terms of offering real world and contextualised training to the students. Additionally, in terms of career progression this would aid in making them aware of significant figures and their work."*

Positive feedback has been received from the students; evaluations from discussions, Student Perception of Modules (SPOMS), Student Evaluation of Modules (SEMS) and other sources continue to be extremely encouraging regarding the delivery, learning and teaching and assessment of the course. Students appreciated the variety of assessments and approaches to learning and teaching as they felt that the varied approaches addressed their individual needs. All students on the course participate in the evaluation process at regular intervals. All students on the course have participated in the evaluation process.

The quality of assessments submitted have been excellent, and well endorsed and given excellent feedback by the programme's External Examiner; *"the course outline appears engaging, and would I believe provide an excellent introduction to a rich area of study. The assessments also engage with an intriguing range of topics, drawn from across the module sessions; ""The student assessments which were strongly relevant to their own experiences, but also tied in with the module aims and objectives. The assessments straddled the difficult line between relevancy and challenge well".*

Other experiences from the BSc programme, indicate that the students had gained personal and professional development, and this is evidenced by a number of instances where students have been promoted in their respective workplace as a direct result of them studying on the programme. External Examiners' comments are also supportive to this; "*it is heartening to see that students are being challenged with material that has an especially workplace relevant theme throughout the modules. It is my considered opinion that students progressing at a satisfactory to good assessment level through this programme will find that the course will have enhanced both their workplace skills, their knowledge of the 21st century library workspace, as well as their future employability and promotional opportunities. Given these are likely key drivers for students engaging with the degree, this marks the course as well planned and provided for*".

The inclusion of field visits in each block week session have been commended by both the students and the External Examiner comments; "*The BSc programme facilitates students to engage with a range of external partners (field visits, external speakers, panel sessions etc.) which contribute to the currency of their learning and to enhance their employability. The field visits are an excellent resource for research with their assessments, as well as practical subject knowledge.*"

Recognition by both students and external examiners of the good quality of pastoral care and student support are other distinctive features of the programme currency and relevance to the programme. The following comments were made by the External Examiner; *"The dedication to student education, experience and progression, encapsulated in the ethos of caring and dedicated teaching staff that I witnessed was exceptionally heartening to see. In a mass-marketised HE sector where scholarship and individual-engagement with students increasingly plays a diminished role, being overshadowed by quantitative metrics, this is a first class approach. While it may simply reflect the Glyndŵr University experience, I cannot say, but in contrast to other HEIs I have worked with and for, it is exceptional and should be duly recognised and celebrated."*

The outcome from the previous validation of the programme in 2012 emphasised that the following contributed to the distinctiveness and innovative nature of the programme:

- the links to employability such as that described above;
- the curriculum alignment with the professional body – the Chartered Institute of Library and Information Professionals (CILIP);
- the context of looking forward in a changing sector, for example, through the Libraries of the Future module;
- the flexibility offered through the blended learning approach;
- the possibility of offering modules for continuing professional development on an individual basis;
- the excellent research, scholarly and professional practice of the delivery team.

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 reflects changes in the profession and the 'Professional Knowledge and Skills Base' that has been revised and introduced by the Chartered Institute of Library and Information Professionals (CILIP). Therefore, students will be provided with a Personal Professional Development Plan (PPDP) portfolio which will be structured to follow the CILIP 'Professional Knowledge and Skills Base'. They will be encouraged from the outset to think of this as the first step in their post qualification Chartership Portfolio. A CILIP accredited programme is the best preparation for professional practice and provides an excellent basis for gaining CILIP Chartership or certification. The portfolio is linked to, but not solely based on the student's workplace and each student will be allocated 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 accredited by CILIP. As stated by CILIP, "prospective students can therefore choose programmes with confidence, knowing that programmes and modules cover essential skills and knowledge, which have been rigorously assessed and approved by CILIP".

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.

16 Programme structure narrative

The structure of the course and credit ratings are detailed below. In supporting the overall mission of the University, the programme seeks to respond to the needs of students and employers, to prepare students to be fit for employment and to support information professionals in career development in a flexible way.

The BSc (Hons) programme will be studied over one calendar year part-time, on a block release basis (four x one week block sessions over the year). The course is divided into study units called modules, each of 20 credits. Students complete 120 credits at level 6. Each 20 credit module represents 200 hours of student notional learning hours.

Two 20 credit modules will normally be delivered in Semester 1; two further 20 credit modules in Semester 2, and the Dissertation/Project module (40 credits), will be delivered over the Summer period.

The concentration of face-to-face classes into four one week sessions per year, with on-line support, provides flexibility from the employment perspective in that it enables students to follow this course while living and working away from Wrexham.

As well as delivery by programme team members, it is anticipated that eminent practitioner lecturers will also participate in the delivery, and the use of the innovative online learning environment (Moodle) will complement face-to-face teaching, and allowing flexible learning.

University-facilitated field visits are an essential part of each block week session where students visit different libraries that provide relevant knowledge of current working practices and approaches in different organisations to bring currency and relevance to the programme.

The programme is 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
- meetings involving group on line discussions with fellow students and tutors in Action Learning
- on-line support using the University's virtual learning environment.

There are forum posts for discussion, reading and comments that, where applicable, are managed by the staff on a 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 and Turnitin.

17 Programme structure diagram

Level 6				
Semester 1	Mod title	Professional Practice and Research Methods	Mod title	Information Resources & Organisation
	Mod code	COM618	Mod code	COM619
	New/Existing	Existing	New/Existing	Existing
	Credit value	20 credits	Credit value	20 credits
	Core/Option	Core	Core/Option	Core
	Mod leader	Denise Oram	Mod leader	Denise Oram
Semester 2	Mod title	Libraries of the Future	Mod title	Library and Information Services Leadership and Management
	Mod code	COM620	Mod code	COM621
	New/Existing	Existing	New/Existing	Existing
	Credit value	20 credits	Credit value	20 credits
	Core/Option	Core	Core/Option	Core
	Mod leader	Bindu Jose	Mod leader	Bindu Jose
Summer period	Mod title	Dissertation/ Project		
	Mod code	COM622		
	New/Existing	Existing		
	Credit value	40 credits		
	Core/Option	Core		
	Mod leader	Denise Oram		

18 Intended learning outcomes of the programme

On successful completion of level 6 of the programme, a student will be able to demonstrate knowledge and skills as follows

Knowledge and Understanding	
	Level 6 Honours Degree
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

Intellectual/Cognitive Skills	
	Level 6 Honours Degree
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.

Skills	
	Level 6 Honours Degree
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

	Skills
	Level 6 Honours Degree
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.

	Practical, professional and employability skills
	Level 6 Honours Degree
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.

19 Curriculum matrix

For successful completion of the programme, students will achieve the following learning outcomes:

	Module Title	Core or option?	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Level 6	Professional Practice and Research Methods	Core	■	■	□	■	■	□	□	□	□	■	■	■	■	□	■	■	■	■	■	■
	Information Resources & Organisation	Core	■	■	■	□	■	■	■	■	□	■	■	■	□	□	■	□	■	■	□	■
	Libraries of the Future	Core	■	■	■	□	■	■	■	■	□	■	■	■	□	□	■	■	□	■	■	■
	Library and Information Services Leadership and Management	Core	■	■	□	■	■	■	■	■	■	■	□	■	□	□	■	■	□	■	■	■
	Dissertation/Project	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	□	□
																						□

20 Learning and teaching strategy

The curriculum is designed to encourage an appreciation for learning that 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 and on-line materials are used as the main delivery mechanisms, typically supplemented by supervised 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 on-line tools are used to support teaching. The University also operates a number of specialist computer labs, with teaching based around the lab facilities. Field visits are also extremely useful for providing knowledge of a wider context of differing libraries' current practices.

(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, and computer projection facilities where appropriate. Although this type of presentation can be suitable for a one-sided discourse, the ethos adopted by the programme is to allow ample opportunities 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 subject area'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 part of a team to achieve a common goal while at the same time, individual contribution is recognised and evaluated and reflected in the assessment criteria.

(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
- meetings involving group on-line discussions with fellow students and tutor in Action Learning

- on-line 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 and Turnitin. In accordance with University guidance, feedback is provided on assessed practical work normally within three weeks of submission of the work.

21 Work based/placement learning statement

Not applicable

22 Welsh medium provision

The programmes will be delivered through the medium of English.

At present, the programme team does not have sufficient 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.

Additionally the programme team would wish to develop the language skills of students taking this programme. The University offers modules in Welsh as a second language at HE level to students studying degrees which involve working with the public e.g. social work, nursing, youth and community work. It is anticipated that the BSc students whose first language is not Welsh, or who wish to improve their Welsh skills (either an improver or a new learner) would be offered these sessions as an extra module outside the programme.

23 Assessment strategy

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 Chapter B6:Assessment of Students and the Recognition of Prior Learning, National Qualifications Framework, and Glyndŵr University Assessment Guidelines.

Learning and assessment activities are centred on resolving authentic problems found in the workplace. Authentic learning will typically focus on real-world, complex problems and their solutions, using role-play exercises, problem-based activities, and 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 where applicable, drawing on information and knowledge from the field visits, 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 part of 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 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 on-line 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 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. The portfolio containing all four sections will be submitted as a single document after the final block week session. Each section will be assessed individually with the mark contributing to the overall mark of the module.

Comments to support this approach by the External Examiner are as follows:

"Students' reflexive submissions at the end of each module made for very engaging reading, as they gave particularly rich insights into each student's learning journey within the degree. What was especially heartening to see, was that students both recognised and appreciated the benefits of being taken out of their comfort zones and challenged by topics, discussions and assessments. Such submissions seem far more valuable to both students and course leaders in terms of substantive feedback, than NSS or other quantitative metric led assessment exercises, and are to be highly commended."

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 programme, 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 mainly include project reports, independent study reports, portfolios, and practical work.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
COM618 Professional Practice & Research Methods	Ass One (80%): Coursework which will contain several elements such as Critique of Academic Publication, Development of a short research paper or proposal, Presentations	4,000	Some elements will be submitted at the end of Block One, with the remaining elements being submitted prior to Block Two.
	Ass Two (20%): Portfolio	1,000	After final Block week
COM619 Information Resources & Organisation	Ass One (80%): Coursework such as Study Report, Presentations	4,000	Some elements will be submitted at the end of Block Two, with the remaining elements being submitted prior to Block Three.
	Ass Two (20%): Portfolio	1,000	After final Block week
COM620 Libraries of the Future	Ass One (80%: Coursework such as Study Report, Presentations	4,000	Some elements will be submitted at the end of Block Three, with the remaining elements being submitted prior to Block Four.

	Ass Two (20%): Portfolio	1,000	After final Block week
COM621 Library and Information Services Leadership and Management	Ass One (80%): Coursework such as Study Report, Presentation	4,000	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.
	Ass Two (20%): Portfolio	1,000	End of Block Four
COM622 Dissertation/ Project	Ass One (100%): Literature Review, Final Report, Oral Presentation	Min: 12.000	Year end - August

24 Assessment regulations

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

Derogations

N/A

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

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.

Restrictions for trailing modules (for taught masters programmes only)

N/A

25 Programme Management

Programme leader

Denise Oram

Programme team

Nicola Watkinson
Paul Jeorrett
Bindu Jose
Julie Mayers

The programme team comprise a mix of academic and non-academic staff, whose expertise are seen as a strength of the programme.

Members of the team are actively engaged with other libraries and professional bodies, CILIP (Chartered Institute of Library and Information Professionals), HEA (Higher Education Academy), BCS (British Computer Society). Team members attend and present at conferences and workshops regularly (both as library and computing professionals) and are heavily engaged with Learning and Teaching practices.

Quality management

The programme will be managed under the auspices of the Academic Subject Area of Computer Science based within the School of Applied Science, Computing and Engineering, and the programme will develop and operate within the terms of the overall management of curriculum within the subject area.

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.

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 subject level, the Programme Leader reports to the Subject Group at its monthly meetings. All of these are overseen at School level by the Academic School Board, which is responsible for the management of academic quality and standards within Schools.

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 subject area 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;
(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 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:

Student Voice Forums (SVF): 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 SVF and the response from the Programme Leader will be posted on the programme pages of the University VLE.
Student Evaluation of Module (SEMs): Module Leaders will distribute SEMs at the end of each module. A summary of the analysis of the SEMs, 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 activity

The Subject group 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 team's engagement with developing the future skills needed for the library and information profession has been highlighted by employers within the sector, MALD

(the Welsh Government Welsh Museums Archives and Libraries Division), and CILIP (Chartered Institute of Library and Information Professionals). This has also been recognised by CILIP as Paul Jeorrett is an external examiner on their Professional Registration and Accreditation Board.

Links between research and teaching are constructed in a variety of ways across the programme, from the inclusion of subject-based research in the curriculum to the provision of opportunities for students to learn as researchers. For example to conduct further research for further development in the related areas of study.

Staff use their own research and that of others in the discipline to illustrate ideas, concepts, and theories or to provide good examples.

26 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student and Programmes Centre
- Glyndwr Students' Union

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.

School support for students

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 Student Voice Forum. Student representatives, who are elected by the students, meet lecturing staff on the programme once each block session to exchange ideas about the programme. This allows students to communicate their shared concerns, and for the staff to react and respond speedily to address their concerns.

Recognition by both students and external examiners of the good quality of pastoral care and student support are distinctive features of the programme.

Programme specific support for students

Additional support for International students

There is support available within the University for international students. Specifically, 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 while at the same time outlining some of the cultural differences that exist between their country of origin and the UK.

Facilities for providing support

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 a comprehensive Virtual Learning Environment (Moodle) containing a range of advice and guidance. Module lecture notes and programme content are available on-line through Moodle. Many study materials such as online databases, e-journals and library catalogue information are also available on-line.

27 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equal Opportunities Policy; (http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499,en.pdf), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

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.