# Programme Specification

## A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from The University of Sheffield

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| 1 | **Programme Title** | Information Management |
| 2 | **Programme Code** | IJCT002 / INFT101 MSc Information Management<br>IJCT010 / INFT161 MSc Information Management (2 year)<br>IJCT029 / INFT110 MSc Information Management (3 year) |
| 3 | **HECoS Code** | 1000916, 100370 |
| 4 | **Level of Study** | Postgraduate |
| 5a | **Final Qualification** | Master of Science (MSc) |
| 5b | **QAA FHEQ Level** | Masters |
| 6 | **Intermediate Qualification(s)** | Postgraduate Diploma (PG Dip), Postgraduate Certificate (PG Cert) |
| 7 | **Teaching Institution** (if not Sheffield) | Not applicable |
| 8 | **Faculty** | Social Sciences |
| 9 | **School** | Information, Journalism and Communication |
| 10 | **Other School(s) involved in teaching the programme** | Not applicable |
| 11 | **Mode(s) of Attendance** | Full-time or Part-time |
| 12 | **Duration of the Programme** | 1 year or 2-3 years |
| 13 | **Accrediting Professional or Statutory Body** | Chartered Institute of Library and Information Professionals (CILIP) |
| 14 | **Date of production/revision** | March 2014, September 2024 |

### 15. Background to the programme and subject area

Effective exploitation of information and knowledge is at the heart of economic and service development in contemporary society, and rapid technological advances are contributing to dramatic changes in the way that business is conducted and organisations managed. In all sectors, there is increasing emphasis on the importance of effective information and knowledge management and on the need for employees who are skilled in using information in diverse formats. This makes specialist expertise in information management – that is, in managing information as an organisational, commercial and intellectual resource, using appropriate methods and technology - essential. Information managers identify, control, organise, store, evaluate and facilitate access to information, and assist information users to develop their own information handling skills. To do this, they need an understanding of information behaviour: the way in which people interact with information in different contexts. They also need an ability to develop information strategies, systems and services that will meet organisational and user requirements.

The MSc in Information Management at Sheffield equips graduates of any discipline with the knowledge and skills needed for careers as information management professionals or, more broadly, for work in the wide variety of roles that demand information management expertise. On the programme, students acquire knowledge and practical skills that enable effective interaction between information users, information resources and information systems in different contexts. In doing so, they engage with a rich, multifaceted area of study that integrates principles from information science, information systems, organisation and management science, psychology and a range of other disciplines. They also develop their intellectual, technical and personal skills in areas that include research, information and communication technology (ICT), group-work and communication.

Students will therefore be exposed to the latest concepts and ideas in the information professions. The composition of research and teaching in the Information School is highly multi-disciplinary, with staff backgrounds in Computer Science, Information Science, Information Systems, Knowledge Management, Librarianship and Business.

There is a very strong record of graduate employment following successful completion of the programme and students benefit from the fact that the programme is fully accredited by the Chartered Institute for Library and Information Professionals (CILIP). Recent graduates have taken up positions with titles such as Information or Knowledge Officers, Information Scientists, Web Designers, IT Consultants, Business Information Managers, Information Governance officers, Assistant Librarians, and Researchers in a wide range of private and public sector organisations. These include IT/computing companies, pharmaceutical companies, national newspapers, law firms,

merchant banks, accountancy firms, management consultancies, professional organisations, government departments, local authorities, hospitals and health authorities, universities, colleges and schools.  Some graduates take the opportunity to extend their study of information management to doctoral level within the Information School.

Further information is available at the School website at: www.shef.ac.uk/is

## 16.  Programme aims

For all its programmes the Information School aims to:

1) deliver a curriculum for each degree programme that develops in students a broad understanding of the subject area together with a detailed and critical understanding of selected areas.

2) provide students with the knowledge and skills required to work as effective information professionals, managers of information or research workers in their chosen field.

3) enable those already working in the information field to update and expand their professional understanding and competencies.

4) prepare students for professional practice by providing programmes which meet the accreditation requirements of professional bodies and that meet the needs of employers.

5) deliver teaching informed and inspired by professional expertise and by the research and scholarship of staff.

6) encourage students to become informed citizens and to understand the place of information in society.

In addition, the **MSc in Information Management** aims to:

1) equip students with a broad understanding of the theory and practice of information management together with a detailed and critical understanding of selected areas of their choice.

2) provide students with knowledge and skills required to work effectively as information management specialists in both the private and public sectors.

3) equip students with research skills relevant to the employment market.

## 17.  Programme learning outcomes

| **Knowledge and understanding: Students completing the MSc programme will:** | |
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| **K1** | understand core principles and concepts in the theory and practice of information, data and knowledge management, as applicable to organisations in the public and private sectors, and in relation to relevant organisational and management theory. |
| **K2** | understand the nature and role of information, data and knowledge as an organisational, commercial and intellectual resource and of the systems, services methods and digital technologies that enable effective information capture, storage, organisation, retrieval, analysis, communication and use. |
| **K3** | have acquired in depth knowledge of specific information resources, systems, services and processes, in accordance with their chosen specialisms. |
| **K4** | have learned to apply appropriate research methods to an information management problem. |

| **Skills and other attributes: Students completing the programme will:** | |
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| **S1** | have acquired relevant skills in r information and knowledge capture, storage, organisation, retrieval, analysis, communication and use. |
| **S2** | have developed a range of intellectual and transferable skills that a) complement their subject knowledge; b) enable effective mediation between information resources, users and systems, and c) are of relevance to their studies and lifelong learning, including skills in: problem-solving and analysis, research, information literacy, time and project management, group working, oral and written communication. |

Students successfully completing the Postgraduate Diploma programme will be able to demonstrate K1-K4 and S1-S2 above, with the exception of research skills specifically associated with carrying out the Research Methods module and the research dissertation.

Students successfully completing the Postgraduate Certificate programme will be able to demonstrate a more limited range of learning outcomes from K1-K3 and S1-S2, in accordance with their chosen modules, with the exception of research skills specifically associated with carrying out the Research Methods module and the research dissertation.

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## 18. Teaching, learning and assessment

**Development of the learning outcomes is promoted through the following teaching and learning methods:**

*Induction sessions and preparatory coursework* during the first weeks of the programme are designed to introduce students to School procedures and standards related to the writing and presentation of coursework, and to provide early feedback on performance (S2 above).

*Lectures* are used on most modules and establish the direction of studies and present information, ideas, case examples and critical analysis. Multimedia resources are used in some lectures and student participation is encouraged. Students are provided with handouts of slide presentations and other lecture notes and materials. Visiting speakers are an important feature of the lecture programme on some modules. These are normally information management practitioners or researchers and provide real-life examples of information management practice and problems, and expose students to examples of good practice (K1-K4 above).

*Seminars,* used on some modules, may be staff-led or student-led, and are designed to facilitate greater interactivity, allowing ideas to be discussed and challenged. Students are enabled to work through, analyse and respond to information and ideas imparted through lectures, for example through case study analysis (K1-K4, S2 above).

*Tutorials* are small-group or one-to-one sessions with academic staff and are used on some modules to support group project-work and/or independent study. Research supervision also is provided through regular one-to-one tutorials throughout the dissertation research process. The word tutorial is also used to describe meetings arranged between a tutor and an individual student in order to clarify a problem experienced by the student in the understanding of material or in the process of preparing an assessment (K1-K4 above).

*Practical laboratory sessions* are used on a variety of modules to provide students with hands-on experience of using ICT (K2-K3, S1-S2 above).

*Independent learning* is essential to successful completion of the programme and is expected for each module. Independent learning is necessary for assimilation and further clarification of material encountered in lectures, preparation for seminars, tutorials and practical sessions, preparation for written assessments and broader development of knowledge of the field of study. Independent learning contributes to the development of all the programme's learning outcomes and encourages *s*tudents to take responsibility for their own learning, to organise their time and develop effective learning skills (K1-K4, S2 above).

*Collaborative group-work* is an important feature of some modules. It is designed to enable students to work on complex, multi-faceted information management problems in a way that reflects professional practice and provides opportunities for students to develop professional and interpersonal skills (S2-S2 above).

*The Web* provides 24/7 access to School learning resources such as lecture slide presentations and handouts, and to administrative information relating to teaching. A Web-based 'virtual learning environment' is used on some modules to provide integrated access to both learning resources and computer-mediated communication facilities (K1-K4 above).

*Dissertation work* under the supervision of academic staff allows students to develop and practice research skills (K4, S2 above).

*Task-oriented projects and case studies,* used on some modules, encourage students to contextualise theoretical and professional perspectives (K3, S2 above).

*Individual and Group Presentations with feedback*, used on some modules, help students to develop presentation skills (S2 above).

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**Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:**

Feedback on students' progress is provided through seminars and tutorials. Each taught module is assessed at the end of the semester in which it is taught. Methods of assessment of knowledge, understanding and skills vary from module to module and are designed to measure attainment of intended learning outcomes to meet the aims and objectives of the module. All students experience a range of assessed individual and group assignments. There are no formal unseen examinations.

*Knowledge and understanding* are demonstrated through written assignments including essays and reports. These require students to provide evidence of their ability to synthesise knowledge and learning, organise information and apply critical judgement to evidence (K1-K4 above).

*Transferable skills (e.g. intellectual, technical and professional skills)* are demonstrated through exercises

including case study analysis, problem-solving exercises, creation of Web sites and the research dissertation report (S1-S2 above).

*Interpersonal skills* are generally incorporated within modules and related to relevant assessments on some modules. Examples include oral presentations, group exercises, student-led seminars, the use of research-based teaching materials and methods, and problem-based case studies (S2 above).

*Research skills* are assessed through the core module: Research Methods and Dissertation Preparation and the Dissertation itself (S2 above).

## 19. Reference points

**The learning outcomes have been developed to reflect the following points of reference:**

**Internal**

Mission Statement of the University of Sheffield, as presented in its Corporate Plan

University Vision and Strategic Plan

The Faculty of Social Sciences Learning and Teaching Strategy 2013-16

Sheffield graduate concept

Current research and scholarship of School staff

Discussions with members of the Information School Advisory Panel (comprising senior members of the information professions) and formal/informal relationships with practitioners

Regular analysis of the employment market through the Advisory Panel and investigation of job adverts in the professional press

School annual student programme and module evaluations

**External**

The aims and objectives of the MSc programme are consonant with, and address a significant proportion of, the CILIP Professional Knowledge and Skills Base (PKSB), available from http://www.cilip.org.uk/jobs-careers/professional-knowledge-and-skills-base/pages/professional%20knowledge%20and%20skills%20base.aspx

Framework for Higher Education Qualifications (2024)
https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks#

## 20. Programme structure and regulations

The MSc in Information Management programme is suitable for students entering as graduates but with little or no relevant work experience. There is a full-time and part-time option. The full-time programme is offered over 12 months starting in late September each year and finishing the following September. The part-time programme also starts in late September each year and normally takes 3 years to complete.

The programme is modular in nature, allowing students flexibility in the design of their degree.

*Core modules* are compulsory and ensure a coherent programme structure providing all students with the key concepts and essential tools they need to work as competent professionals in their chosen field.

*Approved modules* allow students to follow professional and personal interests in specialised areas in greater depth.  In consultation with staff, students choose modules to design an academically coherent programme consistent with their own career aspirations and interests.

All core and approved modules are worth 15 credits, apart from the Dissertation, which is worth 45 credits, and are designed on the basis of approximately 10 hours of work per credit (including contact hours, private study and assessment) in order to ensure an appropriate and uniform workload.  Students aiming for a Masters' degree must register for modules to the value of 180 credits.

Successful completion of the programme leads to the award of the Masters' degree, with either a 'pass', 'pass with merit' or 'pass with distinction' grade.  On both Routes, Postgraduate Certificate and Postgraduate Diploma level awards are available after successful completion of taught modules to the value of 60 credits and 120 credits respectively (excluding the Research Methods and Dissertation Preparation module and the Dissertation module), for students who do not wish to progress further.

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Please refer to the Programme Regulations, General University Regulations and the On-line Directory of Modules for detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules.

## 21. Student development over the course of study

Core (compulsory) modules ensure that students take a coherent course, and introduce them to fundamental principles, concepts and techniques.

Student choice is served through the availability of a wide range of approved (elective) modules, designed to enable students on both Routes to design a programme in accordance with their developing interests and career aspirations.

Students' development over the course of their study is identified and measured through assessment of performance in each module.

All students registered for the MSc in Information Management are required to complete a research-based dissertation of 10,000-15,000words.  This enables students to apply appropriate research techniques to a real information management problem, and to engage at an in-depth level with an area of the subject that is of particular interest to them.  For full-time students this is carried out in the period from mid-June to September.  For part-time students this normally is carried out during their 3rd year on the programme.  Students may develop their own dissertation topics, in consultation with staff, or select from a list of possible topics generated by academic staff and employers.

## 22. Criteria for admission to the programme

Detailed information regarding admission to the programme is available at http://www.shef.ac.uk/is/pgt.

Applicants for the MSc will normally be expected to have, or expected to obtain before joining the programme, at least a second-class honours degree (or its equivalent) in any subject discipline. Work in an information service, IT/computing environment or other relevant work experience is considered advantageous but applicants without such experience are given equal consideration.

Additional requirements relating to English language proficiency may also be required.

## 23. Additional information

The Information School is housed in The Wave, which has its own dedicated computer facilities, laboratories and students social/study areas. The University's Information Commons, with its excellent resources for individual and group study, is within a few minutes' walk from the School.

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at www.shef.ac.uk/ssid.