Perfect Information

How should universities prepare information graduates for the working world?

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School of Computing
Napier University

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Breakout session agenda

Introduction (half an hour maximum)

- UK context
  - Current provision of UK accredited LIS courses
- Institutional example
  - Napier provision
- Challenges
- Your potential contribution

Breakout activity (one hour maximum)

- Explained at the end of the presentation…

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Current UK programme provision

Universities - 16

- Aberystwyth, Brighton, City (London), Leeds Metropolitan, Liverpool John Moores, London Metropolitan, Loughborough, Manchester Metropolitan, Napier (Edinburgh), Northumbria (Newcastle), Robert Gordon (Aberdeen), Strathclyde (Glasgow), Thames Valley (London), University College London, West of England (Bristol)

cilip Chartered Institute of Library and Information Professionals

Courses - 56

- 45 postgraduate courses
- 11 undergraduate courses – some recent closures
- “Average” provision – 1 at undergraduate, 3 at postgraduate level

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Programme focus 1

“General” titles

- Information Analysis/Management/Science/Studies
- Information and Knowledge Management
- Information Services/Systems Management
- Knowledge Management
- Librarianship
- Library and Information Studies/Information and Library Studies

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Programme focus 2

Titles that reflect information format

- Digital Information Management (London Metropolitan)
- Digital Libraries (Strathclyde)
- Electronic Communication and publishing (University College London)
- Electronic Information Management (Robert Gordon)
- Electronic Publishing (Loughborough)
- Records Management (Aberystwyth, Northumbria)

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Programme focus 3

Sector-specific titles

- Chemoinformatics (Sheffield)
- Geographic Information Management (City)
- Health Informatics/Information Management (Brighton, Sheffield/Aberystwyth)
- Information Management in the Cultural Sector (City)

2 undergraduate business-related titles

- Business Management and Information (Liverpool John Moores)
- Information Management and Business Studies (Loughborough)

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Programme priorities

Understanding

- of concepts and principles (i.e. theory); analysis, implementation and management of information and information services (i.e. practice).

Application

- of concepts and principles.

Evaluation

- of information systems and services, and their deployment to solve problems.

Independent judgement and critical awareness

- to enquire, analyse, think creatively, reflect, reason, communicate.

Achieving individual potential

- basis for future personal development, continuing professional development.

ubject benchmark statements: Librarianship and Information Management - Microsoft Internet Explorer
Edit View Favorites Tools Help
Back Search Favorites
http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/librarianship.asp
Go

QAA

Subject benchmark statements: Librarianship and Information Management

Honours benchmark statements index

PDF version

Contents:

- Subject benchmark statements
- Academic standards - Librarianship and Information Management
  - Nature and extent of the discipline
  - Subject knowledge, skills and understanding in Librarianship and Information Management
  - General transferable skills
  - Learning, teaching and assessment
  - Standards
- Acknowledgements
- Librarianship and Information Management Group Membership

Subject benchmark statements

Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of programmes in a specific subject. They also represent general expectations about the standards for the award of qualifications at a given level and articulate the attributes and capabilities that those

About us
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Benchmark statements
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Health statements
Scottish statements
Code of practice
Framework for higher education qualifications
Programme specifications
Progress files in HE
Enhancement
QAA around the UK
QAA internationally
Specially for...
Students
Staff in education

Internet

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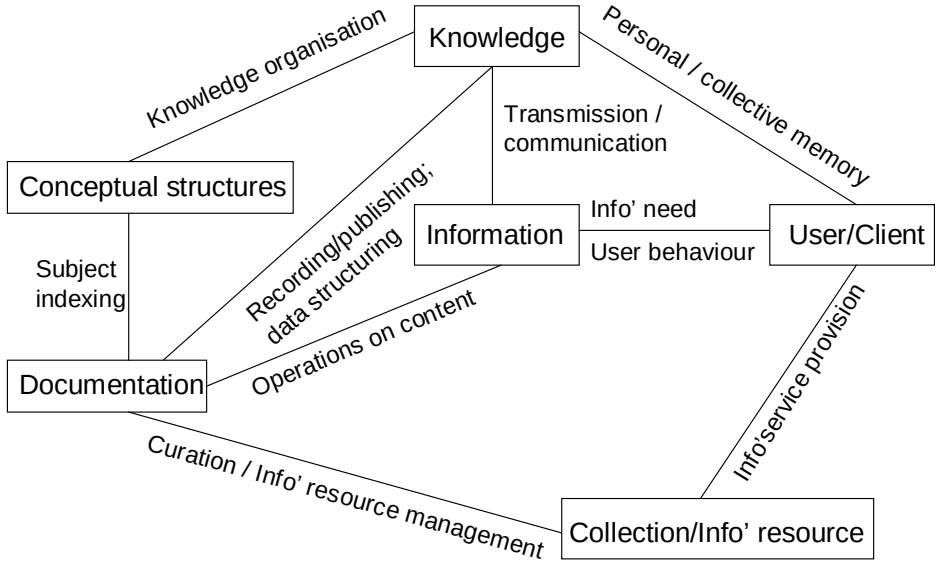
CILIP body of professional knowledge



http://www.cilip.org.uk/qualificationschartership/bpk

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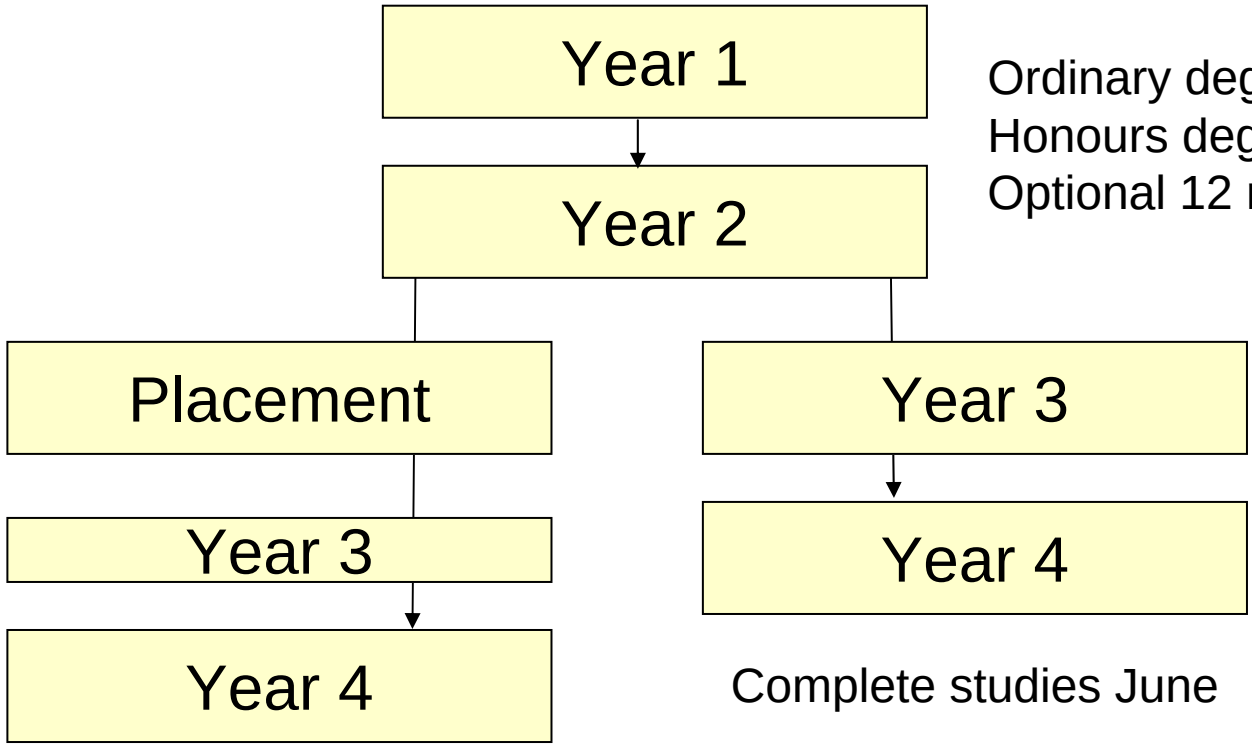
BSc Information Systems (Management)



Ordinary degree after 3 years.
Honours degree after 4 years.
Optional 12 month placement.

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MSc Information Services Management

Module 1	Module 2	Year 1
Module 3	Module 4	

Eligible for postgraduate certificate

Module 5	Module 6	Year 2
Module 7	Module 8	

Eligible for postgraduate diploma

DISSERTATION		Year 3

Eligible for MSc

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Module provision

Sample module titles

- Action-oriented research
- Bidding for information systems contracts
- Business information sources
- Business intelligence
- Business systems analysis
- Content integration
- Information delivery
- Information strategy
- Information systems management
- Knowledge management
- Security of information systems
- Strategic management

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Module provision

Sample module titles

- Action-oriented research
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BIS and KM particularly highly rated by the students

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Specialism through dissertations

Dissertation themes - examples

- Internal blogging in corporate environments: their role in innovation and new knowledge creation
- Business applications of social software (messaging)
- New media channels for house sales
- Web logs and current awareness services
- Centralised versus decentralised intranet content development
- User perceptions of commercial online information services
- Role of the information professional in investment banking
- Mergers and acquisitions in the online information services industry

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Business relevance

Work incorporated into degree programmes

- Placements on undergraduate programmes
- Work experience requirements for admission to postgraduate courses
- Work-based assessments, e.g. BIS tenders, AOR proposals

Industry contributions to modules

- Part-time lecturers, e.g. Kenny Walker on BIS
- Guest speakers, e.g. Sun on IDEL, TFPL and Scottish Enterprise on KM, RBS on BIS, Oracle on BISC
- Events, e.g. KM panel session, IS Student Conference

Field trips

- e.g. Scottish & Newcastle, CapGemini, Online conference

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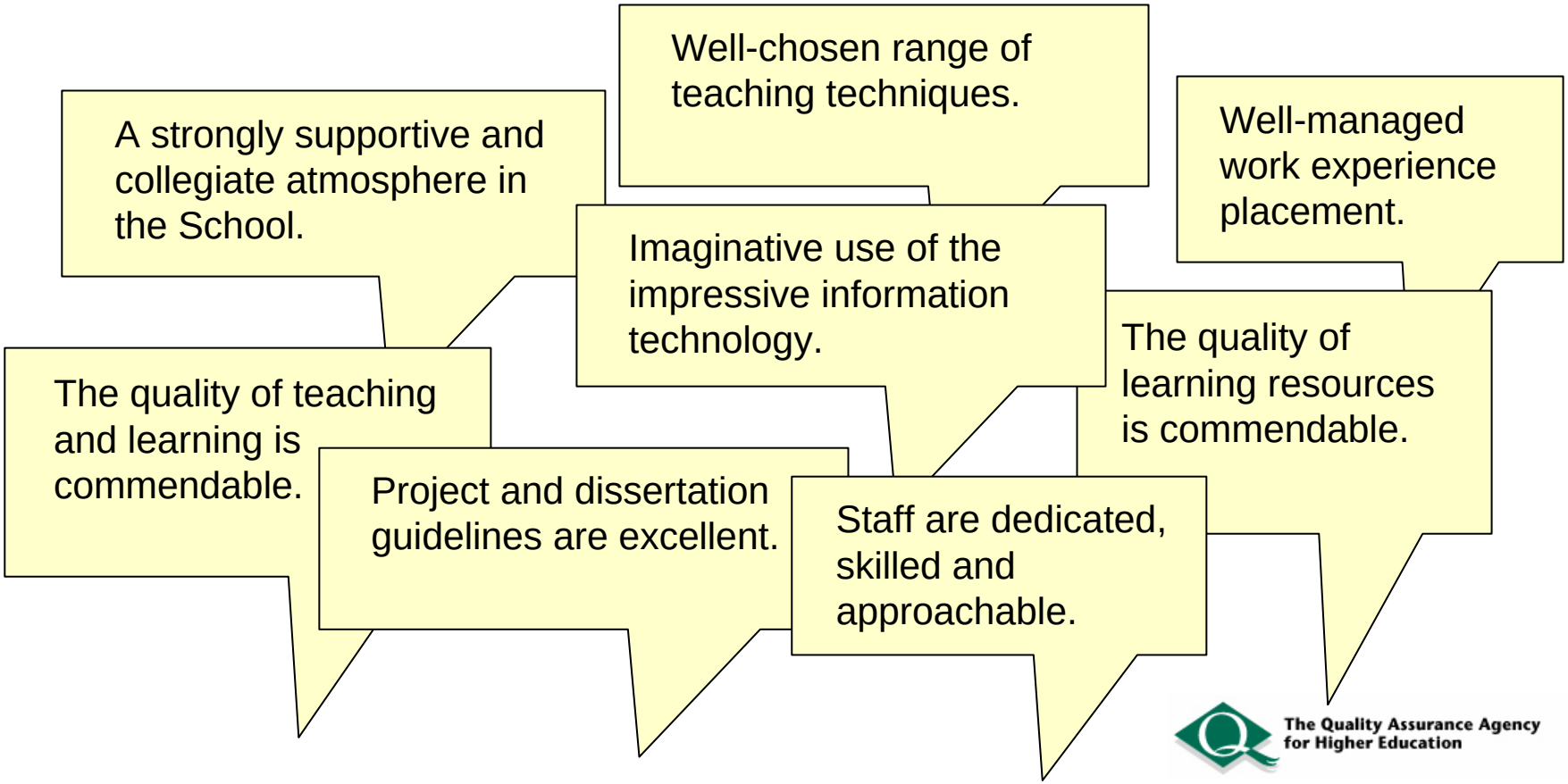
Are we doing it right?



The Quality Assurance Agency for Higher Education

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But we face BIG challenges: 1

How to attract quality students in the first place

- Decline in undergraduate interest
  - Dot.com bubble bust
  - Misperceptions of a subject area not necessarily taught at school: computing/library work is boring; there is no longer a need for specialist education in this area; career potential wiped out due to outsourcing; lack of vocational certainty
  - Parental/teacher preference for “traditional” subject choice in “traditional” institutions at undergraduate level
- Postgraduate concerns
  - Debt from undergraduate career
  - Lack of access to funding/sponsorship
  - Fitting study into “life”
  - A postgraduate degree is not a requirement for information work

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But we face BIG challenges: 2

How to meet the needs of the changing market

- Markets
  - Servicing two markets: students and employers – how to attract the best raw material and produce the best end product; disconnect between employer requirements and applicant aspirations
  - Researching, understanding and responding to trends – difficulties of recruiting teaching staff in times of staff shortages and high salaries outside the academic sector
- University planning cycles are much longer than those in business
  - Programme ideas, module design, module approval, marketing etc.
- Staying relevant

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Your potential contribution

General

- Respond to calls to comment on initiatives

School/faculty level

- Advisory board membership

Programme level

- Assist with validations
- Contribute to efforts of professional bodies, e.g. CILIP representation

Module level

- Offer placement/work-based learning opportunities
- Offer your company as a case study for dissertation work
- Contribute to visiting speaker programmes

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Breakout activity – design an MSc

Module 1	Module 2	Year 1
Module 3	Module 4	

Eligible for postgraduate certificate

Module 5	Module 6	Year 2
Module 7	Module 8	

Eligible for postgraduate diploma

		Year 3
DISSERTATION		

Eligible for MSc

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Discussion points

For each module

- Decide a title
- List learning outcomes (4 maximum). Use the wording:
  - On completion of this module the student will be able to…[explain the general principles of X/critically assess/evaluate…]
- Describe the module content (6 sentences maximum)
- Suggest how the module might be assessed, giving both the assignment format and "question":
  - For example, a 3000 word report on X

For the dissertation module

- Suggest some dissertation topics

And if time allows…

- Devise a marketing plan for your new degree

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MSc Information Services Management

Managing knowledge	Strategic thinking for IS	Year 1
People in organisations	Content integration	

Eligible for postgraduate certificate

Technology challenges	Managing service partnerships	Year 2
Security compliance	Action oriented research	

Eligible for postgraduate diploma

		Year 3
DISSERTATION		

Eligible for MSc