Information literacy is a key foundation to support the development of the Derby Graduate. An information literate student is one that is more likely to achieve an upper class degree and will not just be employable at graduation but throughout their whole career.

The integration of information literacy within the curriculum is in line with the University’s Corporate Plan to provide “a learning experience which equips students with the skills and qualities for employment and to build successful and fulfilling careers.” Developing students’ confidence in information handling and the use of digital technologies will further enhance their academic, professional and personal development providing them with skills for lifelong learning.

This framework outlines seven core information literacy abilities that have been adapted from the SCONUL Seven Pillars of Information Literacy Core Model.²

These have been further sub-divided into a series of learning outcomes that should be embedded into courses at different levels depending on the needs of the discipline. Some examples are provided of how these might be addressed within programmes but these will differ depending on the subject and the level at which the student is working.

It is recognised that there are already many courses that have incorporated some information literacy principles but it is recommended that academic staff liaise with subject librarians to help map the skills holistically across courses, and to discuss their needs and requirements for information literacy development.

The Institute of Learning Enhancement and Innovation (LEI) is committed to supporting staff in the development of information literacy across the University with a range of workshops, online resources and individual guidance on how to make the most of information in a digital environment.

Critical success factors will be the consistent adoption of the framework across curricula, concurrent staff development programmes and quality assurance procedures to embed the skills.


# Information Literacy Framework

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<tr>
<th>Abilities</th>
<th>Learning outcomes</th>
<th>Example activities</th>
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| 1. Identify a personal need for information | a. Identify a knowledge gap in a particular area  
b. Define a research question using appropriate terminology  
c. Recognise where digital solutions can support an information need | Student develops a visual representation (e.g. mindmap, flowchart) of what is required |
| 2. Assess current knowledge and identify potential sources of information | a. Assess current knowledge level and what is required to supplement this  
b. Distinguish between different information resources and formats in order to choose material that best meets the information need  
c. Identify the available search tools, both generic and subject specific, for locating quality materials | Student determines whether books and/or journal articles, or other resources, contain relevant information to address the research question |
| 3. Construct strategies for locating information and data | a. Define a search strategy using appropriate keywords and setting limits where necessary  
b. Demonstrate understanding of an effective search strategy and possible modifications to improve it | Student identifies the terminology, keywords and synonyms to describe topics and how best to combine these to produce relevant results |
| 4. Locate and access the required information and data | a. Use a diverse range of digital tools and resources to effectively retrieve information  
b. Access full text information, both print and digital, from a variety of information providers that have been evaluated for their quality and reliability  
c. Engage in online communities to access and share information | Student uses library catalogues and multi-disciplinary databases to retrieve references and full-text information  
Student reviews a bibliography and identifies the source material to be able to retrieve the required information |
| 5. Review the research process and compare/evaluate information and data | a. Assess information sources with regard to appropriateness, accuracy, quality, reliability, currency and bias  
b. Evaluate the search strategy and information found to determine whether the information need has been met  
c. Read critically to identify key points and arguments | Student identifies the criteria that make an information source fit for purpose along with alternative options |
| 6. Organise information professionally and ethically | a. Use appropriate tools to manage information (e.g. reference management, social bookmarking)  
b. Cite both print and digital sources using appropriate referencing styles  
c. Meet ethical and legal standards associated with plagiarism, copyright and intellectual property | Student compiles an annotated bibliography, in a standard referencing style, evaluating the information and justifying his/her choices |
| 7. Present, disseminate, apply and synthesise the knowledge gained | a. Synthesise and apply the newly acquired information to present a research product in the most appropriate format for the intended audience  
b. Select appropriate dissemination outlets and present a professional digital profile | Student completes a research product (e.g. essay, report, dissertation) that incorporates newly acquired and prior information |

Approved by the University Quality Enhancement Committee (February 2013)