

Information Literacy Framework 2024-2027

The Library is committed to enriching academic and cultural life for the university and our communities. We aim to enhance the student experience by providing opportunities for personalised learning and development and equipping students to be active participants in their own learning.

Why are information literacy skills important?

The Society of College, National and University Librarians (SCONUL) define information literacy as being able to “demonstrate an awareness of how they [students] gather, use, manage, synthesise and create information and data in an ethical manner and will have the information skills to do so effectively.” Librarians work closely with Faculties to ensure that these skills and competencies are embedded into the curriculum, reflecting the University’s [Learning, Teaching and Assessment Strategy](#) core principles of:

- Opportunities for personalised learning and development.
- Learning and teaching which celebrates diversity and the wider mission and values of the university.
- Support and extracurricular activities focussed on optimising both academic success and wellbeing.
- Preparation for the world of work and/or further study.
- Involvement in partnership and collaboration both within and outside the university

See appendix 1 for more detail

Furthermore, the information literacy framework demonstrates a commitment to supporting the development of [graduate attributes](#) and [student success](#) as described by Stuart Norton, Senior Adviser (Learning and Teaching) for Advance HE:

"Developing student success, providing students with the opportunity to fulfil their potential so that they can adapt at an individual and societal level, is essential. Not only will this enable them to be the new leaders, advocates, educators and citizens of tomorrow, but it will help them engage within and across communities, become ethically conscious, sustainably aware and competent to view the world through a lens of equality and inclusion".

The information literacy framework acknowledges that AI literacy is now a crucial part of information literacy, as AI is used in many sectors of life and particularly in the realm of information seeking. Tools are now available that can enhance access to information and make it easier to create knowledge. However, these tools need to be used appropriately, considering the associated issues around trusted sources, referencing, intellectual property rights, and copyright. The Academic Services Librarians will, throughout their teaching of the stages of the information literacy framework, seek to educate users on the safe and appropriate use of AI and raise awareness of the various ethical issues it poses, including its impact on trust in information, its potential for bias, and a possible limiting effect on free access to information.

How does the library achieve this?

Librarians offer a range of flexible opportunities for the delivery and support of information literacy skills to all students in all locations, which includes but is not limited to:

- Library tours
- Lectures
- Interactive workshops
- One-to-one appointments
- Recorded PowerPoints or “as-live” sessions
- Online guides, e.g. PDFs, videos etc.
- Drop-in support in classrooms or at the Subject Support Point
- Utilising technological advances and pedagogical developments

Stages	Aims	Competencies
<p>Induction</p>	<p>Aim is to:</p> <ul style="list-style-type: none"> • Provide an overview of library locations and how to access them. • Introduce students to the different spaces in the library and what they can do there. • Emphasise accessibility. • Acquaint students with the different types of resources available from the library. • Highlight the range of available support. • Give the students details of the library’s main communication and information channels. • Ensure students understand basic library terminology. • Give students the skills to navigate the mechanics of using the library, such as finding a book on the shelf and using the self-service machine. • Showcase the library as a space for wellbeing and relaxation, as well as study. • Reduce library anxiety. <p>Outcome: Students will be confident in using the library, aware of available services, and able to use resources and access support effectively.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to locate the university’s libraries (Sheppard-Worlock Library, Capstone Library, Cornerstone Library). • Know how to access the libraries (swipe access). • Be familiar with the different spaces in the libraries and how they might use them (Chapters Lounge, the Nook, private study rooms, group study rooms, silent area, Special Collections). • Feel that the library is accessible to all students. • Recognise the different types and formats of information available from the library (books, e-books, online journal articles, newspapers). • Recognise the different avenues of support available (Help Desk, Subject Support Point, LibChat, LibAnswers, askalibrarian@hope.ac.uk, ASLs, IT Help Desk). • Know that they can borrow equipment from the Help Desk (headphones, fidget spinners). • Learn about library communication and information channels (Instagram, webpages). • Understand basic library terminology (e.g. self-service machine, printers). • Understand how to locate a book on the shelves following the Dewey Decimal System. • Know how to borrow and return a book, including out-of-hours. • Understand loan periods and automatic renewals. • Be familiar with wellbeing activities in the library (fiction and wellbeing collection, games and puzzles, book displays, tea & toast, other activities throughout the year). • Feel comfortable coming to the library and feel safe when they do so.

<p>Introductory</p>	<p>Aim is to:</p> <ul style="list-style-type: none"> ● Provide a basic overview of the OneSearch library system ● Introduce students to the concept of academic publications and the value of journal articles to successful academic writing ● Introduce the concept of web searching for academic content as distinct from general internet searching ● Emphasise the importance of referencing correctly and adhering to citation structure as outlined in subject handbooks ● Give students confidence to use the library independently as soon as their studies begin ● Introduce the concept of referencing academic work <p>Outcome: Be confident to engage with information in a range of formats and be able to use appropriate search tools to locate the information</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Know how to access online reading lists (if available) ● Understand how to perform basic searches on OneSearch for books and articles ● Be able to locate resources on the shelves and online ● Understand the concept of peer-reviewed articles ● Learn to recognise the advantages and disadvantages of different information sources ● Be aware of the range of databases available including subject specific resources ● Understand basic website evaluation and how to access sites as reliable information sources ● Be aware of the range of support offered within the library and who to approach for assistance ● Be able to ethically acknowledge the work of others
<p>Intermediate</p>	<p>Aim is to:</p> <ul style="list-style-type: none"> ● Develop an understanding of the analytical, semantic and technical skills necessary to undertake a successful literature review ● Develop a search strategy and understand how to apply this through exploitation of searching techniques in online databases ● Apply the above skills and others when searching the Internet for open access and other academically appropriate content <p>Outcome: Be able to undertake smarter searching that is more sophisticated, complex and critical</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● Be able to critically analyse research topics to identify key terminology and construct thesauri through identification of synonyms, broader and narrower terms ● Understand the importance of contextual information such as sector, location and date in focusing searches ● Understand the concept and application of Boolean searching as a means of narrowing/expanding searches ● Understand how to exploit such search techniques in online database resources ● Appreciate the importance of filtering search results to identify research core to their topic ● Be able to select the most appropriate resource ● Be able to critically evaluate information found ● Be able to locate full text articles either online or in print ● Be able to exploit advanced search techniques online to filter results for academic content ● Develop an awareness of the literature searching process
<p>Advanced</p>	<p>Aim is to:</p> <ul style="list-style-type: none"> ● Reinforce the skill and techniques covered at Intermediate stage. ● Use Online and Internet sources with more-tailored 	<p>Students will:</p> <ul style="list-style-type: none"> ● Build on the information literacy skills and competencies developed in Intermediate stage by scaffolding their prior knowledge ● Use Online, and Internet sources for more advanced work including use of personalisation

	<p>work on individual students' search strategies</p> <ul style="list-style-type: none"> • Show how search strategies may be developed to include resources and tools appropriate to those undertaking dissertation/research project literature reviews • Provide support for students commencing a dissertation/research project <p>Outcome: Be able to undertake a literature review and locate and evaluate resources to support a major piece of writing for research</p>	<p>features such as folders, alerts and emerging technologies</p>
Postgraduate Researchers	<p>Aim is to:</p> <ul style="list-style-type: none"> • Equip researchers with the skills and knowledge to plan and undertake advanced search strategies. • Provide researchers with extensive knowledge of suitable, relevant, subject specific resources. • Promote the use of open access resources • Provide guidance on copyright and how it relates to research <p>Outcome: Be able to write the literature review section for a PGR thesis, or for a journal article</p>	<p>Researchers will:</p> <ul style="list-style-type: none"> • Identify and access appropriate bibliographical resources, archives and other sources of relevant information, including open access resources, primary sources and repositories. • Conduct advanced searches using a range of information software, resources and techniques • Assess the reliability, reputation, currency, authority and relevance of sources • Manage bibliometrics and citations with a high level of proficiency • Understand the value of open access of research outputs to researchers and to wider society • Have sufficient understanding of copyright, intellectual property rights, and licensing

Archives and Special Collections

Teaching sessions in Archives and Special Collections are designed by academic staff in partnership with the Special Collections Librarian, who is available to help select material for a bespoke session and provide the necessary handling training. There are a number of ways to engage with the collections to support excellence in teaching, from lectures or seminars to interactive hands-on workshops. Students are offered the unique opportunity of working with our rare and distinctive collections, as a single introductory session or as part of an extended programme over several sessions, designed to build on the knowledge gained in previous sessions and develop critical thinking.

Teaching sessions in the Reading Room	<p>Aim is to:</p> <ul style="list-style-type: none"> • Introduce students to the collections and regulations when working in the Reading Room • Demonstrate handling techniques in working with archives and rare books with the aid of book supports and snake weights • Enable students to find collection information using the Library Moodle and the Archive Catalogue 	<p>Outcomes:</p> <ul style="list-style-type: none"> • Ensure students can develop skills needed to explore and feel confident working with archives and special collections • Gain an understanding of the important of collections care and the need for preservation • Develop an awareness of external online databases, such as Archives Hub and My Discovery, for finding information about archives and special collections held elsewhere • Support experimentation and innovation within teaching and student engagement • Provide opportunities to develop student learning through the use of engaging and authentic
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	<ul style="list-style-type: none"> • Develop skills in critical analysis of primary sources • Identify key terminology used in describing rare books and archival material • Encourage students to access the collections for independent learning and to utilise the knowledge of library staff to unlock the collections <p>Outcome: Students are aware of the value of using archives and special collections in their studies, alongside other resources, especially digital resources online.</p>	<ul style="list-style-type: none"> • tasks, requiring the application of knowledge in a practical context • Encourage intellectual curiosity and develop resilience
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Appendix 1

Learning and Teaching Principles:	Our aim:
Opportunities for personalised learning and development	<ul style="list-style-type: none"> • Ensure students can develop skills needed to explore and feel confident working with print and online resources • Support experimentation and innovation within teaching and student engagement • Provide opportunities for creativity enabling students to bring innovative ideas to their own learning and encourage intellectual curiosity • Provide opportunities to develop a range of skills including communication, independent learning, critical thinking and leadership and to be able to recognise these skills
Learning and teaching which celebrates diversity and the wider mission and values of the university	<ul style="list-style-type: none"> • Provide learning opportunities to challenge prejudice and promote inclusivity and respect for others
Preparation for the world of work and/or further study	<ul style="list-style-type: none"> • Provide opportunities to develop confidence and resilience • Create activities to support and develop student learning through the use of engaging and authentic tasks, requiring them to develop and apply knowledge and skills in practical or problem-solving contexts • Provide opportunities to develop skills that will transfer to the workplace, personal development and future careers
Involvement in partnership and collaboration both within and outside the university	<ul style="list-style-type: none"> • Work in partnership with academic schools and faculties • Learn from and share best practice with the wider library and cultural heritage sector • The level of support we offer is determined by the resources we have, and we collaborate with colleagues from academic and professional services to systematically grow our practice • Welcome and encourage collaboration with academics, students, and other groups and individuals engaged in teaching and supporting students

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| | <ul style="list-style-type: none">• Consider alternative formats for working with partner institutions including online and hybrid delivery• Professional services staff who teach or support learning are committed to enhancing their practice e.g. through peer evaluation and teaching qualifications |
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Next review: AY 2026-2027