LIVERPOOL HOPE UNIVERSITY

Library and Information Skills Strategy

APPROVED BY :   UNIVERSITY COUNCIL 03.07.2014
                          SENATE 18.06.2014

Why are library and information skills important?

Information skills are increasingly necessary for effective academic performance in higher education and beyond into employment. In the online information age where information is delivered via a plethora of resources, formal training in how to find and evaluate information is ever more crucial.

The Library's role is to educate and enable users so that on graduating from Hope they will possess a core set of lifelong information skills which are consistent with both the SCONUL 7 Pillars of Information Literacy[1] and Hope's Employability Strategy.

How does the Library achieve this?

Faculty Librarians provide a structured teaching programme reflecting the key principles of the University's Learning, Teaching and Enhancement Strategy, by:
- providing teaching sessions underpinned by the Subject Support Points and tutorials
- developing in response to student feedback
- using a range of innovative practices to enhance sessions, drawing on best practice within the sector

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[1] See http://www.sconul.ac.uk/sites/default/files/documents/coremodel.pdf

- regularly reviewing the programme and teaching practices
- developing a programme that recognises the diversity of the student body

What methods/approaches are used?

The information skills programme uses a wide range of teaching methods, including lectures, hands-on workshops, worksheets and interactive games. Sessions are designed in consultation with course tutors to meet the needs of particular cohorts.

How is the programme evaluated/assessed?

A variety of evaluation methods will be utilised in order to inform the delivery of future information skills sessions. These include printed sheets, electronic tools (e.g. Padlet), and seeking anecdotal feedback from tutors and students.

An annual report on sessions and examples of good practice and enhancements will be provided for Faculty Quality, Learning and Teaching Committees.

How is the programme marketed/promoted?

The library introduction sessions are promoted to new students in the welcome pack and talks and subsequent subject sessions are promoted by course tutors. Library organised 'drop-in' or 'pop-up' events are promoted via social media and screens around campus.

Further support
Students are informed of further support available to them both face to face and remotely. Librarians are based at the Subject Support Points for drop-in consultation or appointments for individual tutorials. Online support is offered via email/chat and guides are available on the Library web pages. Telephone support is also provided.

The following table presents an outline of the information skills programme

The programme incorporates provision for all students at all levels and all locations and if this is at a distance, comparable strategies will be implemented

Level, timing and duration	Aim of session	Learning outcomes	Type of session and max nos.
Library introduction Same for all levels and cohorts 30 mins	Aim is to: • Provide a basic overview of the library catalogue • Promote the range of services offered • Give students confidence to use the library independently as soon as their studies begin	Students will: • Be aware of the range of services offered within the library building and via the library web pages • Gain knowledge of the range of help available and who to approach for assistance • Understand how to perform basic searches of the library catalogue • Be able to locate books and other material on the shelves	Workshop in computer lab (within the Library) with worksheet 25
Library tour Same for all levels and cohorts 20 mins	Aim is to: • Enable students to familiarise themselves with the building and facilities	Students will: • Be able to orientate themselves within the library	Optional drop-in tour 15
Undergraduate Level C Subject specific session Term 1 45 mins	Aim is to: • Build on and provide students with the foundations of library knowledge • 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	Students will: • Understand the concept of peer-review and differences to standard publishing • Learn to recognise the advantages and disadvantages of different information sources • Be aware of the range of databases available via Online Library and how to access • Know how to browse for journal titles and find a specific reference using Online Library • Know how to complete a simple keyword search using Online Library • Understand basic website evaluation and how to access sites as reliable information sources • Understand what an e-book is and their usability compared to print texts • Know how to access online reading lists (if available)	Lecture presentation No limit or Hands-on workshop 20 – 30 dependant on room size
Undergraduate Level I/H Subject specific session	Aim is to: • Develop an understanding of the analytical, semantic and technical skills necessary to	Students will: • Be able to critically analyse research topics to identify key terminology and construct thesauri through identification of synonyms, broader and	Workshop in a computer lab 60

	undertake a successful literature review	narrower terms	
Intended for students commencing extended research 60-90 mins	● Develop a search strategy and 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 useful content	● Understand the importance of contextual information such as sector, location and date in focusing searches ● Understand the concept 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, from Liverpool Hope Libraries or beyond ● Be able to exploit advanced search techniques in Google to filter results for academic content ● Develop an awareness of the literature searching process and be able to resolve information gaps	or Lecture presentation Unlimited
Undergraduate Level H Subject specific session **Formal session if requested by academic staff** Intended for students commencing extended research up to 90 mins	Aim is to: ● Reinforce the skill and techniques learnt at Level I. ● Use Online and Internet sources with more tailored work on individual students' search strategies ● Show how search strategies may be developed to include resources and tools appropriate to those undertaking dissertation level literature reviews	Students will: ● Use Online and Internet sources for more advanced work including use of personalised features such as folders and alerts ● Know about final year privileges e.g. Honours space, extra book loans	Workshop in a computer lab 60 *Or* Lecture presentation Unlimited
Undergraduate Level H Subject specific session Drop-in clinic If requested by academic staff Intended for students commencing extended research	Aim is to: ● Provide support for students commencing a dissertation/extended research project ● Provide the opportunity to practice literature searching techniques at PCs with librarian support	Students will: ● Use Online and Internet sources for more advanced work including use of personalised features such as folders and alerts ● Know about final year privileges e.g. Honours space, extra book loans	Targeted subject specific drop-in clinics in computer lab 25

up to 90 mins			
Masters **Subject specific** **session/s** At point of need 90 mins	For Masters courses library session/s will be created tailored to the needs of the specific group, based on the undergraduate Level I/H sessions above	See Undergraduate Level I/H sessions	See Undergraduate Level I/H session
PGR **Welcome Morning** October, January & June Optional library tour offered	Aim is to: • Provide an introduction to their Faculty Librarian • Promote the range of resources and services offered • Encourage the students to use the library straight away	Students will: • Be able to identify their Faculty Librarian • Be aware of the range of resources and services offered within the library building and via the library web pages • Gain knowledge of the range of help available and who to approach for assistance	Part of general university PGR welcome morning
PGR **Literature searching for** **Doctoral Literature** **Review (Phase 1)** November and February 90 mins	Aim is to: • Develop an understanding of the analytical, semantic and technical skills necessary to undertake a successful literature review • Develop a search strategy and how to apply this through exploitation of searching techniques in online databases • Use Online and Internet sources with more tailored work on individual students' search strategies • Show how search strategies may be developed to include resources and tools appropriate to those undertaking dissertation level literature reviews	Students will: • Be aware of the range of databases available via Online Library and how to access • Know how to browse for journal titles and find a specific reference using Online Library • 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 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, from Liverpool Hope Libraries or beyond • Be able to exploit advanced search techniques in Google to filter results for academic content • Develop an awareness of the literature searching process and be able to resolve information gaps	Hands-on workshops in computer lab 20

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		● Use Online sources for more advanced work including use of personalised features such as folders and alerts	
PGR **Internet searching for research content (Phase 1)** February 90 mins	Aim is to: ● Use Internet sources with more tailored work on individual students' search strategies ● Develop an awareness of open access resources	Students will: • Gain an overview of how Google works • Recognise Google's strengths/weaknesses • Recognise that filtering and evaluating information are key skills when searching Google • Appreciate the importance of filtering search results to identify research core to their topic • Be able to critically evaluate information found • Be able to exploit advanced search techniques in Google to filter results for academic content • Develop an awareness of the literature searching process and be able to resolve information gaps • Explore alternative sources for locating the freely available academic content on the web	Hands-on workshops in computer lab 20
PGR **Protecting your work: how does copyright affect your writing? (Phase 3)** March 90 mins	Aim is to: ● Introduce copyright legalisation ● Demonstrate the impact of copyright ● Develop an awareness of open access publishing	Students will: • Have an understanding of what copyright is and why it is important • Know how to protect their work • Know how to use other people's material • Have an overview of cloud storage	Hands-on workshops in computer lab 20

PGR **Choosing where to publish and evaluating research impact (Phase 3)** April 90 mins	Aim is to: ● Introduce students to bibliometrics ● Identify where to publish ● Introduce impact factors	Students will • Receive an overview of bibliometrics • Be able to identify and evaluate where to publish • Be aware of journal impact factor measures and other aids to help with identifying where to publish • Understand how to measure the impact of research, including the H-Index, citation tracking and non-bibliometric indicators	Hands-on workshops in computer lab 20
CPD At commencement of course or at time of need. 60-90 mins	For CPD courses library sessions will be created tailored to the needs of the specific group, based on the Undergraduate sessions above	See Undergraduate Level I/H sessions	Workshop in computer lab 60
International Library Session At point of need 60 mins	See undergraduate Level C subject specific session	See undergraduate Level C subject specific session	See undergraduate Level C session
Special Collections 1 **Same for all levels** For those students to whom the collections are relevant. 60 mins	Aim is to: • Introduce students to Special Collections • Demonstrate handling techniques • Ensure students feel comfortable both within the area and with using the materials	Students will: • Receive an introductory talk and tour of the special collections and reading room • Receive training in handling techniques • In partnership with the academic tutors learn about the collections, including content and / or historical significance	Tour Demonstration 20
Special Collections 2 **Same for all levels** For those students to whom the collections are relevant	Aim is to: • Introduce students to Special collections • Demonstrate handling techniques • Ensure students feel comfortable both within the area and with using the materials • Compare original documents to digitised	Students will: • Receive an introductory talk and tour of the special collections and reading room • Receive training in handling techniques • In partnership with the academic tutors will learn about the collections, including content and / or historical significance • Be comparing primary sources with digitised editions	Demonstration/ Lecture *and/or* workshop in Special Collections reading room *with or without* hands-on activities using online resources

	versions/editions		20
60-120 mins			
Harvard Referencing At point of need or when requested 60 mins	Aim is to: ● Explain Harvard Referencing and why we reference ● Practice referencing	Students will: • Learn what referencing is • Understand why we reference • Be able to reference within their work • Be able to construct a reference list	Lecture presentation with student task 25