

London Metropolitan University Information Literacy Policy

The challenge of navigating the rapidly increasing volume of information available via equally swiftly developing technology demands that students, now more than ever before, need to become information literate.¹

The “Information Literate” Graduate

The strategic priority of the Library services Information Literacy Policy is to contribute to *the provision of a quality learning experience for our students²*. We will do this by developing *the specialist and generic skills that enable students to engage in rewarding careers and acquire useful life long skills³*.

Specifically, we will work towards the production of graduates who are information literate, and are subsequently able in a professional context to:

- Recognise information literacy as a graduate attribute and a prerequisite for lifelong learning.
- Understand economic, legal, social and cultural issues relating to the use of information.
- Access and use information ethically and legally.
- Classify, store, manipulate and redraft information as appropriate.

Institutional Context

The Library’s information literacy programmes will be informed by and reflect the objectives of the:

- [University’s Strategic Plan 2010-2013](#)
- University’s Learning and Teaching Strategy,
- Blended Learning Strategy
- Digital Literacy Policy
- Library Services Departmental Business Plan, one of whose aims is
 - *To ensure that information/digital literacy is established as a core, generic skill for all students and researchers, enabling them to have the confidence to be independent, lifelong learners and contributing to their employability*

¹ Adapted from the [Library Services Information Literacy Mission](#)

² No 1 priority of the Strategic Plan 2010-2013

³ Two of the “nested aims” of this No 1 priority

Library Services will contribute to the development of subject-relevant skills for employability and lifelong learning, at all levels of study. We will participate in the reviews of undergraduate and postgraduate education to embed digital and information literacy in modules and courses.

Definition of Information Literacy

An information literate person is able to:

- Recognise a need for information.
- Assess their existing knowledge, determine the extent of information needed.
- Construct effective strategies for locating the required information.
- Access the required information efficiently.
- Compare and evaluate any retrieved information and its sources.
- Assimilate discovered information into their existing knowledge base.
- Use information effectively to accomplish a purpose.

Note: see Appendix 1 for the various IL Frameworks and Standards drawn on for this formulation.

Professional Partnerships

Integrating the development of information literacy across the University's taught curriculum and research programmes requires the collaborative efforts of all academic staff and librarians.

To this end the Library will:

- Actively seek opportunities to collaborate with academic staff, and liaise with them to introduce, develop and evaluate information literacy as a key component of the curriculum and associated research programmes.
- Work throughout the University community and with external partners such as SCONUL, CILIP and ANZIL to maintain and develop the Library's information literacy program and to share expertise.

The Role of the Library

The development of information literacy skills and knowledge throughout the University community is an essential element of the Library's mission.

- The Library has particular expertise to support staff and students in the development of their own information literacy.
- Liaison librarians will work with academic staff to ensure that appropriate resources are in place to both support the curriculum and facilitate information literate student learning.

Library Services

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- The Library will liaise with academic staff during the development of new courses and modules to ensure that student learning objectives / outcomes are informed by an appropriate level of information literacy.
 - Evaluation of information literacy programmes by liaison librarians and academic staff will be undertaken as part of the annual course and module monitoring process and continuously monitored.
 - The Library will continue to develop complementary generic (non-curricular) programmes where appropriate, for example introductory and orientation programmes.
 - The Library will monitor and evaluate external programmes for potential use in its information literacy programmes.

Design and Delivery / Implementation

The Library information literacy programme will be:

- Developed in association with academic staff.
- Aimed at the whole University community, both staff and students.
- Learner-centred and developmental.
- Informed by current knowledge about how students learn.
- Primarily discipline and subject based.
- Embedded throughout the curriculum and associated research programmes, assessed (if module tariffs permit), or associated with assessed work, and ongoing.
- Based on explicit curriculum, course, and module aims and learning outcomes.

The Library information literacy programme will make use of the full range of blended learning modes to support student learning within the curriculum through:

- One or more of lecture, presentation, seminar, online tutorial, studio workshop, online practice exercises, lecture notes.
- Embedded teaching by library staff in key modules (UG HEO, Project Prep, Project, PG Research Methods, Dissertation).
- Teaching and learning material developed by library staff embedded in key course modules on WebLearn.
- Individual appointments, an email enquiry service and scheduled surgery drop-in sessions for individual students.
- Click-through tutorials and subject and resource guides on library web pages.

Training and resources

Library Services recognises that staff, particularly liaison librarians, will require time and resources in order to develop and maintain their own skills and the library's Information Literacy resources. Library staff can expect:

- appropriate staff development and training.
- the provision of appropriate resources (media, teaching spaces, technology).
- the involvement of librarians in academic quality processes (validation and review).

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Appendix 1

Information Literacy Frameworks and Standards

SCONUL Briefing Paper on Information Skills in Higher Education (SCONUL Advisory Committee on Information Literacy, 1999):

http://www.sconul.ac.uk/groups/information_literacy/papers/Seven_pillars2.pdf

SCONUL Seven Headline Skills (SCONUL, 2004) SCONUL Seven Headline Skills Expanded (Sheila Webber updated Moira Bent, 2008):

http://www.sconul.ac.uk/groups/information_literacy/headline_skills.html;

ACRL Information Literacy Competency Standards for Higher Education (ALA, 2000):

<http://www.ala.org/ala/mgrps/divs/acrl/standards/standards.pdf>;

ANZIIL Information Literacy Framework (ANZIIL, 2004):

<http://www.anziil.org/resources/Info%20lit%202nd%20edition.pdf>

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