# Information Literacy Skills Framework

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initiation (Foundation to 1st year)</strong></td>
<td><strong>Development (2nd to 4th year)</strong></td>
<td><strong>Semi-independent (Honours &amp; Postgraduate)</strong></td>
<td><strong>Independent (Higher Degree by Research)</strong></td>
</tr>
<tr>
<td>At this level, students are able to:</td>
<td>At this level, students are able to:</td>
<td>At this level, students are able to:</td>
<td>At this level, students are able to:</td>
</tr>
</tbody>
</table>

## Embark & Clarify

**Recognise the need for information and the nature and extent of what information is needed.**

1. Identify key sources of information in the subject area.
2. Describe the key characteristics of different information types (e.g. print/electronic, primary/secondary, scholarly/not scholarly) as relevant to the subject or context.
3. Identify and use basic digital tools for the creation and sharing of knowledge in a specific subject area (e.g. MS Office, GoogleDocs, Skype).

### Level 1

1. Identify and locate a range of key sources of information in the subject area.
2. Determine appropriate uses for different types of information.
3. Demonstrate the ability to independently select appropriate resources for a task.
4. Apply digital tools for the creation and sharing of knowledge in a specific subject area.

### Level 2

1. Identify and locate a range of key sources of information in the subject area.
2. Determine appropriate uses for different types of information.
3. Demonstrate the ability to independently select appropriate resources for a task.
4. Apply digital tools for the creation and sharing of knowledge in a specific subject area.

### Level 3

1. Search across a wide range of sources appropriate to the discipline.
2. Demonstrate independent selection of a range of appropriate resources for a task.
3. Demonstrate approaches to keeping up to date with current, relevant information in a discipline area.
4. Evaluate and apply suitable digital tools for the creation and sharing of knowledge in a range of subject areas.

### Level 4

1. Assess the scope of information required and make informed, accurate selections from a range of information sources.
2. Identify the ways research information is generated and disseminated.
3. Demonstrate a critical and systematic approach to keeping up-to-date using the most appropriate tools and resources (e.g. RSS, TOCs, email lists).
4. Identify, evaluate, and apply suitable digital tools for specific research purposes.

## Find & Collect

**Find and collect needed information or data using appropriate techniques.**

1. Identify the ‘knowledge gap’ and the information needed to fill it, for a subject-related topic.
2. Demonstrate the ability to plan and adapt a search (e.g. by analysing the topic, broadening/narrowing, adding/removing/modifying keywords).
3. Successfully plan and carry out a search in a predefined database on a predefined topic.
4. Successfully find a journal article or book from a reference.

### Level 1

1. Identify the scope and types of information needed to address a particular subject or question.
2. Recognise search features that are common to different databases and the web.
3. Demonstrate the ability to use a range of strategies (e.g. truncation, phrase searching, date limits, combining search terms, sorting, saving, exporting) within a single database and to interpret results.
4. Independently and successfully carry out a search within a single database.

### Level 2

1. Identify the scope and types of information needed to address a particular subject or question.
2. Recognise search features that are common to different databases and the web.
3. Demonstrate the ability to use a range of strategies (e.g. truncation, phrase searching, date limits, combining search terms, sorting, saving, exporting) within a single database and to interpret results.
4. Independently and successfully carry out a search within a single database.

### Level 3

1. Identify frame problems or research questions and select appropriate information to address these.
2. Successfully and independently identify and employ strategies for finding information needed, across a range of sources.

### Level 4

1. Apply an understanding of the way databases work (e.g. fields, subject headings indexing) in order to improve searches.
2. Demonstrate the ability to search independently and fluently across a comprehensive range of information sources in any medium, including specialised information (e.g. archives, data sets, special collections, colleagues and contacts in research networks).
3. Independently conduct a thorough literature search in a specific subject area, making effective use of advanced search techniques.

---

**References**


## Information Literacy Skills Framework

<table>
<thead>
<tr>
<th>Level 1 Initiation (Foundation to 1st year)</th>
<th>Level 2 Development (2nd to 4th year)</th>
<th>Level 3 Semi-independent (Honours &amp; Postgraduate)</th>
<th>Level 4 Independent (Higher Degree by Research)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At this level, students are able to:</td>
<td>At this level, students are able to:</td>
<td>At this level, students are able to:</td>
<td>At this level, students are able to:</td>
</tr>
<tr>
<td>Evaluate &amp; Reflect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine and critique the credibility of selected sources, information and data generated. Reflect on the research processes used.</td>
<td>Identify appropriate quality criteria to evaluate information.</td>
<td>Use appropriate quality criteria to critically evaluate information from any source.</td>
<td>Engage in critical appraisal of own work and the work of others, including judgements on reliability, validity and processes of discovery.</td>
</tr>
<tr>
<td>Manage &amp; Communicate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organise information and data to communicate patterns and themes, and manage research processes.</td>
<td>Identify principles of legal and ethical behaviour in various online information sharing contexts and apply them in relevant professional settings.</td>
<td>Engage in appropriate and effective communication in a variety of contexts and using a variety of tools (e.g. research networks, blogging, online forums, conference presentations).</td>
<td>Utilise a suitable bibliographic management tool to construct a bibliography referencing a large range of materials.</td>
</tr>
<tr>
<td>1) Explain what is meant by plagiarism and academic integrity.</td>
<td>1) Accurately capture various types of bibliographic information needed for referencing.</td>
<td>1) Demonstrate accurate and appropriate referencing.</td>
<td>1) Apply a suitable method for managing a large volume of information and/or data (e.g. RefWorks, EndNote).</td>
</tr>
<tr>
<td>2) Articulate the rationale for referencing, create references, and recognise that references can be created in different styles.</td>
<td>2) Use established practices to avoid plagiarism and maintain academic integrity (e.g. quoting, paraphrasing, summarising, referencing).</td>
<td>2) Differentiate between types of licenced material, e.g. Creative Commons and copyright.</td>
<td>2) Utilise a suitable bibliographic management tool to construct a bibliography referencing a large range of materials.</td>
</tr>
<tr>
<td>3) Demonstrate the ability to accurately capture bibliographic information needed to create a reference.</td>
<td>3) Recognise the various systems available for managing references (e.g. RefWorks, EndNote).</td>
<td>3) Distinguish between different tools and techniques for managing, exporting and constructing references; select and use as appropriate for a specific task.</td>
<td>3) Synthesise information from diverse sources on a complex subject (e.g. literature review, systematic reviews, government reports).</td>
</tr>
<tr>
<td>4) Produce an accurate list of references for commonly used sources using the appropriate style.</td>
<td>4) Demonstrate the ability to select appropriate sources to produce in-text and end-text citations.</td>
<td>4) Engage in appropriate and effective communication in a variety of contexts and using a variety of tools (e.g. research networks, blogging, online forums, conference presentations).</td>
<td>4) Identify the most effective ways to use research outputs (e.g. journal articles, conference proceedings, policy documents) to optimise impact.</td>
</tr>
<tr>
<td>5) Adhere to the style and formatting guidelines relevant to the discipline when communicating your work in writing.</td>
<td>5) Demonstrate the ability to write for different audiences and purposes (e.g. discussion board post for reading by others and students, assignment for reading by lecturer, blog post for anyone in the world).</td>
<td>5) Identify principles of legal and ethical behaviour in various online information sharing contexts and apply them in relevant professional settings.</td>
<td>5) Identify the ethical and legal requirements governing the use and re-use of information and identify sources of relevant advice.</td>
</tr>
<tr>
<td>6) Identify stylistic aspects of writing for different purposes.</td>
<td>6) Identify principles of legal and ethical behaviour in various online information sharing contexts and apply them in relevant professional settings.</td>
<td>6) Select and employ suitable multimedia formats to create and publish content for a variety of audiences and purposes.</td>
<td>6) Distinguish between platforms for publishing digital content, including data, and recognise the difference between formal publication and information exchange.</td>
</tr>
<tr>
<td>7) Recognise the concept of a ‘digital footprint’ and demonstrate appropriate behaviour in various online contexts.</td>
<td>7) Create and publish content in multimedia formats to communicate discipline-specific information.</td>
<td>7) Critically evaluate and apply a suitable mix of multimedia formats to enhance communication, optimize the impact of research outputs and share research data.</td>
<td>7) Explore the value of professional interactions through engagement in online communities or subject groups using multiple technologies.</td>
</tr>
<tr>
<td>8) Recognise the benefits of multimedia formats to communicate information relevant to the study context.</td>
<td>8) Distress between different tools and techniques for managing, exporting and constructing references; select and use as appropriate for a specific task.</td>
<td>8) Explore the value of professional interactions through engagement in online communities or subject groups using multiple technologies.</td>
<td>8) Explore the value of professional interactions through engagement in online communities or subject groups using multiple technologies.</td>
</tr>
</tbody>
</table>

References
