



## Policy Statement

### 1 Intent

The Information Literacy policy defines information literacy and aims to ensure that all students in the University of Tasmania develop information literacy skills.

The Policy on Generic Attributes of Graduates at the University of Tasmania requires all students to graduate with a set of generic attributes that include:

- Knowledge
- Communication Skills
- Problem-solving skills
- Global Perspective
- Social Responsibility

Information Literacy is required within problem-solving skills but also underpins knowledge attributes and communication skills.

### 2 Scope

This policy applies to undergraduate and postgraduate students, academic teaching staff, and general staff involved in supporting the development by students of generic attributes.

### 3 Objectives

All students at the University of Tasmania will be supported to develop information literacy. The policy establishes a model for embedding information literacy into the academic curriculum of the University, articulates the role and responsibilities of the University's key contributors to the development of information literate graduates, and establishes consultative and reporting mechanisms for stakeholders.

### 4 Definitions

#### **Information literacy**

Information literacy enables individuals to recognise when information is needed and to locate, evaluate and use information effectively. It is a prerequisite for lifelong learning.

Information literate graduates of the University of Tasmania will be able to

- Recognise a need for information
- Determine the extent of information needed
- Access information efficiently
- Critically evaluate information and its sources
- Classify, store, manipulate and redraft information collected or generated

- Incorporate selected information into their knowledge base
- Use information effectively to learn, create new knowledge, solve problems and make decisions
- Understand economic, legal, social and cultural issues in the use of information
- Access and use information ethically and legally
- Use information and knowledge for participative citizenship and social responsibility
- Experience information literacy as part of independent learning and lifelong learning.

## 5 Policy Provisions

### Stakeholders

The development of information literate graduates is a shared responsibility. Key partners in this enterprise are academic staff, the Flexible Education Unit, the University Library, and students of the University of Tasmania. These partners work together to embed information literacy programmes into the curriculum, within the context of the graduate attributes policy.

While the Library has a leadership role in the development of information literate graduates, the effective embedding of information literacy programmes within the mainstream of the learning process requires close co-operation between all stakeholders.

### Roles and responsibilities

#### The University Library

Provides leadership in policy formulation and planning for information literacy within the University.

Works with partners to monitor international and national trends in information literacy training, and benchmark these against the information literacy programmes of the University.

Advocates, to Teaching & Learning Committees and Heads of School, the embedding of information literacy into the curriculum within the context of graduate attributes.

Works with the Flexible Education Unit to develop a sustainable training and support model for academic staff, in the area of information literacy.

Works with academic staff to integrate information literacy objectives into course curriculum and Unit outlines and content.

Develops, promotes and delivers information literacy training and support to the academic and student communities.

Works with partners to evaluate the quality and effectiveness of the information literacy programmes of the University.

## The Flexible Education Unit

In partnership with the University Library, contributes to policy formulation and planning for information literacy within the University.

Works with the University Library to develop a sustainable training and support model for academic staff, in the area of information literacy.

Leads initiatives to assist students to map their acquisition of information literacy skills, within the context of graduate attributes.

## Associate Deans (Teaching & Learning) and Heads of School

Oversee the incorporation of information literacy skills into all University of Tasmania courses/programs as a component of graduate attributes.

Promote the inclusion of information literacy objectives into relevant course curriculum and Unit outlines, in the context of graduate attributes.

Report to Teaching & Learning Committees, through the mechanism of the Annual Course Reports, on how their programmes develop information literacy skills within the context of graduate attributes.

## Academic staff

Work with the University Library and the Flexible Education Unit to develop information literacy programmes that are relevant to course curriculum and Unit outcomes.

Where appropriate, incorporate information literacy objectives into Unit outlines, in the context of graduate attributes.

## Students

Monitor and record their development of information literacy skills, as a component of mapping their development of graduate attributes.

## 6 Supporting/Related Documents

*Australian and New Zealand Information Literacy Framework*  
[http://www.anziil.org/resources/Info lit 2nd edition.pdf](http://www.anziil.org/resources/Info%20lit%202nd%20edition.pdf)

*Policy on the Generic Attributes of Graduates*  
<http://www.admin.utas.edu.au/HANDBOOKS/UTASHANDBOOKS/RULES/POLGEN.html>

See Appendix 1 for details of supporting documents

### Responsibilities

<b>Implementation</b>	Pro Vice-Chancellor, Teaching and Learning
<b>Compliance</b>	Associate Deans (Teaching & Learning) Heads of School Academic teaching staff Liaison Librarians Learning Development team, FEU
<b>Monitoring and Evaluation</b>	University Librarian
<b>Development and/or Review</b>	University Librarian
<b>Interpretation and Advice</b>	University Librarian

### Who Needs to Know this Policy?

- Associate Deans (Teaching & Learning)
- Heads of School
- Academic teaching staff
- Liaison Librarians
- Learning Development staff, FEU.

### Effectiveness of this Policy

The effectiveness of this policy will be measured by

- The development by the University Library and the Flexible Education Unit of a sustainable model for supporting academic staff in the development of information literate graduates.
- The inclusion of information literacy objectives into course curriculum and relevant Unit outlines, under the umbrella of the 'graduate attributes' heading.
- Academic staff and Liaison Librarians working together to develop information literacy training programs, to support teaching and learning.
- Faculty Teaching & Learning Committees including statements on information literacy initiatives into Annual Course Reports.

## Appendix 1. Details of Supporting Documents

### **Australian and New Zealand Information Literacy Framework**

[http://www.anziil.org/resources/Info lit 2nd edition.pdf](http://www.anziil.org/resources/Info%20lit%202nd%20edition.pdf)

The *Australian and New Zealand Information Literacy Framework* has been developed for use in the higher education sector, for endorsement and promulgation by policy makers, educational institutions, and professional and educational associations. It outlines six information literacy standards, with corresponding outcomes and exemplars for the information literate person. These mesh closely with, and expand upon, information literacy exemplars used in the University of Tasmania 'Policy on the Generic Attributes of Graduates'.

ILS 1. The information literate person recognises the need for information and determines the nature and extent of the information needed.

ILS 2. The information literate person accesses needed information effectively and efficiently.

ILS 3. The information literate person critically evaluates information and the information seeking process.

ILS 4. The information literate person manages information collected or generated.

ILS 5. The information literate person applies prior and new information to construct new concepts or create new understandings.

ILS 6. The information literate person uses information with understanding and acknowledges cultural, ethical, economic, legal, and social issues surrounding the use of information.

### **Policy on the Generic Attributes of Graduates**

<http://www.admin.utas.edu.au/HANDBOOKS/UTASHANDBOOKS/RULES/POLGEN.html>

In the University of Tasmania's *Policy on the Generic Attributes of Graduates* the skills comprising 'information literacy' are used as exemplars in the generic attributes of 'knowledge', 'communication skills', and 'problem-solving skills'.

Attribute: Knowledge  
Exemplar: Apply technical and information skills appropriate to their discipline or professional area

Attribute: Communication skills  
Exemplar: Access, organise and present information, particularly through technology based activity

Attribute: Problem-solving skills  
Exemplar: Find, acquire, evaluate, manage and use relevant information in a range of media