



INFORMATION LITERACY INTEGRATION POLICY

Date approved:	9 March 2005	Date Policy will take effect:	9 March 2005	Date of Next Review:	January 2014
Approved by:	Academic Senate				
Custodian title & e-mail address:	University Librarian margie@uow.edu.au				
Author:	Associate Librarian, Client Services				
Responsible Faculty/ Division & Unit:	Client Services Division, University Library				
Supporting documents, procedures & forms of this policy:	Australian and New Zealand Institute for Information Literacy (ANZIIL) and Council of Australian Librarians (CAUL), (2004) Australian and New Zealand Information Literacy Framework, ANZIIL, Adelaide Research Skills Development Framework, Adelaide www.adelaide.edu.au/clpd/rsd/framework				
References & Legislation:	General Course Rules Code of Practice – Teaching and Assessment Good Practice Assessment Guidelines Graduate Qualities Policy				
Audience:	Public – accessible to anyone				
Expiry Date of Policy:	Not applicable				

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1 Purpose of Policy

1. The purpose of this policy is to communicate aims and implementation strategies for a more systematic process for integrating information literacy programs into the curricula. By identifying the responsibilities of key members of staff, it is envisaged that the policy will produce definable outcomes against the listed performance indicators.
2. The University's aim is for all students to acquire the Qualities of a Wollongong Graduate. In support of this aim, an aspect of the Library Vision is to develop education and training programs to equip all students with appropriate information literacy skills for their current research needs, future careers, lifelong learning and participative citizenship as articulated in the Wollongong Graduate Qualities.

2 Definitions

Word/Term	Definition (with examples if required)
DVC(A)	Deputy Vice-Chancellor (Academic)
FEC	Faculty Education Committee
Graduate Qualities	The distinctive qualities of a graduate of the University of Wollongong ("the UOW Graduate Qualities"). These qualities will equip UOW graduates for roles in society and the workplace.
Information literacy	Information literate students: <ul style="list-style-type: none"> ▪ embark on inquiry and so determine a need for knowledge/understanding. ▪ find/generate needed information/data using appropriate methodology. ▪ critically evaluate information/data and the process to find/generate this information/data. ▪ organise information collected/generated. ▪ synthesise and analyse and apply new knowledge. ▪ communicate knowledge and the processes used to generate it, with an awareness of ethical, social and cultural issues. (source: http://www.adelaide.edu.au/clpd/rsd/explanation/ accessed 25 January 2011).
Integration into a subject	Information literacy instruction which forms part of the subject curriculum, where content is linked to an assignment explicit in the subject outline.
Integration into a course	Curriculum is designed to incrementally develop information literacy skills appropriate for the discipline and future profession.
StartSmart – EAIS	StartSmart – Essential Academic Information Skills
Subject and course	As described in the General Course Rules.
UEC	University Education Committee

3 Application & Scope

1. This policy applies to all undergraduate courses offered by the University of Wollongong.

4 Graduate Qualities

1. The implementation of the policy will support the attainment of the UOW Graduate Qualities, in particular, to become an independent learner - Students will be equipped to:
 - engage with new ideas and ways of thinking and critically analyse issues.



- seek to extend knowledge through ongoing research, enquiry and reflection.
- find and evaluate information, using a variety of sources and technologies.
- acknowledge the work and ideas of others.

5 Information Literacy Integration

1. The University of Wollongong StartSmart – Essential Academic Information Skills program is a compulsory non-credit point subject for incoming undergraduate students, irrespective of their study location. As a transitional subject it introduces students to the scope of scholarly information available at tertiary level and provides explicit instructions to develop generic information skills that are required during students' first semester at UOW. StartSmart – EAIS supports the UOW Graduate Quality of the Independent Learner which states in part the goal of developing graduates who can "find and evaluate information, using a variety of sources and technologies and acknowledge the work and ideas of others" (UOW Graduate Qualities 2008). The StartSmart – EAIS program lays the foundation for contextualised information skills required for more complex assessment tasks and for information skills classes conducted by Liaison Librarians during first semester.
2. All first year undergraduate subject coordinators are encouraged to inform students of StartSmart – EAIS requirements.
3. Integrated information literacy is:
 - a. developed by academic staff in partnership with liaison librarians;
 - b. structured in a way which aligns with the educational objectives of a subject and complements the content material;
 - c. structured to build a range of skills throughout a course at educationally appropriate times, relevant to the discipline;
 - d. linked to subject assessment where appropriate; and
 - e. delivered by a means of communication appropriate for clients, regardless of their location.

6 Implementation

1. Developed by academic staff in partnership with liaison librarians.
 - 1.1. Liaison librarians will, where appropriate, participate in subject or course planning and review.
 - 1.2. FECs and Library will work together to facilitate a continuation of established information literacy programs when there is a change in staffing.
2. Structured in a way which aligns with the education objectives of a subject and complements the content material.
 - 2.1. Examples of effective integrated information literacy programs will be provided to academic staff through the Library and University web pages.
 - 2.2. Liaison librarians will proactively engage with academic staff in the program development and/or review stage.
3. Structured to build a range of skills throughout a course of educationally appropriate times, relevant to the discipline.
 - 3.1. Occurrences of information literacy delivery across each course within a discipline will be mapped by faculty librarians and course coordinators.
 - 3.2. Where appropriate, identified gaps will be addressed, to ensure all students have access to incremental development of information literacy skills.
4. Linked to subject assessment where appropriate.



- 4.1. Academic staff and faculty librarians will jointly identify appropriate assessment tasks which include information literacy skills assessment.
- 4.2. Where assessment is clearly related to information literacy, academic staff will provide liaison librarians with feedback on assessment results.
5. Delivered by a means of communication appropriate for clients, regardless of their location.
 - 5.1. Academic staff and faculty librarians will jointly determine the most appropriate and effective means of delivering information programs for all clients regardless of their location.
 - 5.2. The Library will develop online information literacy resources to support independent learners regardless of their location.
6. Participate in major reviews of all subjects and courses, or accreditation processes.
 - 6.1. Liaison librarians will participate in appropriate review processes to offer suggestions for improvement and/or inclusion of integrated information literacy programs.
 - 6.2. Deans, course directors, subject coordinators or FEC chairs will facilitate the involvement of liaison librarians in these processes.

7 Roles & Responsibilities

Role	Responsibilities	Performance Indicators
DVC(A)	The Policy approval and review process	UEC and Senate approved Review conducted as per Policy and approved via UEC
Deans	Ensure academic staff apply the Information Literacy Integration Policy	Policy implementation included in Faculty Plans. Faculty reports indicate compliance with Policy
University Librarian, Associate Librarian Client Services and Liaison Services Manager	Ensure faculty librarians apply the Policy	Inclusion of Policy in Strategic Plan; Library Annual Report indicates compliance with the Policy
Chairs of FEC Course directors Subject coordinators	Ensure liaison librarians are included in planning and review processes as stated in the Policy Ensure all academic staff and tutors understand their responsibility to implement the Policy	Attendance by Library staff at planning reviews Information literacy outcomes, when linked with assessment tasks, will be made explicit in subject outlines
Academic teaching staff	Collaborate with liaison librarians to develop information literacy programs as stated in the Policy Implement and provide feedback on the Policy	Information literacy programs developed in collaboration with liaison librarians Subject outlines include explicit information literacy outcomes, including assessment Evidence of continuous improvement reported to Faculty



Liaison librarians	Collaborate with academic staff to develop information literacy programs as stated in the Policy Implement and provide feedback on the Policy	Information literacy integration Evidence of continuous improvement feedback provided to the University Librarian
Students	Successful completion of the StartSmart – EAIS assignment by the end of an undergraduate student's first session of study Participate in integrated information literacy programs as stated in the subject outline	StartSmart – EAIS completion rates. Failure to complete on time will result in the student's results being withheld Successful completion of assessment tasks related to information literacy Evidence of information skills acquisition via evaluation tools

8 Version Control and Change History

Version Control	Date Effective	Approved By	Amendment
1	9 March 2005	Academic Senate	First Version
2	17 April 2009	University Council	Updated policy to note discontinuation of ILIP as a compulsory subject for postgraduate students. Name changed to Independent Learners' Introductory Program Policy. Migrated to UOW Policy Template as per Policy Directory Refresh.
3	9 March 2010	Vice-Principal (Administration)	Future review date identified in accordance with Standard on UOW Policy
4	16 April 2010	University Council	Changes consequent upon approval of new StartSmart EAIS program to replace ILIP for undergraduate students from the commencement of Autumn Session 2010, including new name for Policy.
5	31 January 2011	Deputy Vice Chancellor (Academic)	Minor Amendment following scheduled review: Liaison Librarian replaces Faculty Librarian Research Skills Development Framework is the preferred model for the identification and evaluation of information literacy skill development; largely supersedes the ANZIIL Framework. Definition of Information Literacy amended accordingly.