

Information Literacy Handbook

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The draft handbook has been the result of collaboration among CQFW, NIACE Dysgu Cymru, Cardiff University's Welsh Information Literacy Project and Agored Cymru. It is designed to assist organisations and their staff to deliver learning or training in Information Literacy from Level Entry 1 to Level 4. It contains guidance, learning units, assessment material and source of further information.

Information
Literacy for all

Information Literacy Handbook

Preface

The contents of this handbook on Information Literacy are the result of an effective collaboration among the Credit and Qualification Framework for Wales (CQFW) NIACE Dysgu Cymru project, Welsh Information Literacy Project (Cardiff University) and Agored Cymru. This draft handbook is designed to assist providers to deliver Information Literacy skills to any post-14 learner in schools, colleges, libraries and universities working from Level Entry 1 to Level 4. For each level, there is an AgoredCymru unit specifying the learning with supporting assessment material providing guidance on how the units might be used. It is recommended that the assessment guidance for each level is reviewed as each level provides an alternative approach and these can be adapted to any level. The handbook contains general guidance on information literacy, the units and source of further information. It is recommended that anyone delivering Information Literacy reads the document in full as the ideas contained within it should be useful. The units have the potential for wider use to equip any individual or member of staff undertaking research or gathering information on a topic, to be equipped with the skills to do that more effectively.

The learning units are being piloted with a variety of organisations, which will provide feed-back on the units and the contents of the handbook and may provide case studies and additional material for the handbook. Until the pilots are completed the Handbook will be available in its draft form on request from the sources at the bottom of this page. It will then be available from the collaborating organisations web sites in English and Welsh. If you require any further information the contributors detailed below, who have developed the handbook, will be able to give you advice and guidance.

Developing these units and the supporting material has relied on the goodwill, hard work and professionalism of the small group of contributors from the collaborating organisations and on behalf of CQFW, our thanks go to them.

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Information Literacy Support Materials

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Welsh Information Literacy Framework

<http://library.wales.org/information-literacy/national-information-literacy-framework/>

1. Guidance for Delivery Staff:

Content:

- What is Information Literacy?
- How do you use the units?
- How do you decide what level to use?
- How do you assess and record learners' progress?
- How do you adapt the assessment material?
- How do the learners get credit for the learning?
- What is plagiarism?
- The Information Literacy Units are part of Quality Assured Lifelong Learning – what does that mean?
- What does the learning look like?
- If your organisation is not a recognised centre, how can you deliver the units?
- How can your organisation become an Agored Cymru recognised centre?
- Information Literacy – Guidance on Level of unit to be used
- Information Literacy Comparison of Units
 - Entry levels 1, 2, 3
 - Levels 1, 2, 3, 4

- **What is Information Literacy?**

“Being able to use different ways of finding information and being able to judge whether the information is trustworthy or accurate is vital: it opens up choices, empowers us and can give us more confidence. Empowering individuals to seek, find and use the information they need to help them achieve their goals fosters an information literate population. This can lead to social and economic benefits for the Welsh nation.”
(Welsh Information Literacy Project, 2010)

“Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner”
(CILIP, 2004)

Information literacy delivery and development is at the heart of independent learning. The Information Literacy functional framework is intended to provide a clear and integrated developmental structure for practitioners delivering information literacy at all levels. This will enable librarians, information literacy practitioners, teachers, lecturers and trainers to support learners as they progress through levels of attainment. The framework is not however intended to be prescriptive or restrictive. It allows for some variation in information literacy emphasis across courses and subjects within the curriculum. It is not language specific and supports learning through the medium of Welsh and English. The Information Literacy framework is intended for application exclusively in the Welsh national context.

We do not propose that this framework should be adopted or incorporated in summative assessment marking criteria for any subject other than distinct information literacy units. It may, however, be used at the discretion of the teacher-librarian for formative assessment (assessment for learning) purposes. This framework merely provides a structure for development that should strengthen and direct information literacy provision so that it might better serve the interests of the learner.

Information literacy supports the national curriculum in a number of ways and can help develop independent learning skills, be it developing dictionary skills in language learning or correct handling of sources in history. Furthermore it also supports skills across the curriculum as demonstrated in Appendix A.

In the lifelong learning arena, information literacy is an essential element of digital inclusion which has fundamental social and economic impacts upon the individual in the modern world. An example of this is the development of critical evaluation skills which protects the user when dealing with information online. We believe that incorporating information literacy in subject based learning in both formal and informal settings is beneficial to the learner and we hope that this framework may support practitioners in libraries and classrooms in their work to develop these essential skills. (<http://library.wales.org/information-literacy/national-information-literacy-framework/>)

- **How do you use the units?**

Where possible, the tasks used with the learner to achieve the units should relate to any other learning that they are undertaking or areas of interest to them, such as family history.

Learners in schools, college or adult community learning will be completing other learning to which the Information Literacy skills can be applied. Their main subject should be used to determine the tasks used to achieve the Information Literacy unit. This may include, for full-time school or FE learners, the project work that forms part of the Learning Core and Welsh Baccalaureate.

Learners who are completing Information Literacy as a stand-alone unit, perhaps in a library, should use their area of interest that motivates their learning to determine the tasks to be used to achieve the unit. This might include gardening, family history, sport, music or holidays.

The units are designed as teaching and learning tools and delivery staff will notice in the assessment guidance that teaching points have been included to suggest what the teaching focus might be. However, this is guidance only as the teaching emphasis will vary with the learners and how the units are being used.

Some other teaching points for consideration -

- It is suggested that library searches should be included at each level and that units should be delivered in conjunction with library staff, who will then be aware of the information literacy requirements and support the learner;
- Acquiring information literacy skills is about problem solving and at the higher levels, it is a more theoretical, research based skills and more practical tasks at the lower levels;
- Although the tasks agreed to achieve the units should meet the assessment criteria, it may be an iterative process requiring additional tasks to fully meet them;
- Ensure that learners are aware of plagiarism and how to use information appropriately in their evidence for assessment in their main subject area work. (see guidance on plagiarism)

The units all have a credit value of 3 credits and this equates to 30 hours of learning (1 credit = 10 learning hours). However, the 30 hours is made up of taught time and the learners' study time. At the lower levels more of the learning time of 30 hours will be taught but at the higher levels, the learners become more able to work on their own and the taught time will decrease to half of 15 hours at the highest levels.

- **How do you decide what level to use?**

Staff, who are delivering or supporting the learning, need to determine the most appropriate level of study for the learner. This may be judged on the level of any other learning that they are doing or have done recently. However, their understanding of Information Literacy and current communications skills needs to be considered and may result in the learner completing a unit above or below their current or recent level of study. Delivery staff should be familiar with the content of the different levels and be able to differentiate individual learner's needs and substitute a higher or lower unit as appropriate to the learner's progress.

Learners, who have not been in learning for some time, will need a more formal assessment of their skills level through initial screening, normally undertaken by tutors working in colleges, schools or adult education. However, if this is impractical, guidance must be used to carefully ensure that learners are at a suitable level of learning by evaluating their literacy and confidence. Level 1 may be used at a starting point for these learners but with recognition that the delivery staff should be sufficiently skilled to move to a higher or lower unit to ensure that the learner has a successful learning experience. It must be emphasised that initial screening is the most appropriate way of accurately assessing these learners.

At the end of this section of the guidance pack, you will find a mapping of the levels, which will also assist you to select the most appropriate level and show clearly a comparison of the requirements of each level.

- **How do you assess and record learners' progress?**

In defining the tasks to be used to complete the unit, the recording mechanism will be agreed with the learners. This will set out the process for the learners to achieve the units and be the basis of assessing their progress towards completing the units and accumulating their evidence for its assessment. Assessment guidance has been produced for each level, which aims to give some guidance on how this might be done and as the units are used more widely more examples and case studies will be recorded to provide more learning and assessment materials.

As the tasks are worked up and undertaken, the delivery staff should keep referring back to the assessment criteria to ensure that these are met. Where necessary, additional tasks may be undertaken to fully meet the assessment criteria or additional information may be sought. It is important that delivery staff appreciate that information literacy skills require taught input as well as undertaking the required tasks. The teaching points and Essential Skills links will give some indications of the teaching focus but it is important that delivery staff are aware and understand the variations among text based information in the reading age or complexity of the text accessed. This will also be true of graphical information and spoken text and will impact on the taught elements and the sources used. Additional information is available in the level comparison tables, which clarify the differences among the levels.

The assessment guidance for each unit gives an example of how this could be undertaken but how it is done will be determined by the tasks being undertaken by the learner and matching the evidence from these to the assessment criteria. These units, and all QALL units, offer a representative range of possible or prescribed assessment methods designed to suit different learner groups or circumstances. This assessment must be recorded for each learner as evidence that the learner has met the assessment criteria. This evidence forms the basis of the assessment, which will be endorsed by Internal Verification and in some cases, External Verification by Agored Cymru. Internal Verification is a quality endorsement by a trained Internal Verifier of the assessment process and the work of the assessor. This process feeds back on the quality of the assessment to the assessor and itself is endorsed by the Awarding Organisation through External Verification. In some smaller or inexperienced organisations, these processes may best be done working with experienced partners, such as a college, adult education or a training provider.

Types of assessment may include some or all of the following -

- Case study
- Learning journal
- Observation
- Photographs
- Written question & answer/test/exam
- Oral question and answer
- Written assignment
- Practice file
- Role play/simulation
- Group discussion

The assessment method chosen will be the one(s) that fits best with the learners and delivery of the unit. So the same unit might be assessed differently in different learning contexts but the regulatory requirements demand that it makes a robust judgement that the learners have met the assessment criteria. Sometimes learners' negative perceptions of recognised or of accredited learning is based on the inappropriateness of the assessment methods used.

• **How do you adapt the assessment material?**

The assessment guidance defines a potential scenario, details the tasks, record the stages of learning and skills acquisition and evidence completion for each level and offers guidance on possible assessment material. It is hoped that the assessment guidance for each level will assist delivery staff in adapting these formats to meet

their needs. By looking through the levels and the examples included in the guidance, designing a format suitable for specific learners should be straightforward.

The examples have been selected to provide you with ideas and alternative subjects and approaches and by reading through the levels; they will stimulate ideas and clarify the progression of the skills at the higher levels. However, the examples are not comprehensive but are designed as guidance only.

- **How do the learners get credit for the learning?**

Learners completing Information Literacy units will be registered with Agored Cymru through an Agored Cymru Recognised Centre. That might be where they are learning in a school, college or learning centre or through a partner organisation such as a college working with a library. The Recognised Centre will register the learners with Agored Cymru and oversee the assessment and verification process necessary for the learner to awarded credit for the IL unit. The recording of this is through the Learner Record Service and more information on this aspect is contained within the QALL Toolkit.

- **What is plagiarism?**

Plagiarism can be described as “... using the work of others without acknowledging your source of information or inspiration” (Cottrell, 1999)

There is a need to ensure that learners are aware of plagiarism and how to use information appropriately in their evidence for assessment in their work.

This includes

- using a direct quote (copying someone else’s words exactly) without using quotation marks and stating the source of the information
- Paraphrasing is restating in your own words someone else’s ideas. Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change both the words and the sentence structure of the original, without changing the content. Also, you should keep in mind that paraphrased passages still require citation because the ideas came from another source, even though you are putting them in your own words. (UCL, 2006)
- Although copying large amounts of information from other sources is not recommended, you can copy or quote small amounts of someone else’s words exactly, provided you use quotation marks around those words. You must also say where they came from by citing the source in the text and referencing it at the end in the Bibliography.
- This is not to say that you should not use information from the Internet in your work. Obviously you need to be careful that the websites you are using are reputable sources of information, because anyone can post virtually anything on the Internet these days. If you do want to use a direct quote from a website or paraphrase information you have found, this is fine, provided you cite and reference the source properly.

Sources of information on plagiarism

- An official site for plagiarism with lots of useful information and links at: www.plagiarism.org
- An interactive tutorial that also lets you test your knowledge of plagiarism at:
library.acadiau.ca/tutorials/plagiarism/
- UCL. 2006. *Plagiarism Prevention for students* [online] London, University College London. Available from:
<http://www.ucl.ac.uk/current-students/study/plagiarism/tips/> (Accessed 30.1.07)
- VAUGHAN MEMORIAL LIBRARY. 2005. *You quote it, You note it!* [online] Nova Scotia, Acadia University. Available from:
<http://library.acadiau.ca/tutorials/plagiarism/> (Accessed 30.1.07)

• The Information Literacy Units are part of Quality Assured Lifelong Learning – what does that mean?

Quality Assured Lifelong Learning (QALL) is part of the Credit and Qualifications Framework for Wales (CQFW). The CQFW brings all adult learning into one framework under three main pillars, which offers all learners over 14 the opportunity for formal recognition for all their learning or training achievements. The learning within each pillar is constructed in a common format of units that can be combined together to form part of or whole qualifications, or programmes of adult learning and training which cover all levels of the CQFW (Entry level 1 through to Level 8).

The three pillars of the CQFW are:

- **Higher Education** (Framework for Higher Education Qualifications, England, Wales and Northern Ireland - FHEQ), which includes all graduate qualifications from level 4 to post graduate qualifications;
- **General and Vocational Education and Training** (GVET) which includes the National Qualifications Framework (A levels and GCSEs) and the Qualifications and Credit Framework (vocational qualifications);
- **Quality Assured Lifelong Learning (QALL)** which is unique to Wales and covers learning that takes place outside the regulated frameworks¹ but is recognised through CQFW quality assurance mechanisms.

Quality Assured Lifelong Learning (QALL)

The recognition of learning outside Higher Education and General and Vocational Education and Training (FHEQ and GVET) is an important concept in Wales. It reflects an understanding that all learning wherever and whenever it takes place should be valued and recognised. QALL will enable individuals to appropriately reflect their achievements to support progression personally and professionally. For industry and commerce there is

¹ HE and GVET are referred to as the 'regulated frameworks'
Katy Burns: Draft Information Literacy handbook

clear evidence from organisations including the care sector that the recognition process of learning and personal development can produce more effective outputs from training and actually reduce the overall cost of repetitive non-recognised learning.

• What does the learning look like?

The learning activity is set out in a specific format common to all learning in CQFW and submitted by a Recognised Body for inclusion onto the QALL pillar as in the units in this handbook.

All units will always include:

- ❖ A Title that describes the content and / or purpose of the unit in a way that can be easily understood.
- ❖ The Level, which is an indicator of the relative demand, complexity and depth of learning and learner autonomy. This extends from Level E (Entry level) to Level 8 (post graduate level) with Level 1 equivalent to a GCSE (D-G), Level 2 equivalent to a GCSE(A*-C) and Level 3 equivalent to an A-level.
- ❖ The Credit which defines the size of the unit with 1 credit representing 10 hours of learning time. This learning time includes taught time and other learning activities such as reading, practicing skills, researching and assignments. Units can be a variety of sizes from 1 credit with a total time of 10 hours learning to much larger units such as 4 credits with 40 hours of learning.
- ❖ The Learning Outcomes define what the learner will be able to do, know or understand when they have completed the unit.
- ❖ The Assessment Criteria link to each of the learning outcomes and define how the learner will demonstrate that they have achieved the learning outcomes.

Approved QALL units can only be delivered by a provider that is an approved centre of the Recognised Body, in this case the Information Literacy units are approved through Agored Cymru. They will guide the provider through the process and will seek information on the provider's capacity to deliver, resource, administer and quality assure the units and their experience of doing this.

• If your organisation is not a recognised centre, how can you deliver the units?

A recognised centre is one that has been approved by an Awarding Organisations to deliver a number of their qualifications or units. It is anticipated that the Information Literacy units will be delivered by Higher Education, Further Education, schools, adult community learning and libraries and that a few of these organisations may not

be a recognised centre but may work together as a consortium or in partnership with a recognised centre. Organisations with limited experience of delivering units or qualification may see the advantages of delivering in partnership with an experienced provider, who will provide support assisting the organisation to develop understanding and expertise.

Colleges, Work Based Learning providers and Local Authorities have partnership agreements for the administration, accreditation and certification of learning programmes delivered by other organisations. The reputation and capacity to gain and award credit from an Awarding Organisation to all their learners relies on the rigour of their quality assurance both for their own learners and those of any other organisation working in partnership with them (referred to as the 'third party'). The award of credit to the learner is made by the Awarding Organisations through the provider, based on evidence submitted by the provider.

- **How can an organisation become an Agored Cymru Recognised Centre**

Organisations will need to decide if they will become a recognised centre of Agored Cymru in their own right or work with a partner organisation. Becoming a recognised centre, does require detailing how you would manage the delivery, administration, resourcing, assessment and quality assurance of the QALL unit or units to confirm that you can fully meet Agored Cymru and the regulatory requirements. The staff undertaking the delivery, assessment and Internal Verification functions must be adequately experienced and trained to undertake the role and Agored Cymru will provide staff training.

More information is available from Agored Cymru's web site www.agored.org.uk or by contacting the Agored Cymru's offices

Offices

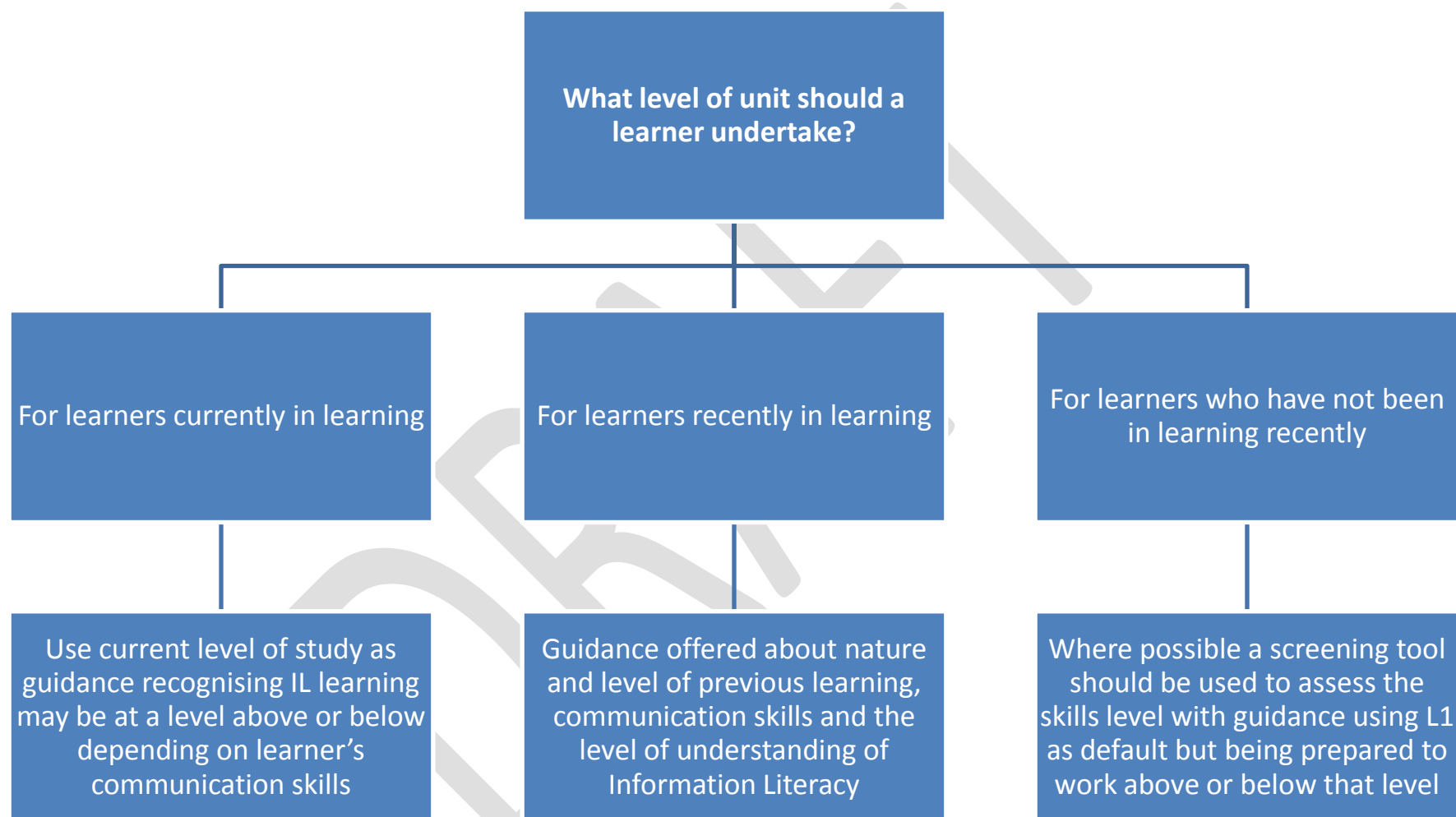
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Information Literacy – Guidance on Level of unit to be used



Information Literacy Comparison of Units - Entry Levels

Learning Outcome 1	Entry Level 1	Entry Level 2	Entry Level 3
Information Sources	Identify People Information texts	Give at least 2 examples for each of the sources: Oral Print Electronic Identify differences between the sources	Give at least 3 examples of suitable information sources
Accessibility		Match at least 3 information texts to their source	Give at least 2 examples of medium through which sources may be accessed.
Benefits & Limitations			State for each source
Learning Outcome 2	Entry Level 1	Entry Level 2	Entry Level 3
Know already and need to know	State facts already known Outline information needed State checks to be made	Define what is needed and its purpose Outline facts already known State checks to be made	Identify the information required to meet the challenge Outline information already known Identify the gaps Identify characteristics of appropriate information
Form Questions	Put together questions to obtain information orally	Prepare questions to be asked orally	Prepare questions to be used when obtaining information orally
Sources	Identify most relevant source	Identify potential sources	Identify where information sources in 1.1 may be located
Key words	Identify those to look for in simple texts	Indicate those required for searching written information.	List those needed when finding information using other sources
List actions	Give action points for obtaining information	List the steps required to obtain information	List action points for obtaining information

Learning Outcome 3	Entry Level 1	Entry Level 2	Entry Level 3
Access Information Sources	Ask questions Listen for and identify the main points of an answer Identify key information from simple texts	Ask questions to obtain information orally Listen for and identify key points of response Record information with its origin Use table of contents or index to find information within a written source Extract information from written sources and record origin Extract information from at least 2 pieces of material presented in diagrammatic format	Gather information in required format from oral sources. Use an index, directory, webOPAC or catalogue in print or on the web to search for key word, author or title Obtain information from at least 2 everyday sources Locate information from at least 2 different types of graphs
Judge	Check that information meets requirements identified in 2.2	Check that information meets requirements identified in 2.1	Identify how well information meets the questions in 2.4
Evaluate/gaps			Identify any remaining gaps and how they may be met
Learning Outcome 4	Entry Level 1	Entry Level 2	Entry Level 3
Select and sort			Identify elements required from all the information gathered
Process and record	State information found and how it is to be used	Outline information found, recording key points	
Presentation	Present in most appropriate way for audience and purpose	Present in most appropriate format for audience and purpose	Present in most appropriate format for audience and purpose Use numeric sequencing in presentation

Information Literacy Comparison of Units - Levels 1, 2, 3 and 4

Learning Outcome 1	Level 1	Level 2	Level 3	Level 4
Information Sources	Give at least 3 examples: People Reference books Specific web pages	Identify at least 4 information sources: People Print Electronic	Classify in at least 2 different formats and at least 2 different mediums e.g. textual, numerical; people-based, graphs, images; audio, video	Critically compare key characteristics of sources: print, electronic; primary/secondary freely available/subscriber only, invisible web
Accessibility of sources	State how organised and accessed Index Search engine	Describe how accessed Index Search engine	Explain how organised and explored: Index, Search engine Identify features and characteristics of different sources	Explain how organised and explored: Index, search engine Different forms and mediums Analyse type of results and data available by source
Benefits & Limitations	Identify for each source: currency rationale	Compare for each source: currency, validity, comprehensiveness, relevance, authority	Critically compare sources for: currency, validity, reliability, authority, comprehensiveness, relevance and motivation	Evaluate at least 3 different forms of sources for: currency, validity, reliability, authority, comprehensiveness, relevance and motivation Explain plagiarism and its avoidance

Learning Outcome 2	Level 1	Level 2	Level 3	Level 4
Know already and need to know	Outline current knowledge Organise ideas for what is needed Form questions to be answered	Clarify current knowledge/information using: Mind-mapping or Another techniques	Define information needed using: Mind-mapping Brainstorming or Another technique	Evaluate and record existing knowledge Define information needed using range of methods Formulate questions + data needs
Sources	Identify location of sources	Select at least 4 potential sources	Summarise why potential sources have been selected	Justify selection of sources Select methods to access chosen sources
Produce action plan	With information to be gathered and criteria for judging that information: e.g. currency, bias, relevance, level of detail	With tasks, steps, locations, timelines Criteria : currency, bias, reliability, relevance, plausibility, level of detail Explain chosen strategy and identify possible problems	With tasks, steps, locations, timelines Criteria: currency, bias, reliability, relevance, plausibility, level of detail Justify chosen approach Review and revise plan where needed	With tasks, steps, locations, timelines Criteria: currency, bias, reliability, relevance, plausibility, level of detail Justify chosen approach Review and revise plan as needed

Learning Outcome 3	Level 1	Level 2	Level 3	Level 4
Access Information Sources	Use appropriate finding tool to gather information	Find relevant info in a range of formats: e.g. Electronic (data files DVDs, internet) and Non-ICT (written graphical, first hand observation)	Search using : Multiple search criteria Combinations of keywords	Search/Sort using multiple search criteria: e.g. keywords, synonyms, Boolean Operators, truncation, special punctuation Select from at least 3 mediums including at least 3 text formats
Judge	Indicate how well information meets criteria in LO2 (2.5)	Select information to meet criteria in LO2 (2.4) Assess how well it meets the criteria	Assess how well criteria in LO2 (2.2) are met Review how improved criteria could yield better information	Evaluate how well information meets the criteria in LO2 (2.6)
Evaluate	Identify any gaps and how they may be met	Describe how search could be improved Suggest any changes giving reasons	Review search process, Suggest enhancements Act to plug any information gaps	Explain how criteria could be refined to improve search process Act to plug information gaps

Learning Outcome 4	Level 1	Level 2	Level 3	Level 4
Select and sort	Select and sort information obtained Integrate with prior knowledge	Select and sort information Integrate with prior knowledge using methods e.g. outlining, webbing	Select and sort information Integrate with prior knowledge	Extrapolate relevant information and data Integrate with prior knowledge
Process and record	Record where information was found and gathered from Collate information to create a new information source	Combine information, ideas & data into a summary format Use references and direct quotes when needed	Interpret information, ideas & data into a summary format Use references and citation	Record findings used in appropriate summarised format Interpret information, ideas & data from at least 4 different sources Use academic referencing
Presentation	Present in a format appropriate for audience and purpose	Communicate in format appropriate for audience and purpose Record data in fully labelled formats	Communicate in format appropriate for audience and purpose Illustrate findings using at least 2 different layouts and techniques Review and revise information against questions in LO2	Communicate in appropriate format for information, audience and purpose Review and revise information to address the research questions in LO2

2. Guidance for Learners

Content:

- What is Information Literacy?
- Why is it important for you?
- What will I get out of it?
- How can I link this to my studies?
- How do I know what level is right for me?
- How do I get recognition for my learning?
- How can I progress my learning?

- **What is information literacy?**

“Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner”

(CILIP, 2004)

Depending on your learning needs, the information that you require will vary enormously. Whatever it is, you want to ensure that you know where to find it and how to know that you have found accurate and reliable information and that you know how to communicate this in a way that can be understood.

Depending on your use of Information Literacy, this learning may be linked to research for a subject that you are studying, to a project that you are completing or an area of interest that you have such as family history.

Finding information is not just about using computers and Google to access sources, it is about using a range of different sources of information such as newspapers, magazines, journals and books and making judgements about the relevance, currency and accuracy of that information for your specific needs.

Consideration also needs to be given to the motivation of the source of the information – are they trying to sell you something, win your support or influence you – and how free from bias is the information. The Information Literacy units will give you the skills to access and use information with confidence and understanding.

“Being able to use different ways of finding information and being able to judge whether the information is trustworthy or accurate is vital: it opens up choices, empowers us and can give us more confidence. Empowering individuals to seek, find and use the information they need to help them achieve their goals fosters an information literate population. This can lead to social and economic benefits for the Welsh nation.”

(Welsh Information Literacy Project, 2010)

- **Why is it important for you?**

In all aspects of your life, you will require the skills and understanding to access relevant information to meet the needs of work, learning and your leisure time. With the wide range of possible sources, it is difficult sometimes to know how best to access information and to address concerns about its currency, accuracy and validity. Undertaking learning in Information Literacy will address this for you.

- **What will I get out of it?**

Completing Information Literacy units, will help you with your other studies and provide you with a valuable life skills useful whenever you are seeking information. This may be as simple as the details of a train journey, how to safely purchase articles or services on-line or how to research a project.

The skills acquired through completing the unit will help you purchase or sell on-line more safely, gather reliable information about health issues, use social networking, select and access suitable materials to support your learning or research.

- **How can I link this to my studies?**

You can complete the Information Literacy units through schools, libraries, colleges or adult education centres – whichever is appropriate for you. The units can be completed individually or be integrated into other study that

you might be undertaking such as the Welsh Baccalaureate or a project. You can seek advice and guidance on this from Careers Wales or your local learning centre.

- **How do I know what level is right for me?**

If you are already undertaking any other learning, the level at which you are doing that will give you guidance on your level of Information Literacy study. If you are not undertaking any other learning, the delivery staff will work with you to determine the most appropriate level for you and your area of interest.

- **How do I get recognition for the learning?**

You will be awarded credit for the Information Literacy unit or units that you have completed and that will be added to the record of your other learning achievements.

- **How can I progress my learning?**

Having completed your Information Literacy unit, you can progress to a higher level unit if you feel that this would be of benefit to you or you can use the skills acquired to take into another area of learning. Guidance on appropriate progression will be provided by the staff working with you or from Careers Wales.

3. Information Literacy

Unit Code: **HD3E1CY031**

Level: **Entry One**

Credit Value: **3**

Unit ID: **CCZ138**

learnirect: **HD3**

Sector: **14.1 Foundations for Learning and Life**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise a range of information sources (CE1.1.1)	1.1 Identify people or organisations from whom information can be obtained 1.2 Identify different types of written information sources.
2. Recognise the preparation necessary when gathering information to meet a specific purpose (CE 1.1.2)	2.1 State the facts already known about the chosen subject 2.2 Outline the information needed 2.3 State the checks to be made to ensure that information is suitable 2.4 Identify where the most relevant information might be found from a range of options. 2.5 Put together questions to use to obtain information orally 2.6 Identify the key words to look for in written sources 2.7 Give action points for obtaining information
3. Understand how to gather required information and judge its value (CE1.1.1, CE1.1.2 & CE1.2.1)	3.1 Ask questions to obtain information 3.2 Listen for and identify main points of an answer 3.3 Identify key information from simple texts 3.4 Check that information meets the requirements identified in 2.2
4. Know how to present and record information (CE1.1.1)	4.1 State information found and how it is to be used, recording key details 4.2 Present the information in the most appropriate way for the audience and purpose

Assessment Methods:

There is no assessment information available for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

ESDGC

- Identity & Culture
- Wealth & Poverty
- Climate Change
- Health
- Consumption & Waste
- Choices & Decisions
- The Natural Environment

Other Mappings:

Unit mapped to Essential Skills specifications

Assessor Requirements:

? The assessment could be within any context therefore ESDGC themes should be identified at point of assessment.

? For 2.3: e.g. is it out of date, is there enough detail.

Assessment Material for Information Literacy at Entry Level 1

Introduction:

This assessment guidance suggests appropriate topics or tasks that may be used to provide evidence for assessment to achieve Information Literacy Skills unit at Entry Level 1. One of these topics has been expanded to illustrate how it might be used to achieve the unit. However, this is just one example and every effort should be made to use topics or tasks that are most relevant to the learner and their wider study, learning or interests. The format for the example demonstrates how the assessor might record/ comment on the assessment criteria. At this level much of the information will be stated orally and so the assessor will need to use a recording format for the evidence. Some of the information could be added by the learner. Some examples of assessor comments have been added.

The example is defined as a scenario and has been worked through for each Learning Outcome of the unit and indicates how the assessment criteria might be met. However, the example is not exhaustive and is not designed to fully meet the all assessment criteria but to be a source of guidance for delivery staff using the unit.

The format of the assessment guidance for each level will set out the stages of learning as:

1. Information Sources
2. Preparing and Planning
3. Gathering and Assessing Information
4. Presenting the Information

These stages map to the four Learning Outcomes of the unit and against each stage will be examples of how meeting the criteria might be approached.

Teaching input may be necessary for learners to be able to carry out the tasks described in the example scenario effectively. Additional tasks should be used to practise and develop the skills needed to meet the assessment criteria and this evidence can be presented in practice portfolio.

Teaching points for this level include:

Features of information texts
Recognising key words in texts
Spelling key words
Listening for detail using key words
Making requests using appropriate terms

Potential skills links to ESW:

- Speaking and listening
- Identify key information
- Recognise different purposes of texts
- Find the meaning of unknown words

Suggested Topics:

Planning a party
Going to the cinema
Ordering a takeaway
Recycling
Buying a mobile phone
Going on a coach trip

Example Scenario:

The learner wants to find out exactly which everyday items the local council recycles at the kerbside. The task is to identify each kind of item that can be left in recycling containers for collection and what could be taken to the local recycling centre. The information will be presented to family members to encourage them to send less rubbish to landfill.

1. Information sources

Possible sources of information	How to access the source	Links to assessment criteria	Assessor comment
Print Leaflet	Go to council offices Go to local library	1.2	
People Telephone Face to face	Find phone number for local council Go to council offices Visit neighbours	1.2	
Websites	Use search engine to find local council website.	1.1	

2. Preparing and planning

Question	Answer	Links to assessment criteria	Assessor comment
What do I know already?	I can put glass and plastic bottles in my recycling bin.	2.1	Learner gave verbal information.
What else do I need to know?	Can I put newspaper, cardboard, plastic cartons and plastic bags in my bin, and is there anything else.	2.2	As above
How can I check that the information is what I need?	Is the information up to date?	2.3	
Where can I find out what I need to know?	I can ask my next door neighbour. I can contact the council offices by phone or in person. I can find a leaflet. I can look on the internet at the council's website.	2.4	

Which sources shall I use?	I will go to the council offices and ask for advice and collect a leaflet.	2.4	
What questions can I ask?	Does the council recycle newspaper, cardboard, plastic cartons and plastic bags? Can I put these in my recycling bin? What other things can I add to my bin?	2.5	
Which key words am I looking for?	Recycle plastic cartons bags Newspaper batteries jars junk mail Cardboard egg boxes cans	2.6	Words identified by learner orally from previous knowledge.
Action points: <ul style="list-style-type: none"> • Go to local council office • Ask questions about recycling and note down brief answers. • Ask for a leaflet and read this and note key facts. • Check if I have the answers to all my questions 		2.7	

3. Gathering and Assessing Information

Questions asked	Informant / date	Links to assessment criteria	Assessor comment
Can I put newspaper, cardboard, plastic pots and plastic bags in my recycling bin? What else can I put in there? Could I have a leaflet explaining all of this? Is the leaflet up to date?	Council officer / 21.7.11	3.1	
Key points of response Newspapers ,cardboard and plastic cartons and bottles can go in the recycling box. Cans must be taken to the recycling centre. Full list is in the leaflet.		4.1	
Texts used Council information leaflet	Key information In recycling box – newspaper, cardboard, plastic cartons, plastic bottles, clothes, and junk mail. Take to centre: cans, batteries, plastic bags.	4.1	
Is information complete? Yes. These are the main items we use and at present put in the bin. In the future I might find out more.			

ESW
CE1.1.1
CE1.1.2
CE1.2.1

4. Presenting the Information

Who is the audience for the information?	Family members	Links to assessment criteria	Assessor comment
How best can the information be presented?	As a note to be pinned to the kitchen noticeboard.	4.2	Decision was taken by learner as the most effective way to persuade the family.
<p>Evidence of presentation</p> <p>The learner presented the information to the assessor and then word processed a list of what could be put in the family's recycling bin.</p> <p>A copy is attached.</p>			

ESW
CE1.1.1

4. Information Literacy

Unit Code: **HD3E2CY029**

Level: **Entry Two**

Credit Value: **3**

Unit ID: **CCZ139**

learnirect: **HD3**

Sector: **14.1 Foundations for Learning and Life**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know a range of information sources. (CE 2.1.2)	1.1 Give at least 2 examples for each of oral, paper based and electronic information sources. 1.2 Identify the difference(s) between the sources of information identified in 1.1. 1.3 Match at least 3 information texts to their source.
2. Be able to prepare to gather information to meet a specific purpose. (CE 2.1.2)	2.1 Define the information needed and its purpose. 2.2 Outline the facts already known about a subject. 2.3 State the checks to be made to ensure that the information is suitable. 2.4 Identify potential sources of the information. 2.5 Prepare questions to obtain information orally. 2.6 Indicate the key words required for searching written information. 2.7 List the steps required to obtain the information.
3. Understand how to gather required information and judge its value. (CE 2.1.2)	3.1 Ask questions to obtain information orally. 3.2 Listen for and identify key points of response. 3.3 Record information received together with its origin. 3.4 Use a table of contents or index to find information within a written source. 3.5 Extract information from written sources and record the origin. 3.6 Check the information meets the needs identified in 2.1. 3.7 Extract information from at least 2 pieces of material presented in diagrammatic format .
4. Know how to present information . (CE 2.1.2)	4.1 Outline the information found, recording key details. 4.2 Present the information in the most appropriate format for the audience and purpose.

Assessment Methods:

There is no assessment information available for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

ESDGC

- Identity & Culture
- Wealth & Poverty
- Climate Change
- Health
- Consumption & Waste
- Choices & Decisions
- The Natural Environment

Other Mappings:

Unit mapped to Essential Skills specifications

Assessor Requirements:

- ☐ The assessment could be within any context therefore ESDGC themes should be identified at point of assessment.
- ☐ 1.3 - e.g. definitions of words to dictionary, sports report to newspaper
- ☐ 2.3 - e.g. currency, suitability
- ☐ 3.7 - e.g. bar charts or diagrams

Assessment Material for Information Literacy at Entry Level 2

Introduction:

This assessment guidance suggests appropriate topics or tasks that may be used to provide evidence for assessment to achieve Information Literacy Skills unit at Entry Level 2. One of these topics has been expanded to illustrate how it might be used to achieve the unit. However, this is just one example and every effort should be made to use topics or tasks that are most relevant to the learner and their wider study, learning or interests. . The format for the example demonstrates how the assessor might record/ comment on the assessment criteria. At this level some of the information will be stated orally and so the assessor will need to use a recording format for the evidence. Some of the information will also be added by the learner. Some examples of assessor comments have been added.

The example is defined as a scenario and has been worked through for each Learning Outcome of the unit and indicates how the assessment criteria might be met. However, the example is not exhaustive and is not designed to fully meet the all assessment criteria but to be a source of guidance for delivery staff using the unit.

The format of the assessment guidance for each level will set out the stages of learning as:

5. Information Sources
6. Preparing and Planning
7. Gathering and Assessing Information
8. Presenting the Information

These stages map to the four Learning Outcomes of the unit and against each stage will be examples of how meeting the criteria might be approached.

Teaching input may be necessary for learners to be able to carry out the tasks described in the example scenario effectively. Additional tasks should be used to practise and develop the skills needed to meet the assessment criteria and this evidence can be presented in a practice portfolio.

Teaching points for this level include:

Spelling key words
Using an index or table of contents
Extracting information from bar charts and/or diagrams
Using a search engine
Locating key words in text
Reading instructions
Identifying common sources of information

Potential skills links to ESW:

Speak clearly to be heard and understood
Extract detail from explanations
Trace and understand main points of instructional documents
Use written words and phrases to record and present information

Suggested Topics:

Planning a party
Recycling
Buying a mobile phone
Planning a new garden
Planning a celebration meal
Planning a short break

Example Scenario:

The learner is helping to plan a celebration lunch and has been given the task of finding a main course chicken dish suitable for 8 people. The dish must be easy to make and inexpensive. The learner must find at least 3 suitable dishes and present the information so that the organisers can make a decision.

1. Information sources

Possible sources of information	Features	How to access the source	Links to assessment criteria	Assessor comment
Print Magazines, cookery book	Can be time consuming to locate and gather all the information.	Look at own books. Go to local library Buy a magazine	1.1,1.2	Further evidence for 1.1 and 1.2 is in the practice file together with evidence for 1.3
People Face to face	Can talk to people and learn from their experiences. They may be a good source of information.	Ask friends and family	1.1,1.2	As above
Websites	Search engine can find information quickly but there may be too much and this can be confusing.	Use search engine to find suitable websites	1.1, 1.2	As above

2. Preparing and planning

Question	Answer	Links to assessment criteria	Assessor comment
What do I need to find out so that I can offer some suggestions?	Suitable recipes which are cheap and easy to make for 8 people.. Advice on making the dishes. Experiences of other people.	2.1	
What do I already know?	I know some recipes.	2.2	
How can I check that the information is what I need?	I need to know that the recipes I find are easy and cheap to make.	2.3	
Where can I find out what I need to know?	My recipe book Library Website Friend	2.4	
Which sources shall I use?	My book Friend Website	2.4	
What questions can I ask?	Do you know a recipe for a chicken dish for 8 people? Have you made it? Was it easy? Is it cheap to make? Can I have a copy?	2.5	
Which key words am I searching for?	Chicken quantity cheap Ingredients amount inexpensive Easy to make recipe method	2.6	.

Steps to take: <ul style="list-style-type: none"> ○ ○ ○ ○ ○ ○ 	2.7	
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Visit my friend and ask for information.
Note down the information and any suitable recipe.
Use Google to find recipes
Search the index of my recipe book for chicken recipes.
Look at suitable recipes.
Check all my information and decide on 3 recipes.

3. Gathering and Assessing Information

Questions asked	Source and information	Links to assessment criteria	Assessor comment
Do you know any easy and cheap chicken recipes? Can it feed 8 people? Have you made it yourself? Can you let me have the recipe?	Friend/22.7.11	3.1	
Responses	Recipe for chicken and pasta bake chosen	3.2, 3.3	Brief notes attached in evidence file
Print sources used.	Cookery books, Own book – Mary Berry's Recipes Website – Tesco site chosen because it has simple, everyday recipes.	3.4	
Information located	Recipes found in book – Quick chicken pie, uses condensed soup and small amount of chicken so is cheap to make. Diagram is used to show how to make the pastry. On Tesco site – sticky marmalade chicken with roasties, is quick to make and costs 66p per portion	3.5, 3.6, 3.7	Further evidence of diagrams and bar charts in practice file Recipes attached in evidence file
Is information complete? Yes, I now have 3 recipes which are cheap and easy to make for 8 people			

ESW

CE1.1.1

CE1.1.2

CE1.2.1

4. Presenting the Information

Who is the audience for the information?	Organising group	Links to assessment criteria	Assessor comment
How best can the information be presented?	An oral presentation with a brief information sheet.	4.2	
<p>Evidence of presentation Witness statement signed by assessor. Word processed information sheet with the recipes.</p> <p>A copy is attached.</p>			

ESW CE1.1.1

5. Information Literacy

Unit Code: **HD3E3CY052**

Level: **Entry Three**

Credit Value: **3**

Unit ID: **CCZ140**

learnirect: **HD3**

Sector: **14.1 Foundations for Learning and Life**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know a range of information sources. (CE 3.1.1 & CE 3.1.2)	1.1 Give at least 3 examples of suitable information sources available. 1.2 Give at least 2 examples of medium through which these sources might be accessed. 1.3 State the benefits and limitations of each type of information source.
2. Understand how to prepare when using information sources. (CE 3.1.2)	2.1 Identify the information required to meet the challenge. 2.2 Outline the information already known about the specific topic and identify the gaps. 2.3 Identify characteristics of appropriate information. 2.4 Prepare questions that will need to be asked when gathering the required information orally. 2.5 List key words to use when finding information using other sources. 2.6 Identify where the information sources in 1.1 may be located. 2.7 List action points for obtaining information.
3. Understand how to gather required information and judge its value. (CE 3.2.1)	3.1 Access the source(s) and gather information in required format. 3.2 Identify how well information meets the questions in 2.4. 3.3 Identify any remaining information gaps and how they may be met. 3.4 Use an index, directory, web OPAC or catalogue in print or on the web to search for keyword, author or title. 3.5 Obtain information from at least 2 everyday sources. 3.6 Locate information from at least 2 different types of graphs.
4. Understand how information may be presented.	4.1 Identify the elements required from all the information gathered. 4.2 Present the information in the most appropriate

	format for the audience and purpose. 4.3 Use numeric sequencing in presentation.
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Assessment Methods:

There is no assessment information available for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

ESDGC

- Identity & Culture
- Wealth & Poverty
- Climate Change
- Health
- Consumption & Waste
- Choices & Decisions
- The Natural Environment

Other Mappings:

Unit mapped to Essential Skills specifications

Assessor Requirements:

? The assessment could be within any context therefore ESDGC themes should be identified at point of assessment.

? 1.1 - For example.

- (i) Organisations or Public Services
- (ii) People
- (iii) Books

? 1.2 - For example

- (i) by phone
- (ii) by computer
- (iii) In print (books , leaflets etc..)

? 1.3 - e.g. currency and ease of access

? 2.3 - e.g. how current it needs to be, its purpose

Assessment Material for Information Literacy at Entry Level 3

Introduction:

This assessment guidance suggests appropriate topics or tasks that may be used to provide evidence for assessment to achieve Information Literacy Skills unit at Entry Level 3. One of these topics has been expanded to illustrate how it might be used to achieve the unit. However, this is just one example and every effort should be made to use topics or tasks that are most relevant to the learner and their wider study, learning or interests. The format for the example can be used by the learner to record the process and by the assessor to record achievement or comment on the assessment criteria.

The example is defined as a scenario and has been worked through for each Learning Outcome of the unit and indicates how the assessment criteria might be met. However, the example is not exhaustive and is not designed to fully meet the all assessment criteria but to be a source of guidance for delivery staff using the unit.

The format of the assessment guidance for each level will set out the stages of learning as:

9. Information Sources
10. Preparing and Planning
11. Gathering and Assessing Information
12. Presenting the Information

These stages map to the four Learning Outcomes of the unit and against each stage will be examples of how meeting the criteria might be approached.

Teaching input may be necessary for learners to be able to carry out the tasks described in the example scenario effectively. Additional tasks should be used to practise and develop the skills needed to meet the assessment criteria and this evidence can be presented in a practice portfolio.

Teaching points for this level include:

Using an index or catalogue
Obtaining information from graphs
Using formal language and register
Skimming and scanning texts

Potential skills links to ESW

Speak clearly to be heard and understood using appropriate clarity, speed and phrasing
Extract detail from explanations, instructions and narratives
Identify the main points and ideas in documents
Obtain specific information through detailed reading

Suggested Topics:

Recycling
Buying a mobile phone
Planning a new garden
Planning a short break
Looking after pets
The environment
Job search

Example Scenario:

“Thousands of pet rabbits end up in the care of the RSPCA every year. This seems to indicate that the responsibility and commitment needed to care for rabbits is often not considered before the rabbit is brought home. We’re also really concerned that many pet rabbits are suffering because their owners simply aren’t aware of how to meet their complex welfare needs.”

RSPCA

The learner, who owns a pet rabbit, was concerned after reading the following extract from a local newspaper article and decided to find out more so that any changes in the rabbit’s care could be addressed. This was undertaken as part of a class project and the evidence gathered would be used for a class presentation.

1. Information sources

Possible Sources of Information	How to access the source	Benefits	Limitations	Links to assessment criteria
Organisations	By phone - ring RSPCA On computer – find RSPCA website	Can talk to someone directly Clear format to search	Might take time to find the right person Need IT skills	1.1 Give at least 3 examples of suitable information available. 1.2 Give at least 2 examples of medium through which these sources might be accessed. 1.2 State the benefits and limitations of each type of information source. 2.6 Identify where the information sources in 1.1 may be located.
People	Face to face – ask friends or local pet shop owner On computer – e mail friend	Can get advice quickly and orally Can get advice quickly	Friends’ knowledge may not be correct or up to date May be trying to sell products Answer may not be complete	
Books, leaflets, other print sources	Visit local library or use on line catalogue Search for on line downloads Visit book shop Visit local pet shop to find leaflets.	Free information Can be studied in detail and revisited	Can take time to gather all the information	
Assessor comment				

2 Preparing and planning

Preparation		Links to assessment criteria
What do I need to find out? I need up to date information on keeping pet rabbits from a reputable source so I can make changes to the care of my own rabbit. I need to present the information I have found to the class together with the changes I plan to the care of my own pet.		2.1 Identify the information required to meet the challenge.
What do I know already? Rabbit needs somewhere secure to live It needs food and water It needs exercise outside	What else do I need? What is a healthy diet for a rabbit? How much exercise does it need? What kind and size of accommodation does it need? How can you keep your rabbit healthy?	2.2 Outline the information already known about the specific topic and identify the gaps.
Points to consider Information must be up to date It must come from a reliable, unbiased source It must help me to make any changes		2.3 Identify characteristics of appropriate information.
Oral questions What is the best diet for a rabbit? How big should the hutch be? What sort of run does it need? Are there any health problems?		2.4 Prepare questions that will need to be asked when gathering the required information orally.
Key words for searches Library Pet rabbits Care of Healthy diet Welfare Health		2.5 List key words to use when finding information using other sources.

Sources and locations Local pet centre Library Internet	2.6 Identify where the information sources in 1.1 may be located
Action plan <ul style="list-style-type: none"> ○ Go to Petcentre advice desk ○ Ask questions and note down answers ○ Go on line and Google council name ○ Search library catalogue to find book ○ Visit library and borrow book ○ Read and extract information ○ Use Google search to find RSPCA website ○ Read and extract information. 	2.7 List action points for obtaining information.
Assessor comments	

3. Gathering and Assessing Information

The following format could be used by learners to record their information searches. It should be noted that it may be that not all the assessment criteria can be met in the final assessment task (for example, locating information from at least 2 different types of graph). Additional evidence for this can be part of the evidence in a practice file.

Source 1	Person – face to face	Links to assessment criteria
How accessed	Visited the advice desk in Petcentre	3.1 Access the sources and gather information in required format. 3.2 Identify how well information meets the question in 2.4 3.3 Identify any remaining information gaps and how they may be met 3.5 Obtain information from at least 2 everyday sources.
Information gained	Diet - mainly hay and special rabbit nuggets with additional treats of vegetables and fruit. Fresh water everyday Hutch – should be tall enough for rabbit to stand on hind legs and weatherproof Run should have rocks, logs toys for rabbit to play with Are several diseases so should insure the rabbit	
Gaps/issues	Need further detailed information which can be read . Perhaps some advice was because of products on sale so need to check with other sources.	

Source 2	Books	Links to assessment criteria
How accessed	Used on library catalogue to find book. Used key words to search catalogue. Borrowed book from library –Looking After Your pet Rabbit by Clare Hibbert Used index to find sections needed.	3.1 Access the sources and gather information in required format. 3.2 Identify how well information meets the question in 2.4 3.3 Identify any remaining information gaps and how they may be met 3.4 Use an index, directory 3.5 Obtain information from at least 2 everyday sources. 3.6 Locate information from at least 2 different types of graph.
Information gained	Notes on information gathered are in evidence file Bar chart used to find out right amount of food for different sizes of rabbit.	
Gaps/issues	Need further detailed information on health and welfare.	

Source 3	Organisation - RSPCA	Links to assessment criteria
How accessed	Used Google search to find website.	3.1 Access the sources and gather information in required format. 3.2 Identify how well information meets the question in 2.3 3.3 Identify any remaining information gaps and how they may be met 3.5 Obtain information from at least 2 everyday sources.
Information gained	Notes on information gathered are in evidence file	
Gaps/issues	I have enough information from reliable sources to decide what changes I need to make and to prepare a presentation.	

Assessor comments

ESW CE3.1.1, CE3.1.2, CE3.2.1, CE3.3.1

4. Presenting the information

Who is the audience for the information?	My class	Links to assessment criteria
How best can the information be presented?	A short presentation using numbered PowerPoint slides.	4.1 Identify the elements required from all the information gathered 4.2 Present the information in the most appropriate format for the audience and purpose 4.3 Use numeric sequencing in presentation.
Evidence of presentation in file: <ul style="list-style-type: none"> ○ Witness statement signed by assessor. ○ Copies of slides ○ Notes ○ Copies of graphical materials 		
Assessor comments		

ESW CE3.1.2

6. Information Literacy

Unit Code: **HD31CY072**

Level: **One**

Credit Value: **3**

Unit ID: **CCZ141**

learnirect: **HD3**

Sector: **14.1 Foundations for Learning and Life**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know the advantages and limitations of a range of information sources. (C 1.1.1 & C 1.1.2)	1.1 Give at least 3 examples of available information sources. 1.2 State how information sources are organised and accessed. 1.3 Identify the benefits and limitations of each type of information source.
2. Understand the preparation necessary when gathering information to meet a specific purpose. (C 1.1.1 & C 1.1.2)	2.1 Outline the information already known about the specific topic. 2.2 Organise ideas using mind-mapping or other techniques to identify what information is required. 2.3 Form the questions that will need to be asked when gathering the required information. 2.4 Identify where the information sources may be located. 2.5 Establish criteria to judge the suitability of information found. 2.6 Produce an action plan for how the information is to be gathered.
3. Understand how to gather required information and assess its relevance.	3.1 Access the source and use the appropriate finding tool to gather the required information. 3.2 Indicate how well information meets criteria established in 2.5. 3.3 Identify any remaining information gaps and how they may be met.
4. Know how to communicate information gained according to purpose and audience.	4.1 Select and sort information by questions identified in 2.3 and integrate with existing knowledge identified in 2.1. 4.2 Record where information was found and gathered from. 4.3 Collate information from a variety of sources to create a new information source. 4.4 Present information and ideas in the most appropriate format for the audience and purpose.

Assessment Methods:

There is no assessment information available for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

ESDGC

- Identity & Culture
- Wealth & Poverty
- Climate Change
- Health
- Consumption & Waste
- Choices & Decisions
- The Natural Environment

Other Mappings:

Unit mapped to Essential Skills specifications

Assessor Requirements:

- ? The assessment could be within any context therefore ESDGC themes should be identified at point of assessment.
- ? 1.1 - e.g. people, reference books, specific web pages
- ? 1.2 - e.g. index, search engine
- ? 1.3 - e.g. currency and rationale of the source
- ? 2.4 - e.g. library, tourist information
- ? 2.5 - e.g. currency, bias, relevance and level of detail

Assessment Guidance for Information Literacy at L1

Introduction:

At each level there will be assessment guidance that suggests appropriate topics or tasks that are used to provide evidence for assessment to achieve Information Literacy Skills and the relevant unit. One of those tasks will be expanded to illustrate how it might be used to achieve the unit. However, this is just one example and every effort should be made to use topics or tasks that are most relevant to the learner and their wider study, learning or interests.

The example will be defined as a scenario and will be worked through for each Learning Outcome of the unit and give indications of how the assessment criteria might be met. However, the example will not be exhaustive or be designed to fully meet the assessment criteria but to be a source of guidance for delivery staff using the unit.

The format of the assessment guidance for each level will be set out the stages of learning as:

- Information Sources
- Preparing and Planning
- Gathering and Assessing Information
- Presenting Information

And against each stage will be examples of how meeting the assessment criteria might be approached.

Teaching input is likely to be necessary for learners to be able to carry out the tasks described in the example scenario effectively. Additional tasks should be used to practice and develop the skills needed to meet the assessment criteria and this evidence can be presented in a practice portfolio.

Teaching points for this level include:

- Use of a search engine
- Recognising and spelling key words
- Numeracy functions / calculations (time and money)
- Simple indexing
- Accurate recording of information
- Searching text

Potential skills links to ESW

- | | |
|---|--------|
| • 24 hour clock and different time zones | N1.1.1 |
| • Reading timetables | N1.1.2 |
| • Reading information / guidance | |
| • Money - cost of travel | |
| • Extract required details from text | |
| • Obtain specific information through detailed reading and tables | |
| • Present information using sequencing, formal written style and accuracy | |

Possible topics

Researching holiday job
Selecting a present
Planning an event
Researching a learning project

Scenario:

The learner is planning a journey from A to B and back to A by one means of transport (train) on a specific day and destination with the aim of visiting a venue such as a museum, gallery etc that opens at 10.00am and is about 5 minutes walk from the station. The task is to identify the departure time taking account of the opening time of the venue, the length of the journey, time to reach the venue, time spent at the venue and the return journey time. The learner will identify the cost of the journey, the intermediate stops and any changes, how to book a seat and what facilities are available on the journey. (refreshments, toilets, WIFI etc) This information will be presented to someone making the journey for the specified purpose of visiting the venue.

One possible approach to recording the learning and providing assessment evidence would be to use four documents.

1. Information Sources
2. Preparing and Planning
3. Gathering and Assessing Information
4. Presenting the Information

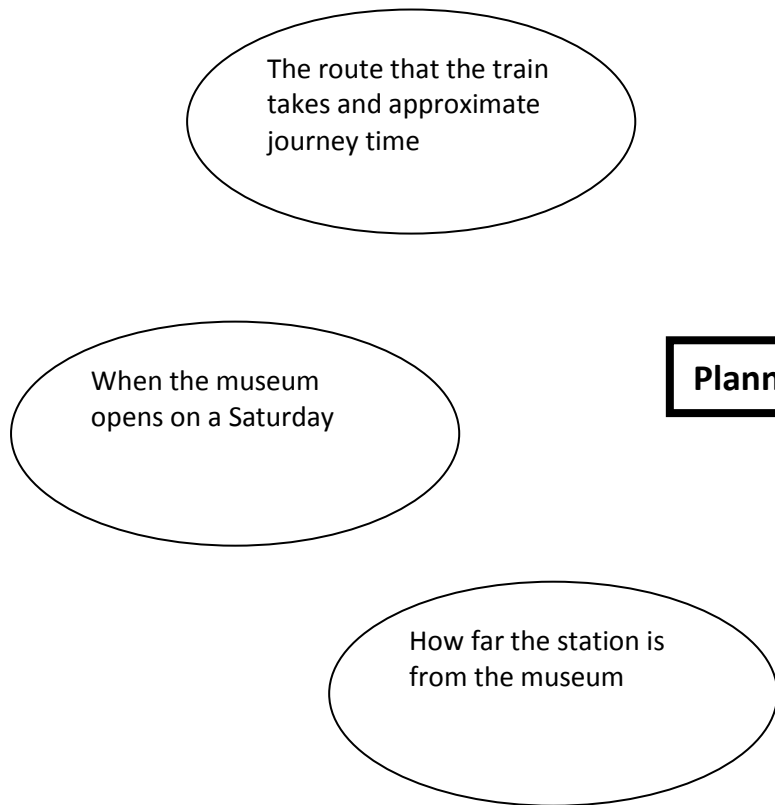
Below are some suggested formats for these documents that could form the basis of assessment but they are designed for guidance only. The details of the example in the documents is not exhaustive but is provided as guidance.

1. Information Sources:

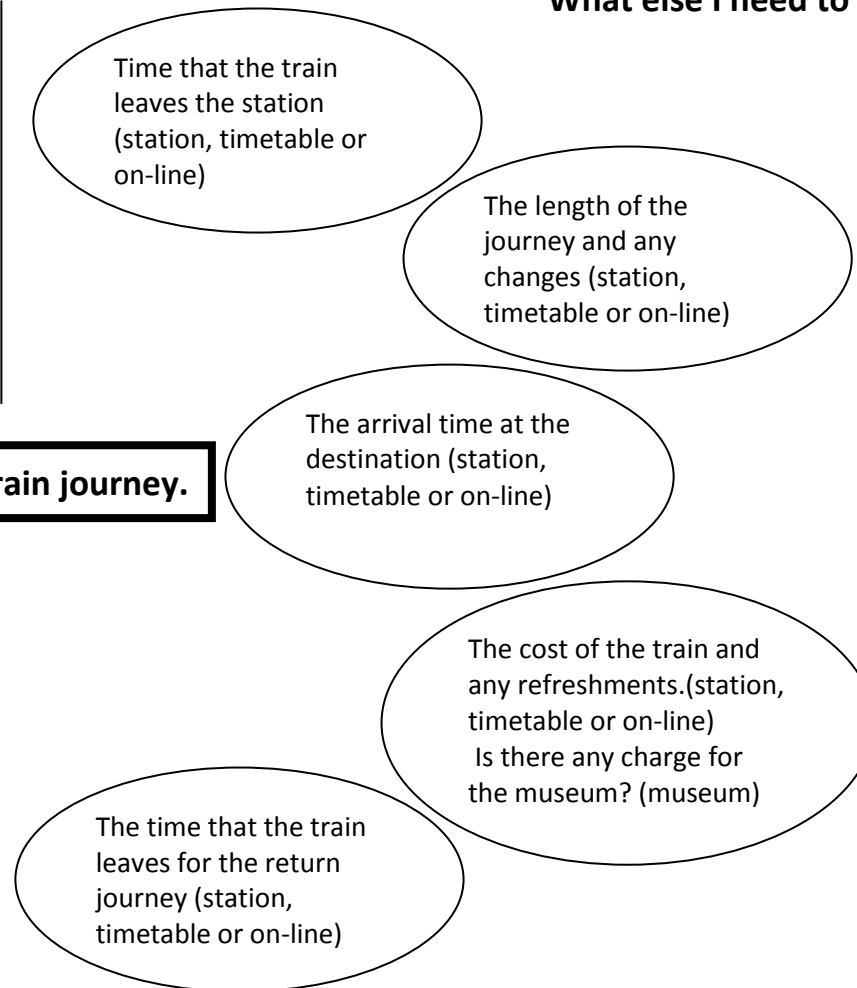
Possible Sources of Information	How to access the source	Benefits	Limitations	Link to Assessment Criteria
Timetables Indexed by station name and time	(read timetable) Go to the railway station Go to the library Go to the Tourist Information Office	Can take time to gather the information required from the timetables.	Need to be able to get to one of the sources of the timetable. Complexity of the document. Need to ensure that it is current.	1.1 Give examples of available information sources 1.2 State how the information sources are organised and accessed 1.3 Identify the benefits and limitations of each type of information source.
Telephone Indexed by category (residential and business and alphabetically)	(search telephone numbers and use telephone) Find number of railway station Find Number of National Train enquiries	Can talk to someone about the journey and discuss the questions.	Potential difficulties in getting through to source. Need to ensure that all the information is gathered. Risk about accuracy.	Assessor Comments
Web-sites Indexed by key words and most frequent use	(use search engines) Google National Train enquiries	The format guides you through the information that you may need.	Need to have IT skills and familiarity with web sites. Need to choose the best web site to give complete information.	
Looking at the benefits and limitations, select the chosen source of information -			Web site	

2. Preparing and Planning

What I know already.



What else I need to know.



Link to Assessment

Criteria

- 2.1 Outline the information already known
- 2.2 Organise ideas using mind mapping or other to identify information required
- 2.4 Identify where the information sources may be located

Assessor Comment

2. Gathering and assessing the information:

Questions	Answers	Is this complete?	Criteria	Does it meet the criteria?	Link to Assessment Criteria	Assessor Comment
When do I need to arrive?			Is the information current for the date of travel?		2.3 Form the questions that will need to be asked when gathering the required information 2.5 Produce an action plan for how the information will be gathered and the criteria used to judge it 3.1 Access the source(s) and use finding tools to gather the required information 3.2 Indicate how well the information meets criteria 2.5 3.3 Identify any remaining information gaps and how they will be met 4.1 Select and sort information by questions and integrate with existing knowledge	
How long is the journey?						
What time I need to leave?						
What time does the transport leave on the specific day?			Is the information accurate?			
How often does the transport run?						
What time does it arrive?						
Are there any changes?			Is the journey affordable?			
How long do you want to be at your destination?						
What time do you need to leave?						
What time is the return transport?			Do you have enough information to make the journey?			
What time do you arrive at the destination?						
What does the journey cost?						
Are there any discounts?						
Can you book a seat?						
What facilities are available on the journey?						
Which platforms do the trains leave from?						
Is there any charge for the museum?						

3. Presenting the Information

Who is the audience for the information?	A friend visiting the new museum exhibition	<u>Link to Assessment Criteria</u> 4.3 Create and present information and ideas in the most appropriate format for the audience and purpose Assessor Comment
How best can the information be presented?	Word processed and e-mailed to the friend	

<u>Visit to the museum exhibition:</u> To arrive in time for the museum opening time at 10.00am. <i>(Museum)</i> The train leaves at 9.15am from Platform 2. <i>(National Rail Enquiries)</i> The journey takes 30 minutes and the train calls at the following stations – Pontypool and Cwmbran – and there is no need to change trains. <i>(National Rail Enquiries)</i> The train has a refreshment trolley offering a selection of drinks and snacks and has toilets and WIFI available. <i>(National Rail Enquiries)</i> The train arrives at Newport at 9.45am and the museum is about 5 minutes walk from the station. <i>(National Rail Enquiries)</i> If you spend about two hours at the exhibition, you have to leave the museum by 12.15pm. <i>(Calculated from information)</i> The return train leaves at 12.25pm from Platform 1. <i>(National Rail Enquiries)</i> The train has the same facilities on the return journey. <i>(National Rail Enquiries)</i> It arrives at the destination at 12.55pm with no changes and calling at the same stations. <i>(National Rail Enquiries)</i>	<u>Link to Assessment Criteria</u> 4.2 Bring together the information from a variety of sources, recording where the information was found 4.3 Create and present information and ideas in the most appropriate format for the audience and purpose Assessor Comment
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Assessment Guidance for Information Literacy at L1 - Libraries

Introduction:

At each level there will be assessment guidance that suggests appropriate topics or tasks that are used to provide evidence for assessment to achieve Information Literacy Skills and the relevant unit. One of those tasks will be expanded to illustrate how it might be used to achieve the unit. However, this is just one example and every effort should be made to use topics or tasks that are most relevant to the learner and their wider study, learning or interests.

This example is provided as one that might be useful to libraries and is defined as a scenario and is worked through for each Learning Outcome of the unit and give indications of how the assessment criteria might be met. However, the example will not be exhaustive or be designed to fully meet the assessment criteria but to be a source of guidance for delivery staff using the unit only.

The format of the assessment guidance for each level will be set out the stages of learning as:

- Information Sources
- Preparing and Planning
- Gathering and Assessing Information
- Presenting the Information

And against each stage will be examples of how meeting the assessment criteria might be approached.

Teaching input is likely to be necessary for learners to be able to carry out the tasks described in the example scenario effectively. Additional tasks should be used to practice and develop the skills needed to meet the assessment criteria and this evidence can be presented in a practice portfolio.

Teaching points for this level include:

- Diagrammatic representation of families
- Recognition and spelling key words
- Extracting and recording information
- Simple indexing / cataloguing
- Accurate recording of information
- Using a search engine
- Technical language

Scenario:

The learner is attempting to research their family history, many of whom live locally and have been actively involved in their community. The learner seeks guidance on how to begin and to be aware of possible sources of information or guidance – and how to access them.

One possible approach to recording the learning and providing assessment evidence would be to use four documents.

2. Information Sources
3. Preparing and Planning
4. Gathering and Assessing Information
5. Presentating Information

Below are some suggested formats for these documents that could form the basis of assessment but they are designed for guidance only. The details of the example in the documents is not exhaustive but is provided as guidance.

Suggested type of information that might be used with this library scenario:

Four main pay-per-view Genealogical websites:-

www.Ancestry.co.uk
www.FamilyRelatives.com
www.Findmypast.com
www.TheGenealogist.co.uk

Each one contains the GRO Indexes to Births, Marriages and Deaths in England & Wales from 1837 until 2005; most (if not all) Census Returns; plus many other collections of useful records.

Free websites, run by a large team of volunteers:-

www.freeBMD.org.uk - for the GRO Indexes
www.freeCEN.org.uk - for the Census Returns
www.freeREG.org.uk - for Parish Registers

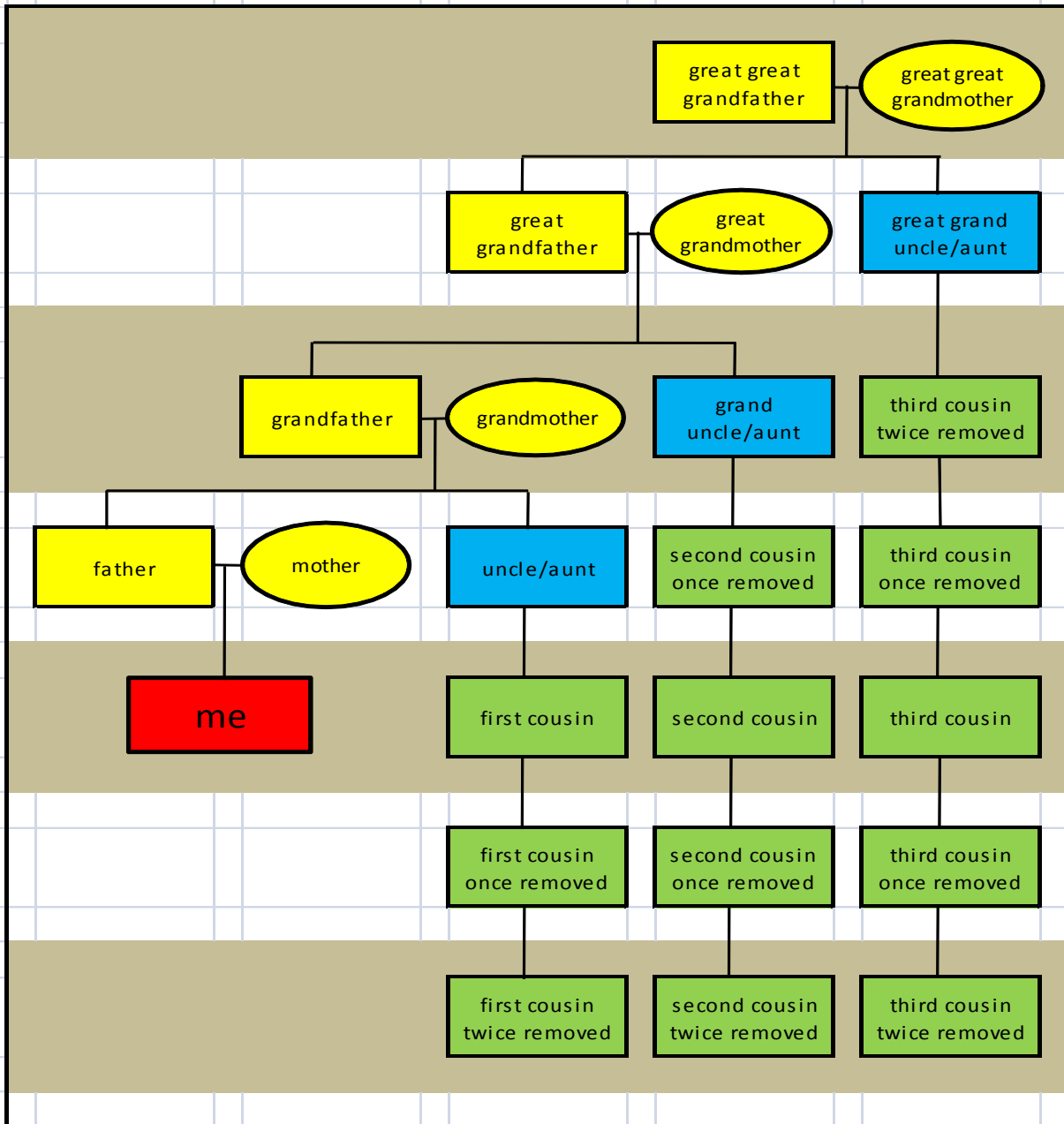
FreeBMD is a virtually 100% complete 1837-1910, with later years still being added. FreeCEN & FreeREG are still quite limited.

The main LDS (Mormon) website:-

www.familysearch.com

A huge, free, source – but far from complete for ***any*** county or parish. The main source is the IGI (International Genealogical Index), but many entries were obtained either from transcriptions (and not original records), or from information supplied by LDS members themselves. Use with caution, and always cross-check any information found against the original source.

Cousins Explained

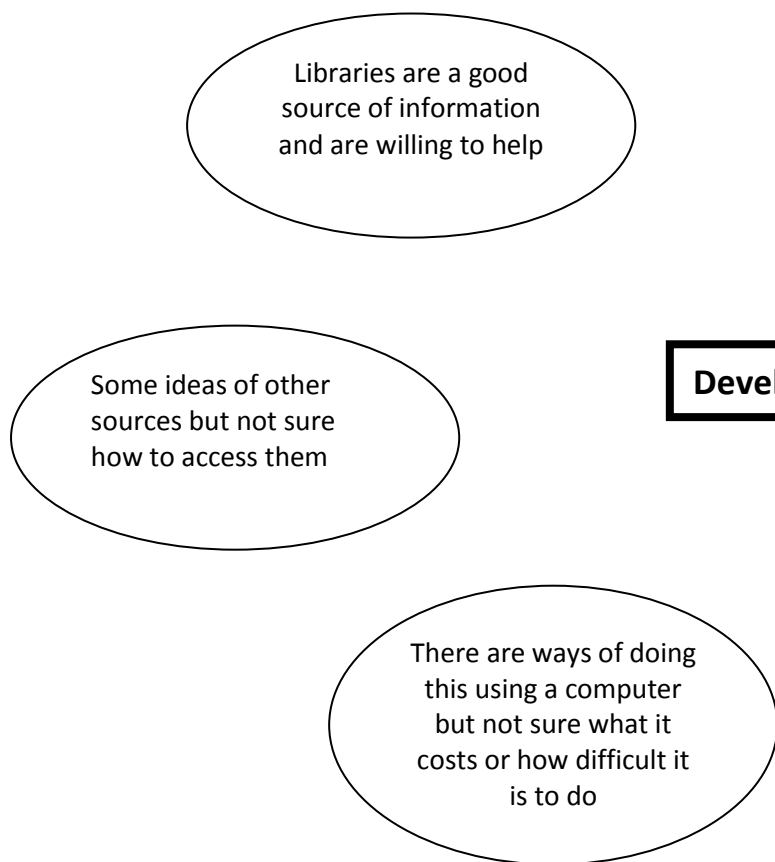


1. Information Sources:

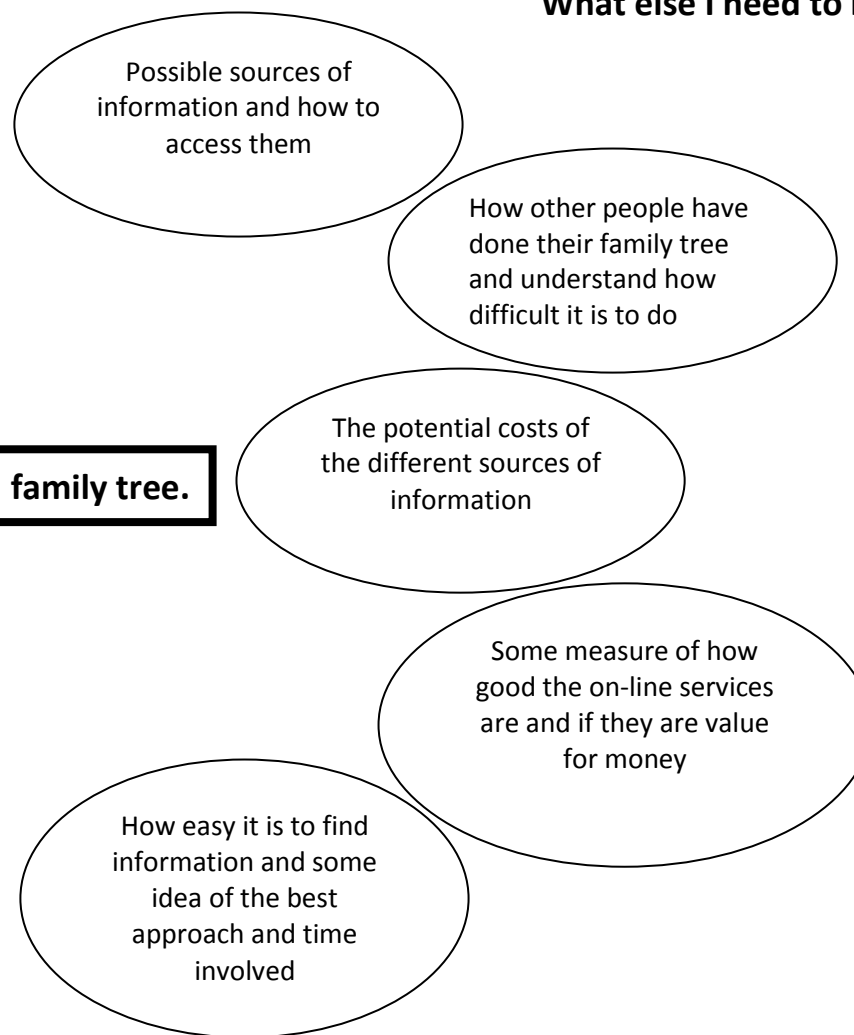
Possible Sources of Information	How to access the source	Benefits	Limitations	Link to Assessment Criteria
Local library	Find address of local library and visit it to explore sources of information on family history	Opportunity to talk to someone with understanding and discuss approaches	Judging the best or most suitable sources of information	3.1 Give examples of available information sources 3.2 State how the information sources are organised and accessed 3.3 Identify the benefits and limitations of each type of information source.
Local museum	Find telephone number of local museum and telephone to find out if they can help	May have information on the family's involvement in local history	May be difficult to search for the family in records	
Computer based information	Google family history and make a note of suitable sites with information.	Amount of information available	May be difficult to understand what each site offers and costs	
People who have done family trees	Talk to family and friends to see if anyone has done some work on their family tree	Can learn from their experiences and ask questions	Finding someone who has done it successfully	
Parish / council records	Find telephone number of local offices and telephone to find out what records they have and if they can help	May be easy to access	Finding someone who knows about family history and how complete the records are	Assessor Comments
Looking at the benefits and limitations, select the chosen source or sources of information -				

2. Preparing and Planning

What I know already.



What else I need to know.



Link to Assessment

Criteria

- 2.1 Outline the information already known
- 2.2 Organise ideas using mind mapping or other to identify information required
- 2.4 Identify where the information sources may be located

Assessor Comment

3. Gathering and Assessing the information:

Questions	Answers	Is this complete?	Criteria	Does it meet the criteria?	Link to Assessment Criteria	Assessor Comment
How do you begin a family tree?			<p>Is the information accurate?</p> <p>Is there sufficient information?</p> <p>Have any gaps been filled?</p>		<p>2.3 Form the questions that will need to be asked when gathering the required information</p> <p>2.5 Produce an action plan for how the information will be gathered and the criteria used to judge it</p> <p>3.1 Access the source(s) and use finding tools to gather the required information</p> <p>3.2 Indicate how well the information meets criteria 2.5</p> <p>3.3 Identify any remaining information gaps and how they will be met</p> <p>4.1 Select and sort information by questions and integrate with existing knowledge</p>	
What are the best sources of information and how do you access them?						
What are the pros and cons of the different sources of information?						
How much information should be recorded?						
Do the on-line services offer value for money?						

4. Presenting the Information

Who is the audience for the information?	Some interested members of the family.	<u>Link to Assessment Criteria</u> 4.3 Create and present information and ideas in the most appropriate format for the audience and purpose Assessor Comment
How best can the information be presented?	Word process possible sources of information, how easy they are to access, what type of information they provide and any costs in using them. Explain to the family how we might approach doing a family tree and how they can help.	

<u>Presentation:</u>				<u>Link to Assessment Criteria</u> 4.2 Bring together the information from a variety of sources, recording where the information was found 4.3 Create and present information and ideas in the most appropriate format for the audience and purpose Assessor Comment
Sources of Information	How easy to access	What information provided	Costs involved	
Possible approach for our family: <ul style="list-style-type: none"> Describe format for the tree and what we might record What we know already Agree who we can talk to in the family and close friends to gather more information What other sources we are going to use and who will do that 				

7. Information Literacy

Unit Code: **HC72CY131**

Level: **Two**

Credit Value: **3**

Unit ID: **CCZ142**

learnirect: **HC7**

Sector: **14.1 Foundations for Learning and Life**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the advantages and limitations of a range of information sources.	1.1 Identify at least 4 information sources available and how they might meet a specific purpose. 1.2 Describe how to use tools within sources to locate information. 1.3 Compare the benefits and limitations of each type of information source.
2. Understand the preparation necessary when choosing information to meet a specific purpose.	2.1 Use mind-mapping or other technique to clarify the information already known about a specific topic and what information is required 2.2 Select at least 4 potential information sources for a specific topic. 2.3 Identify how to obtain relevant information from different sources including multiple key words relevant to the research question. 2.4 Produce an action plan including tasks, steps, locations and timelines for how the information is to be gathered and the criteria to be used to judge it. 2.5 Explain why the chosen method and strategy have been selected and identify possible problems.
3. Know how to gather required information and assess its relevance. (C 2.2.1)	3.1 Search the chosen sources to find relevant information on the topic in a range of formats including electronic and non-ICT sources. 3.2 Use a range of strategies to select relevant information that meets the criteria set in 2.4. 3.3 Assess how well information meets criteria set in 2.4. 3.4 Describe how the information search/gathering could be improved or

	refined giving suggested amendments and reasons for change.
4. Be able to communicate information gained according to purpose and audience. (C 2.1.1 & C 2.3.1(b))	4.1 Select and sort information identified in 3.2 and integrate with existing knowledge (2.1). 4.2 Combine information, ideas and data from different sources in a summarised format using references to show where information was found and direct quotes when needed. 4.3 Communicate findings in the most appropriate format for the audience and purpose. 4.4 Record data in fully labelled formats.

Assessment Methods:

There is no assessment information available for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

ESDGC

- Identity & Culture
- Wealth & Poverty
- Climate Change
- Health
- Consumption & Waste
- Choices & Decisions
- The Natural Environment

Other Mappings:

Unit mapped to Essential Skills specifications

Assessor Requirements:

? The assessment could be within any context therefore ESDGC themes should be identified at point of assessment.

? 1.1 - e.g. people, print, electronic,

? 1.2 - e.g. index or search engines

? 1.3 - e.g. currency, validity, comprehensiveness, relevance, authority,

? 2.2 - (e.g. data files, DVDs, Internet, written and graphical material, first hand observation)

? 2.4 - (e.g. currency, bias, relevance, reliability, plausibility and level of detail)

Assessment Material for Information Literacy at Level 2

Introduction:

This assessment guidance suggests appropriate topics or tasks that may be used to provide evidence for assessment to achieve Information Literacy Skills unit at Level 2. One of these topics has been expanded to illustrate how it might be used to achieve the unit. However, this is just one example and every effort should be made to use topics or tasks that are most relevant to the learner and their wider study, learning or interests. The format for the example demonstrates how the learner might record their evidence.

The example is defined as a scenario and has been worked through for each Learning Outcome of the unit and indicates how the assessment criteria might be met. However, the example is not exhaustive and is not designed to fully meet the all assessment criteria but to be a source of guidance for delivery staff using the unit.

For some learners, this unit may also be integrated the main qualification aim or current learning and is particularly suitable for use with units relating to project work.

The format of the assessment guidance for each level will set out the stages of learning as:

- Information Sources
- Preparing and Planning
- Gathering and Assessing Information
- Presenting the Information

These stages map to the four Learning Outcomes of the unit and against each stage will be examples of how meeting the criteria might be approached.

Teaching input may be necessary for learners to be able to carry out the tasks described in the example scenario effectively. Additional tasks should be used to practise and develop the skills needed to meet the assessment criteria and this evidence can be presented in the evidence portfolio.

Teaching points for this level include:

- Library search skills
- Using indexes
- Using multiple key words within search engines
- Accessing and using maps
- Using DVDs; datafiles and graphical material
- Recording references and quotes
- Outlining/webbing methods to sort information
- Plagiarism and copyright

Potential links to ESW:

- Spelling, grammar, punctuation
- Using formal and informal written styles
- Sequencing a presentation

- Using images/models in a presentation
- Understanding and extracting information from tables
- Construct tables with correct labelling

Suggested Topics:

- Planning a trip
- Planning an event
- Planning a holiday
- Planning a room makeover
- Recycling
- Pollution
- Renewable energy

Example Scenario:

The learner is required to plan an overnight trip from A (home town) to B (a UK city) and back again the following day. The trip for a single person includes:

- Seeing a particular show at theatre X which starts at 7.30pm and is already booked
- Overnight stay, (bed and breakfast) in a comfortable hotel close to the theatre
- Time to check in to the hotel and change clothes before the show
- Visiting a famous landmark/venue for which the city is famous on the second day, before returning home.

The task is to

- identify the route, departure and arrival times for both outward and return journeys using one mode of transport (train or bus)
- identify the total cost of the journey; the intermediate stops and any changes; how to obtain tickets and book a seat; the facilities available on the selected transport
- identify how to find and book a suitable hotel, the facilities and services available at the accommodation and costs
- suggest famous sights or venues including opening times and costs where relevant
- prepare an information pack so that the individual who intends to make the specified trip has a detailed itinerary that is easy to follow.

1. Information Sources:

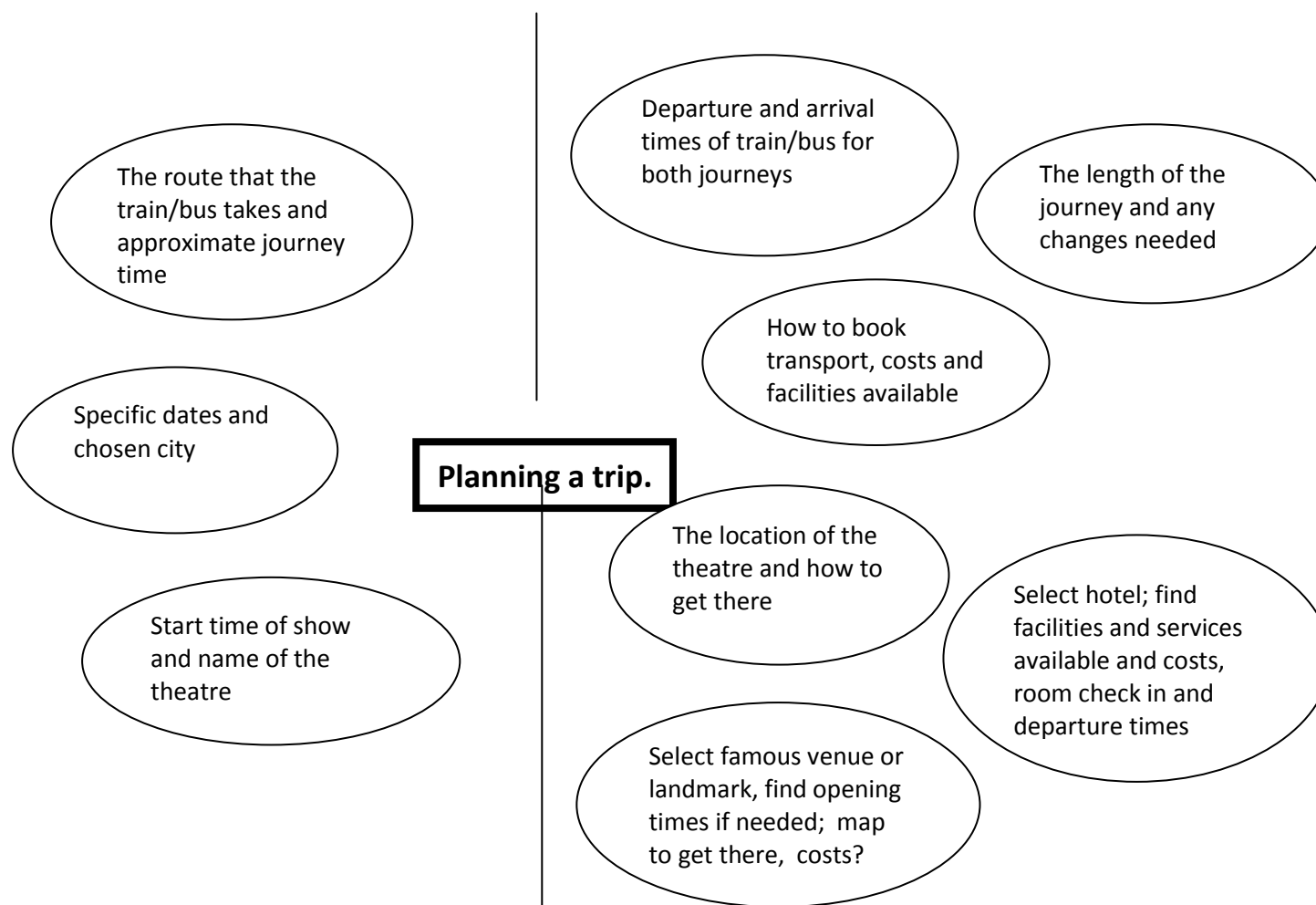
Possible Sources of Information	Describe how to access the source	Benefits	Limitations	Link to Assessment Criteria
Print <i>Timetables</i> <i>Brochures</i> <i>Travel guides/books</i> <i>Maps</i>	(read timetable) Go to the railway/bus station Go to the Tourist Information Office and /or Travel Agency (search library) Access travel books	Can take time to gather the information required from the timetables/brochures.	Need to be able to get to one of the sources of the timetable. Complexity of the document. Need to ensure that information is current. Must know how to do a library search Need to be able to read a map	3.4 Identify at least 4 available information sources 3.5 Describe how to use tools within sources 3.6 Compare the benefits and limitations of each type of information source
People <i>By phone</i> <i>Face to face</i>	(search telephone numbers and use telephone) Find number of railway/bus station; National Train/Coach enquiries; Hotels; Tourism Office Go to travel agency Go to library	Can talk to someone about the journey and discuss the questions. Can be time-consuming Travel agency staff should be very knowledgeable	Potential difficulties in getting through to source. Need to ensure that all the information is gathered. Risk about accuracy. Information may be biased to promote own products Need to prepare questions well	Assessor Comments
Electronic <i>Websites</i> <i>DVDs</i>	(use suitable search engines) Search suitable travel websites e.g. national rail, trainline.com etc (access maps) Search specific city information Search accommodation sites (view travel DVDs)	The format guides you through the information that you may need. Good to identify locations and maps One site may provide a good range of information	Need to have IT skills and familiarity with web sites. Need to choose suitable web sites for each part of the task	
Looking at the benefits and limitations, select the chosen sources of information -		Travel Books and/ or DVDs:- Go to library and look up travel section Web sites for all other information		2.2 Select potential information sources for a specific topic

ESW: C2.2.1 N2.1.1 N2.1.2

2. Preparing and Planning – Mind-mapping

What I know already.

What else I need to know.



Link to Assessment Criteria

2.1 Use mind-mapping or other technique to clarify the information already known about a specific topic and what information is required

Assessor Comment

3. Gathering and Assessing Information

The example below shows how evidence for action planning (Assessment Criterion 2.4) and the process of gathering information may be combined into one possible recording document. Links to the Assessment Criteria are indicated in italicised brackets. The steps in the action plan are shown as a sequence of key tasks. The first column in the table allows recording of the key questions being asked. Some sample questions related to the scenario are shown. Other columns allow the learner to:

- record the potential information sources; explain the choices; highlight potential problems and identify key words for the search
- record the criteria for judging the information and whether these have been met
- record any further questions that emerge during the search.

Suggestions for recording the information gathered are included in the second column.

Task 1: Find location of the theatre				Target Date:	
Questions (2.1)	Selected Information Source (2.2) Any Key words used (2.3)	Any further questions?	Judgement Criteria (2.4)	Criteria met? (3.3)	Assessor Comments
What is the address of the theatre? Is there a map to show location? Image of the theatre?	Record source(s) to be used Record key words used to search Justify choice(s) (2.5) <u>Answers:</u> (3.1) Print map and image		Current Accurate Enough detail		
Task 2: Find accommodation details and select suitable options				Target Date:	
Questions (2.1)	Selected Information Source (2.2) Any Key words used (2.3)	Any further questions?	Judgement Criteria (2.4)	Criteria met? (3.3)	Assessor Comments
Which hotels, in the appropriate price range, are close to the theatre? What facilities do the hotels have? What are check-in and check-out times? When is breakfast served? What is the cost?	Record sources used Record key words used to search Justify choice(s) (2.5) <u>Answers:</u> (3.1, 4.1 & 4.2) Chart the results from at least 3 hotels on a separate sheet acknowledging each source Record data in fully labelled format (4.4)	Any deals or discounts?	Current Accurate Reliable Suitable Comprehensive Enough detail		
Task 3: Identify famous landmarks/venues and select suitable options				Target Date:	

Questions (2.1)	Selected Information Source (2.2) Any Key words used (2.3)	Any further questions	Judgement Criteria (2.4)	Criteria met (3.3)	Assessor Comments
What famous landmarks/ venues are in the city? Is there an opening time? Or cost? How much time is needed to visit the landmark?	Record sources used Record key words used to search Justify choice (s) (2.5) Answers: (3.1, 4.1, 4.2 & 4.4) Chart the results of 3 choices on a separate sheet acknowledging sources	Is venue open on the date in question?	Relevant Suitable		
Task 4: Research journey details and select appropriate travel times					Target Date:
Questions (2.1)	Selected Information Source (2.2) Any Key words used (2.3)	Any further questions	Judgement Criteria (2.4)	Criteria met (3.3)	Assessor Comments
When do you need to arrive? What time does the transport leave and arrive on the outward journey? Any changes needed? What time do you need to leave on Day 2? What time does the transport depart and arrive at the home destination? What does the return journey cost? Any changes?	Record sources used Record key words used to search Justify choice(s) (2.5) Answers: (3.1, 4.1, 4.2 & 4.4) Record the information details on a separate sheet acknowledging the source(s)	Any platform details? How can seats be booked?	Current Accurate Valid		
Task 5: How could the information search be improved? (3.4)					Target Date:
Is the information complete?	Add any further tasks to the action plan	Assessor Comments:			
How could the search be improved?	Suggest amendments with reasons				

ESW: C2.2.1 N2.1.3 N2.2.1 N2.2.2.

4. Presenting the Information

Tasks	Answers/Outcomes	<u>Link to Assessment Criteria</u>
Confirm the audience for the presentation	A single person making the trip	4.1 Select and sort information and integrate with existing knowledge. 4.2 Combine information, ideas and data from different sources in a summarised format using references to show where information was found and direct quotes when needed. 4.3 Communicate findings in the most appropriate format for the audience and purpose. 4.4 Record data in fully labelled formats
Decide how the information is to be presented	Presentation pack with written information, accompanying maps and images Choose a possible format for the pack	
Select and sort information	Review the information gathered and select information for the pack	
Produce the final information pack	Check that selected information matches with existing task requirements	
Assessor Comments:		

ESW: C2.1.2 C2.1.3(b) C2.3.1 N2.3.1 N2.3.2

8. Information Literacy

Unit Code: **HC73CY131**

Level: **Three**

Credit Value: **3**

Unit ID: **CCZ143**

learndirect: **HC7**

Sector: **14.1 Foundations for Learning and Life**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the advantages and limitations of a range of information sources.	1.1 Classify available information sources including at least 2 different formats and at least 2 different mediums. 1.2 Explain how information sources are organised and how different forms and mediums can be explored. 1.3 Identify the features and characteristics of the information available in different types of information sources. 1.4 Critically compare the different information sources.
2. Be able to plan, organise and select information to meet a specific task.	2.1 Define what information is required using mind-mapping , brainstorming or another technique. 2.2 Identify the criteria for relevant information. 2.3 Summarise why potential resources have been selected 2.4 Produce an action plan including tasks, steps, locations and timelines for how the information is to be gathered. 2.5 Justify why the chosen approach has been adopted. 2.6 Review and revise the action plan where necessary.
3. Understand how to gather required information and assess its relevance.	3.1 Search for information using multiple search criteria and combine keywords using techniques appropriate to the search engine. 3.2 Assess how well information returned meets the evaluation criteria set in 2.2. 3.3 Review how the criteria could be improved to find more suitable information. 3.4 Review the search process adopted and consider how effectiveness and efficiency

	<p>could be enhanced.</p> <p>3.5 Assess any gaps or new information needed and put in place action to gather the remaining information until criteria in 2.2 are fully met.</p>
4. Be able to communicate information gained according to purpose and audience.	<p>4.1 Select and sort information and data by questions identified in 2.2 and integrate with existing knowledge.</p> <p>4.2 Interpret information, ideas and data from different sources in a summarised format.</p> <p>4.3 Use references and/or citation to acknowledge the information source.</p> <p>4.4 Communicate findings in the most appropriate format for the audience and purpose using at least 2 different layouts and techniques to illustrate findings, show trends and/or make comparisons.</p> <p>4.5 Review and revise information to ensure that questions identified in 2.2 have been addressed.</p>

Assessment Methods:

There is no assessment information available for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

ESDGC

- Identity & Culture
- Wealth & Poverty
- Climate Change
- Health
- Consumption & Waste
- Choices & Decisions
- The Natural Environment

Assessor Requirements:

☐ The assessment could be within any context therefore ESDGC themes should be identified at point of assessment.

☐ 1.1 - e.g. textual, numerical; people-based, graphs, images; audio and video

☐ 1.2 - e.g. index, search engine

☐ 1.3 - e.g. currency, validity, reliability, authority, comprehensiveness, relevance and motivation

☐ 2.2 - (e.g. currency, bias, relevance, reliability, plausibility and level of detail)

Assessment Material for Information Literacy at Level 3

Introduction:

This assessment guidance suggests appropriate topics or tasks that may be used to provide evidence for assessment to achieve Information Literacy Skills unit at Level 3. One of these topics has been expanded to illustrate how it might be used to achieve the unit. However, this is just one example and every effort should be made to use topics or tasks that are most relevant to the learner and their wider study, learning or interests. The format for the example demonstrates how the learner might demonstrate or record their evidence.

The example is defined as a scenario and has been worked through for each Learning Outcome of the unit and indicates how the assessment criteria might be met. However, the example is not exhaustive and is not designed to fully meet the all assessment criteria but to be a source of guidance for delivery staff using the unit. It is anticipated that tutors will use a range of tasks and exercises to develop the necessary skills for the unit and to ensure that the range and scope is matched to the requirements of the unit.

For some learners, this unit may also be integrated the main qualification aim or current learning and is particularly suitable for use with units relating to project work. In this case the tutor will need to produce a mapping to show how the requirements of the unit are being met.

The format of the assessment guidance for each level will set out the stages of learning as:

13. Information Sources
14. Preparing and Planning
15. Gathering and Assessing Information
16. Presenting the Information

These stages map to the four Learning Outcomes of the unit and against each stage there will be examples of how meeting the criteria might be approached. Information gathering is often an iterative process so that these stages may need to be revisited as the task develops.

Teaching input may be necessary for learners to be able to carry out the tasks described in the example scenario effectively. Additional tasks should be used to practice and develop the skills needed to meet the assessment criteria and this evidence can be presented in the evidence portfolio.

Teaching points for this level include:

- Using a variety of information sources in a range of formats and mediums
- Using multiple search criteria and combinations of key words within search engines
- Quality indicators for internet resource evaluation
- Using databases, tables and graphical material
- How to cite internet resources and text references
- Using outlining/webbing methods to sort information
- Understanding plagiarism and copyright

Potential Links to ESW

- Spelling, grammar and punctuation
- Reading, understanding and using specialist vocabulary

- Structuring a talk/presentation
- Giving a talk/presentation, using appropriate style and tone
- Understanding and responding to spoken language
- Responding constructively using active listening techniques
- Selecting and exploring a range of documents and bringing together relevant information
- Collecting relevant numerical data and information
- Selecting different ways to present charts/graphs and tables/diagrams to an audience

Suggested Topics:

- Recycling
- Pollution
- Renewable energy
- Endangered species
- Climate change
- Family History
- Project work (e.g. for vocationally related topics; Wales, Europe and the World etc.)

Example Scenario:

‘Wales recycling rate picks up speed’ <http://www.walesonline.co.uk> 28th June 2011

This article reports the most recent figures on the amount of municipal waste recycled or composted in Wales.

Making reference to this headline and focusing on their own local area, the learner has been asked to prepare a briefing on recycling and waste management in Wales. This is to be presented to a local community group who are interested in how their local council is performing and in how, as a local community, they could do more to help.

It is important that the audience are made aware of

- the part that recycling and waste management plays in the overall ‘Going Green’ agenda
- what is meant by municipal waste and how it is measured
- the Welsh Government’s strategy document on waste management (*Towards Zero Waste: One Wales, One Planet*) and any relevant targets within the document
- how Wales is performing against UK partners
- how the local area is currently performing and the trends over time (last 5 years)
- what the local council is already doing and what else could be done

This scenario could easily to be adapted to focus on any aspect of sustainable development.

1. Information Sources *(AC 1.1 to 1.4)*

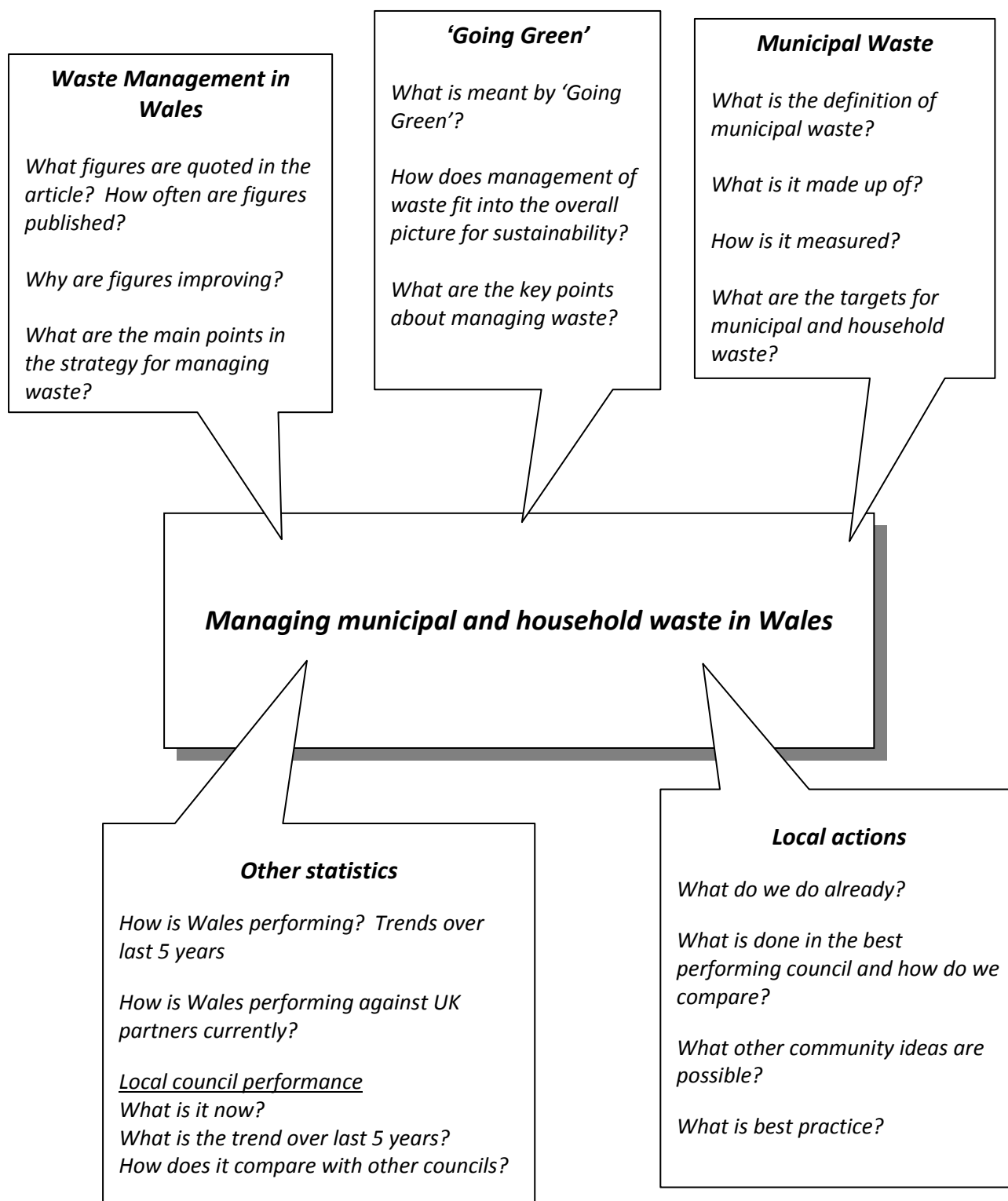
Learners may need teaching input to cover the requirements and scope of learning outcomes in the unit at level three. A table, such as the example shown below, could be one way to provide evidence of learning for the first learning outcome.

Information Source	How organised and accessed?	What are the features and characteristics?	Criteria to judge the quality of the available information
Books	Contents list and /or chapters	Autobiographies are primary references Fiction and non-fiction Factual and subject based etc.	Likely to be authentic if the author has written their own biography
Reference books e.g. Encyclopaediae Dictionaries	Contents list and/or Index which may be alphabetical		
Newspapers or magazine articles			
Academic Journals/periodicals			
e-books			
Webpages			
Databases			
CD-rom and DVDs			
Television and radio			
Social networking sites			
Interviews			
Surveys			

ESW: C3.2.1

2. Preparing and Planning

The example below shows a mapping that allows existing knowledge from the scenario to be recorded as headings in the boxes. Questions relating to each area can be listed inside the relevant box. **(AC 2.1)**



Assessment Criteria 2.1

Define what information is required using mind-mapping, brainstorming or another technique

ESW: N3.1.1

In the next stage, the headings from the boxes in the mind-map have become steps in the information gathering process and can be considered to represent an **action plan** covering assessment criteria **2.4** to **2.7**. However, because of the iterative nature of the information gathering process, this form also allows some evidence for learning outcome 3 to be recorded e.g. additional questions **(AC 3.5)** and evaluation of the source against the judgement criteria **(AC 3.3)**. The selection of sources for this level should include at least 3 mediums and at least 3 text formats.

Question Box 1: Going Green'			Target Date:	
Selected Information Sources (2.5)	Any further questions (2.6 and 3.5)	Judgement Criteria (2.2)	Criteria met (3.2) Any improvements (3.3)	Assessor Comments
Record source(s) to be used Record key words or search methods: (3.1) Justify choice of chosen sources (2.3)		Current Accurate Reliable Suitable Comprehensive Enough detail		
Question Box 2: Waste Management in Wales			Target Date:	
Selected Information Sources (2.5)	Any further questions (2.6 and 3.5)	Judgement Criteria (2.2)	Criteria met (3.2) Any improvements (3.3)	Assessor Comments
Record source(s) to be used Record key words used to search (3.1) Justify the choice (2.3)				
Question Box 3: Municipal Waste			Target Date:	
Selected Information Sources (2.5)	Any further questions (2.6 and 3.5)	Judgement Criteria (2.2)	Criteria met (3.2) Any improvements (3.3)	Assessor Comments
Record source(s) to be used Record key words used to search (3.1) Justify the choice (2.3)				

Question Box 4: Local, National and UK Statistics				Target Date:
Selected Information Sources (2.5)	Any further questions (2.6 and 3.5)	Judgement Criteria (2.2)	Criteria met (3.2) Any improvements (3.3)	Assessor Comments
Record source(s) to be used Record key words used to search (3.1) Justify the choice (2.3)		Reliable Recent		

Question Box 5: Local Actions				Target Date:
Selected Information Sources (2.5)	Any further questions (2.6 and 3.5)	Judgement Criteria (2.2)	Criteria met (3.2) Any improvements (3.3)	Assessor Comments
Record source(s) to be used Record key words used to search (3.1) Justify the choice (2.3)				

Review of the search process (3.5, 4.5)	Target Date:
<p>Is there sufficient information to complete the requirements of the scenario? Add any further tasks to the action plan</p> <p>How could the search process be improved? Suggest amendments with reasons.</p>	Assessor Comments:

ESW: C3.2.1 N 3.1.2 N3.2.1

3. Gathering and Assessing Information

(ESW: C3.2.1 N3.1.3)

Learners should be encouraged to keep a results log with the relevant information they have selected. This will help them to keep a record of the sources they have used and their ideas, information and data for responding to the key questions. **(AC 3.1, 4.1 and 4.2)**

An example log sheet is shown below. At least one specific detail should be entered from each source. Log entries will form the basis of the final briefing.

Ref Question X (s) in your action plan:

Type of information source:

Reference:

Issues, facts or ideas:

Supporting details: (Could include useful quotes, charts or graphs)

Reflection/ Evaluation: (This relates to the broad quality criteria)

Throughout the search, learners should review progress to ensure that they have enough appropriate and relevant information to meet the requirements of the scenario. The review should cover:-

- the ideas and information gathered in their log **(AC 3.2)**
- the criteria used to evaluate the information **(AC 3.3)**
- the search process adopted **(AC 3.4)**

Findings from this review may be recorded on the example action plan shown previously.

4. Presenting the Information

(ESW: C3.1.2 C3.1.3 (b) N3.3.1)

Learners need to structure and organise the information, ideas and data into a summarised format **(AC 4.2)**. Any gaps or new information needed may be added to the action plan and addressed before moving on to the next stage. **(AC 4.5)**

Learners may find that the key sections, developed previously in the mind-map and action plan, are helpful in summarising the information gathered and in formulating their conclusions and judgements. The sections may provide suitable headings for the presentation.

At this stage, learners need to decide on the most appropriate format for the presentation taking into account the audience and the purpose **(AC 4.4)**. This could include:-

- an introduction stating the focus and scope of the information search

- the findings, illustrated from the source material **(AC 4.3)**
- the conclusions and recommendations

Finally, the presentation must be delivered to the audience. **(AC 4.4)**

9. Information Literacy

Unit Code: **HC74CY001**

Level: **Four**

Credit Value: **3**

Unit ID: **CCZ144**

learndirect: **HC7**

Sector: **14.1 Foundations for Learning and Life**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the advantages and limitations of a range of information sources.	1.1 Critically compare key characteristics of a range of information sources including print, electronic, primary/secondary, freely available/subscriber only/invisible web). 1.2 Explain how information sources are organised and how different forms and mediums can be accessed. 1.3 Analyse the type of results and data available from each type of information source. 1.4 Evaluate at least 3 different forms of information sources 1.5 Explain what is meant by the term 'plagiarism'. 1.6 Explain how and why plagiarism should be avoided.
2. Be able to plan, organise and select information to meet a specific information topic.	2.1 Evaluate and record existing knowledge relating to the research topic. 2.2 Use a range of methods to define what information is required including mind-mapping , brainstorming or another technique. 2.3 Formulate the research questions that will need to be answered in the information search, including any data requirements. 2.4 Justify the selection of key sources (including an article or book from a reference). 2.5 Select a method to obtain information from the identified sources.

	<p>2.6 Produce an action plan including tasks, steps, locations and timelines for how the information is to be gathered and the criteria to be used to judge it.</p> <p>2.7 Justify why the chosen method and strategy have been selected.</p> <p>2.8 Review and revise the action plan.</p>
3. Be able to gather required information and assess its relevance.	<p>3.1 Search and filter selected information sources using multiple search criteria including adapting keywords and synonyms, Boolean operators, truncation and special punctuation (+/-) to broaden or narrow the search.</p> <p>3.2 Find information from at least 3 mediums including at least 3 text formats.</p> <p>3.3 Evaluate how well information meets the criteria as set in 2.6.</p> <p>3.4 Explain how criteria for success could be refined to improve the effectiveness and efficiency of the process.</p> <p>3.5 Assess any gaps or new information needed and put in place action to gather the remaining information needed to answer the questions in 2.3.</p>
4. Be able to communicate information gained according to purpose and audience.	<p>4.1 Extrapolate information and data by questions identified in 2.3 and integrate with existing knowledge.</p> <p>4.2 Record details of information sources used in an appropriate format.</p> <p>4.3 Interpret information, ideas and data from at least 4 different sources.</p> <p>4.4 Summarise information and ideas in an appropriate format.</p> <p>4.5 Use references and/or citations to acknowledge the information source.</p> <p>4.6 Communicate findings in manner and format that is appropriate to the information, the audience and the situation.</p> <p>4.7 Review and revise information to ensure that questions identified in 2.3 have been addressed.</p>

Assessment Methods:

There is no assessment information available for this unit. Assessments used should be fit

for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

ESDGC

- Identity & Culture
- Wealth & Poverty
- Climate Change
- Health
- Consumption & Waste
- Choices & Decisions
- The Natural Environment

Assessor Requirements:

? The assessment could be within any context therefore ESDGC themes should be identified at point of assessment.

? 1.2 - e.g. index, search engine.

? 1.4 - e.g. currency, validity, reliability, availability, authority, comprehensiveness, relevance and motivation

? 2.6 - e.g. currency, bias, relevance, reliability, plausibility and level of detail

? 3.2 (mediums) - e.g. people, numerical, graphical, images, audio, video

? 3.2 (formats) - e.g. books, journals, websites

Assessment Material for Information Literacy at Level 4

Introduction:

This assessment guidance suggests appropriate topics or tasks that may be used to provide evidence for assessment to achieve Information Literacy Skills unit at Level 4. One of these topics has been expanded to illustrate how it might be used to achieve the unit. However, this is just one example and every effort should be made to use topics or tasks that are most relevant to the learner and their wider study, learning or interests. The format for the example demonstrates how the learner might record their evidence.

The example is defined as a scenario and has been worked through for each Learning Outcome of the unit and indicates how the assessment criteria might be met. However, the example is not exhaustive and is not designed to fully meet the all assessment criteria but to be a source of guidance for delivery staff using the unit. It is anticipated that tutors will use a range of tasks and exercises to develop the necessary skills for the unit and to ensure that the range and scope is matched to the requirements of the unit.

For some learners, this unit may also be integrated the main qualification aim or current learning and is particularly suitable for use with units relating to project work. In this case the tutor will need to produce a mapping to show how the requirements of the unit are being met.

The format of the assessment guidance for each level will set out the stages of learning as:

17. Information Sources
18. Preparing and Planning
19. Gathering and Assessing Information
20. Presenting the Information

These stages map to the four Learning Outcomes of the unit and against each stage will be examples of how meeting the criteria might be approached. Information gathering is often an iterative process so that these stages 2, 3 and 4 may need to be revisited as the task develops and changes may need to be made.

Teaching input may be necessary for learners to be able to carry out the tasks described in the example scenario effectively. It is important that learners are fully familiar with appropriate referencing systems such as the Harvard convention.

Teaching points for this level include:

- Key characteristics of information sources in a range of formats and mediums
- Using multiple search criteria and combinations of key words within search engines
- Quality indicators for internet and other resource evaluation
- Using databases, tables and graphical material
- How to cite internet resources and text references, including Harvard method
- Understanding plagiarism and copyright

Suggested Topics:

Recycling
Renewable energy
Climate change
Family History

Pollution
Endangered species
Researching a medical condition
Employment in a particular vocational area

Example Scenario:

A local employer is developing a Healthy Lifestyle policy for their workforce. The learner has been asked to research **Diabetes** as one aspect of the policy in order to provide information about the condition and to suggest how the employer could respond to the findings.

The task is to prepare a briefing, consisting of a presentation and an information note, to outline their findings and recommendations.

1.Information Sources

After teaching input and practice opportunities to cover the range for this level, learners could be asked to complete a table such as the example shown below. This is one way to provide most evidence of learning for the first learning outcome. Evaluation of at least 3 different forms of information sources is required to meet assessment criterion 1.4.

1 1. Critically compare a range of information sources (AC 1.1 to 1.4)

Information Source	Key Characteristics	How organised and accessed	Types of Results/Data	Criteria
Books				currency validity reliability availability authority comprehensiveness relevance motivation clarity of data/diagrams etc.
Journals				
Newspapers				
Websites				
Databases				
Social networks				
DVDs				

1.2: Explain what is meant by Plagiarism and how and why it should be avoided. (AC 1.5 and 1.6)

2. Preparing and Planning together with 3. Gathering and Assessing Information

At this level, it may be useful to integrate these two steps. One possible approach and framework to progress such a topic is shown using the example scenario. The framework, which serves as an action plan, is written as a series of instructions for the learner. (AC 2.6)

Step 1 Identify the initial areas of interest that surround the research topic and work this into a possible title. You may need to refine this later.

'The impact of diabetes on the health of the UK workforce and the implications for the workplace'.

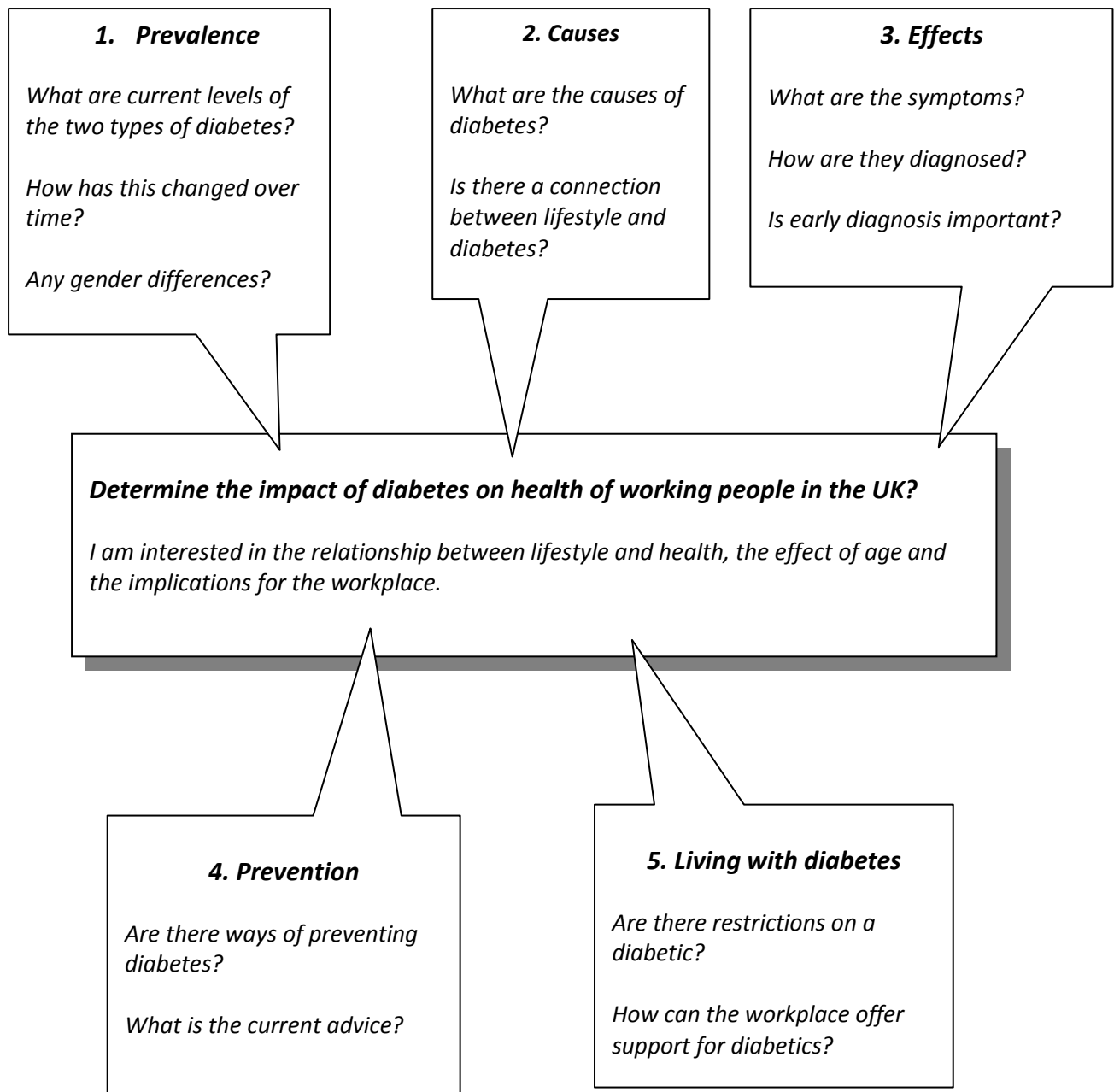
Step 2: Produce a web or mind-map to define what information is required (AC 2.1)

Step 3: Develop key questions (AC 2.2 and 2.3)

Develop at least **three initial research questions**. The questions should:

- be open and researchable
- encourage you to **make links** between the information sources

- enable you to **draw conclusions and make judgements** as you investigate the topic.



Questions may be added or adapted during the research process depending on how the information selected from the sources shapes the investigation. (AC 2.8)

Record any emerging questions on a sheet as shown in the example below:-

Example:
Further Questions:
<i>Are there any indications to show diabetes is likely to develop?</i>

Step 4: Choose information sources linked to the main topic.

This may include:

- **whole published texts**, core books on health / diabetes – locate through chapters related to key research questions
- **journals** – selection based on key words generated out of key research questions
- **websites**-related to key words on key research questions
- **other sources**-information videos, newsletters etc.

Plan the type of information sources that you may need for the investigation. (AC 2.6)

Record the selected sources and justify the choices. (AC 2.4 to 2.5) One possible way of recording these is shown below. Any revisions to the plan can be added in to the table. (AC 2.8 and 3.5)

Example :

Selected Information Sources and Methods to obtain information (AC 2.5)	Reasons for chosen source and method (AC 2.4 and 2.7)	Criteria (AC 2.6)
British Diabetic Association website http://www.diabetes.org.uk/	UK support website for existing diabetics. Likely to contain lots of comprehensive advice.	Currency Bias Relevance Reliability Plausibility Level of detail etc.

Step 5: Select and record information.

Keep a **research log**. This will help you keep a record of the sources you have used and the relevant information you have selected. (AC 4.1 and 4.2)

For each source, record information which will help you address the key questions. The log should include at least one specific detail from the source.

Log entries will form the basis of your presentation/briefing. (AC 3.1 and 3.2)

Evaluate each information source against the **criteria** in your plan **(AC 3.3 and 3.4)**. An example layout for logging entries for each source is shown together with a completed example.

Type of information source: Give title of book or journal or name of website etc.

Harvard Reference: (AC 4.5)

(Ref Question X): From your mind-map

Issue, fact or idea :

Supporting details: (Could include useful quotes, charts or graphs)

Reflection/ Evaluation: (This relates to the broad quality criteria) (AC 3.4)

Connections with other texts:

Which criteria are met: (AC 3.3)

Information Search Log Exemplar:

Type of information source: Book

Harvard Reference:

Nathan, D.M. (2006) Beating Diabetes, 2nd edition, McGraw Hill

Ref Question: Question 4 – Can diabetes be prevented?

Issue, fact or idea:

Doctors can help diabetics evaluate their lifestyle and overall health through measurement of both waist size and Body Mass Index(BMI).

Supporting Details:

BMI measures total body fat based on height and weight. A score of 18.5 to 24.9 is considered within the normal range. A score of 25 indicates increased risk and a score of 40 and over indicates extremely high risk. A larger waist means more abdominal fat, which puts a person at greater risk for type 2 diabetes. In general, men should work toward a waist size of 35 inches or less and women should work toward a waist size of 32 inches or less

Reflection / Evaluation against criteria:

The author is a professional doctor and an authority on the subject. He uses references from medical journals to back up his statements. Relevant to the task.

Connections with other texts:

Which Criteria are met:

Current	Valid	Reliable	Authority	Comprehensive	Relevant	Motivation	Plausible
✓	✓	✓	✓	✓	✓		

4. Presenting the Information

In **Step 3** some initial ideas for key questions were developed. These may help in summarising the information gathered and in formulating conclusions and judgements. They may provide suitable headings for the information note or presentation. Consider the format of your information note and presentation.

Step 6: Summarise the ideas and information gathered for each section using at least four different sources **(AC 4.3 and 4.4)**.

Step 7: Refocus and assess **(AC 4.7)** At this point, it is useful to refocus on:

- the aim and purpose of the research.
- the original questions
- the audience and situation

You may decide that some of the initial questions are irrelevant or less important and wish to prioritise your findings at this stage.

Confirm the format of your information note and presentation.

Step 8: You are now ready to integrate your reading into your writing.

Structure and organise your information and ideas integrating references and /or quotes where relevant.

Your format may include:

- An introduction stating the focus and scope of the information search and perhaps introducing the key questions used in the investigation.
- Your findings, illustrated from the source material **(AC 4.5)**
- Your conclusions and recommendations

Step 9: Deliver the presentation to your audience **(AC 4.6)**

10.Information Literacy Learning Resources

This appendix contains links to some of the information literacy teaching resources available on the internet. It is not an exhaustive list and the use of these resources is not required however they may help and support the delivery of the information literacy units.

Name	Description	Available at	IL level
Cardiff University Information Literacy Resource Bank	This resource bank contains activities, demonstrations and tutorials on a range of information literacy topics	https://ilrb.cf.ac.uk/	Advanced
JISC media digital, Internet for image searching	Free online tutorial on finding digital copyright cleared digital images which are available free; facilitating quick, hassle-free access to a vast range of online photographs and other visual resources. Created by TASI and Intute.	http://www.vtstutorials.ac.uk/tutorial/imageSearching/	Advanced
DLnet	Digital Libraries network was developed by the National Electronic Library for Health and provides resources to support training users in health information.	http://dlnet.blogspot.com/	Advanced
HILT	Handbook for Information Literacy Teaching was developed by Cardiff University to support subject librarians in academic libraries	http://www.cf.ac.uk/insrv/educationandtraining/infolit/hilt/index.html	Advanced
Ideas Exchange	a wiki designed to share ideas and e-learning tools for information literacy.	http://library.queensu.ca/wiki/elearning/doku.php	Advanced
Classroom Instruction in Facebook	Facebook group devoted to libraries that use Facebook to complement and/or supplement formal library class instruction sessions. A particular focus of the group is the use of Facebook in association with basic library skills	https://www.facebook.com/group.php?gid=2416166855	Intermediate

	courses.		
POP-I	Online tutorial that aims to enhance the information literacy skills of enquiry desk staff that work in public libraries. The tutorial is available under the Creative Commons Licence. A guest username and password is available from the site.	http://www.bradlibs.com/intranet/POPi_testOneRO/ProjectWelcomePage.htm	Intermediate
FOLIO (Facilitated Online Learning as an Interactive Opportunity)	Programme of online learning for health librarians. FOLIO forms part of the NLH Librarian Development Programme which was established to provide support for librarians moving into new roles, focusing on the development of skills in health informatics and knowledge management, especially related to digital libraries.	http://cpdfolio.pbworks.com/w/page/7127272/FrontPage	Advanced
Times Educational Supplement (TES)	The TES website has a searchable resources section which contains information literacy materials such as lesson plans, worksheets, PowerPoint's etc.. on topics such as digital literacy, plagiarism and much much more.	http://www.tes.co.uk/teaching-resources/	Basic Intermediate
Interactive Information Literacy Tool Kit	RSC South West has developed a new interactive Information Literacy tool, created by Matt Ewens and David Bevington to pool together information literacy resources from around the world in one place. There are links to a variety of other websites and resources from this interactive map	http://rsc-south-west.ac.uk/resources/files/Infolit/Information%20Literacy%20Package%20main2.swf	Advanced
Evaluating web pages tutorial	This is an American tutorial which contains slides and sound. It is pitched at a fairly simple level.	http://www.widener.edu/libraries/wolfgram/evaluate	Intermediate

Evaluating web sources web page	Queens university provides clear and simple text based information on factors in evaluating web pages	http://library.queensu.ca/inforef/tutorials/qcat/evalint.htm	Intermediate
The Credibility Challenge	This is a great tutorial resource for learning about web evaluation. This lesson offers students background and practice in determining authority on the Internet – how to tell whether an author has expertise or not, and whether you’re getting the straight story.	http://factchecked.org/2007/lesson-plans/the-credibility-challenge/	Intermediate
The Battle of the Experts	In this lesson, students will learn to distinguish between credible and not-so-credible types of sources. They’ll explore the biases of different sources and develop tools for detecting bias. In their effort to get to facts that are as objective as possible, students will examine the differences between primary and secondary sources, check the track records of different sources and practice looking for broad consensus from a range of disinterested experts.	http://factchecked.org/2007/lesson-plans/the-battle-of-the-experts/	Intermediate
Common Sense Media	This is an excellent, searchable, American website which enables you to choose the topic (eg e-safety) and the level of your learners and provides lesson plans and resources in a range of information, digital and media literacy topics.	http://www.commonsensemedia.org/educators	Basic Intermediate
21 st century literacies	This website allows you to choose lessons from a wide range of information literacy topics which are differentiated for different levels. This corresponds to American grade levels but can be transposed to British ones.	http://www.kn.pacbell.com/wired/21stcent/gradelevel.html	Basic Intermediate
The information literacy game	Designed by the University of North Carolina Greensboro. There can be 1,2,3 or 4 players	http://library.uncg.edu	Intermediate

	who learn about the following topics including : Searching/Using Databases, Cite Your Sources/Avoid Plagiarism and Library Wild Card. Great fun!	du/game/	Advanced
Information Literacy Games	A range of information literacy games collected by the American Library Association	http://mville.libguides.com/content.php?pid=44589&sid=331099	Foundation Intermediate