

Welsh Information Literacy Project



Current practice in Wales

December 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)

TABLE OF CONTENTS

1. Introduction	6
1.1 Executive Summary	6
1.2 Scope	7
2. Context	8
2.1 International Context	8
2.2 British Context	8
2.3 Projects in Wales	9
2.4 Terminology	10
2.5 Related Skills	10
2.6 Why is information literacy becoming more important?	11
3. Drivers	13
3.1 One Wales	13
3.2 Digital Inclusion	15
3.3 Educational Drivers	17
3.4 Health literacy and equality	21
4. Benefits	23
5. Case studies	28
6. Areas for further development	57
7. Glossary of Abbreviations	59
8. References	60

1. Introduction

Information has become more freely available for mass production and consumption through the internet in recent years.



There have been numerous benefits to individuals and to society at large. We are increasingly empowered to find things out for ourselves.

As the information landscape becomes more diverse however, the skills to identify evaluate and interpret information become more important to every aspect of our lives.

The development of information literacy must therefore be seen as a priority in mainstream education and lifelong learning for the information age in which we live.

1.1 Executive Summary

The Welsh Information Literacy project was officially launched on 8th September 2010 to mark UNESCO's International Literacy Day. The project aims to promote information literacy in Wales and to provide a consistent framework for progression from school to university and to lifelong learning.

This project builds upon the work that was done in the National Information Literacy Framework Scotland (Irving & Crawford, 2008), which focused primarily on information literacy in the mainstream schools sector in Scotland.

In the public library and lifelong learning sector in Wales there has been considerable work done through the Gateways to Learning project (described in the case study section), which used European Social Funding to develop information literacy in priority one regions of Wales.

This project however is the first time that information literacy delivery has been analysed in such a wide range of sectors on a national scale. The Welsh Information Literacy Project steering group includes representatives from CyMAL, DCELLS, CILIP Wales, public libraries, school libraries, WHELF, university libraries, further education libraries and health libraries.

This document aims to reflect and analyse current information literacy training and development provision in Wales. It will discuss the concept of information literacy, outline the political and social drivers which information literacy supports, specify the benefits of information literacy in relation to these drivers and illustrate the relationships between them through case study evidence. Based upon this analysis, recommendations for future development are given at the end of this report.

For full details on the Welsh Information Literacy Project please see our website:

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

1.2 Scope

The scope of this document is restricted to the development of information literacy as defined by CILIP:

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)

Once these skills have been developed, they can be applied to a variety of situations from the development of an academic essay to identifying reliable information relating to a health condition.



Therefore, although the definition of information literacy originated within the librarianship community, its application is universal. The scope of this research has primarily been based on information literacy delivered through libraries but we recognise that, in the information age, information literacy touches upon every aspect of our lives. In order to reflect this, the report takes into account a varied range of sectors in the assessment of information literacy training and development provision.

The scope of this document is restricted to current or recent practice in Wales and does not include political drivers or best practice examples located in other parts of the United Kingdom or elsewhere. Contextual information relating to wider British trends in information literacy will however be brought in where appropriate.

2. Context

2.1 International Context

For more than a decade, information literacy has been successfully integrated in educational programmes in the US, Australia and Canada.

The profile of information literacy internationally can be seen in UNESCO's commitment to information literacy as demonstrated in its latest programme - "UNESCO will facilitate the formulation of effective policies and strategies for fostering information literacy, information preservation, information ethics, information for development and information accessibility".

Furthermore, in October 2009, U.S. President Barack Obama issued a Presidential Proclamation, designating October 2009 Information Literacy Awareness Month (Obama, 2009).



2.2 British Context

The first step towards a national approach to information literacy in the UK was in the development of the National Information Literacy Framework Scotland. Its authors John Crawford and Christine Irving mapped specific learning outcomes, derived from a combination of information literacy models, to each level in the Scottish Credit and Qualification Framework, to facilitate a systematic

approach to information literacy development through mainstream educational routes in Scotland (Irving & Crawford, 2008).

2.3 Projects in Wales

There has been no comparable work in Wales in the higher education, FE or schools sectors to date. There have, however, been two significant projects that have laid the foundation for the Welsh Information Literacy Project in the lifelong learning / public libraries sector in recent years.

2.3.1 Routes to Learning

A two year project called Reaching Out Extending Skills (ROUTES) obtained over £420,000 funding under the Community Access to Lifelong Learning programme from the New Opportunities Fund (NOF). The project ran from November 2002 to October 2004.

The ROUTES project was hosted by the National Library of Wales (NLW) on behalf of the Consortium of Welsh Library and Information Services as part of its social inclusion agenda. The project had four local authority partners – Wrexham, Blaenau Gwent, Swansea and Caerphilly.

At a national level, ROUTES was devised as a demonstration project which would create a common framework for development and evaluation, show how ICT-based access to lifelong learning could improve people’s quality of life and support social inclusion, establish a network for exchanging experiences and identify the critical success factors for sustainability.

ROUTES demonstrated the value that was added both by enabling initiatives to work together and share experiences and good practice and by developing common standards to measure their effectiveness, particularly in relation to deprived

communities and individuals working in partnership with libraries.

2.3.2 Gateways to learning

The Gateways to Learning initiative (Gateways) was a 2-year, £2 million project, responding to the need to develop sustainable jobs following the closure of the Corus steel-works in Ebbw Vale and Newport in 2001. It was part funded by the European Social Fund (ESF), Objectives 1 and 3, and ran from September 2005 to November 2007. It sought to widen participation in lifelong learning and make it more accessible, particularly to people in disadvantaged communities or circumstances.

The key elements to the project were,

- To develop a joint catalogue that would make all partners’ resources available through a single point of entry.

- To offer non-accredited and accredited information literacy training through one-to-one taster sessions and support for OCN levels 1-3.

Over a two year period the project worked with 2,300 people of whom over 600 achieved an ONC qualification (see the case study section of this report for further details.)

Information literacy training and development has been tried and tested in the lifelong learning sector in Wales through the ROUTES and Gateways projects. Through them the benefits of formalised information literacy have been observed and recorded.

It has however been identified that discontinuity occurs when funding for short-duration projects ends. Furthermore these projects have also identified the gaps in formal information literacy training provision which mean that many people in Wales do not

currently get the opportunity to develop these essential skills.

2.4 Terminology

Back in 2003, Webber & Johnston suggested that the relatively low profile of information literacy in the UK at that time could be the result of confusion surrounding the terminology, given the wide variety of phrases and words then in use to describe the concept.

Some UK practitioners initially had concerns over using the term "information literacy" in case it implied that they were suggesting their students were "illiterate" (Webber & Johnston, 2003). Information skills have often been used as an alternative.

However, as Hepworth, and Walton, (2009), Whitworth. (2009), many others have suggested, although skills acquisition is an important aspect of information literacy there is more to it

than that and therefore the terms information literacy and information skills cannot be considered as synonymous. The literacy element of the terminology has also gained acceptance in recent years as evidenced by the rise of media literacy and digital literacy in political agendas.

As information literacy is the accepted term internationally, and one which is increasingly becoming standard in the UK, it has been adopted as the standard for this project.

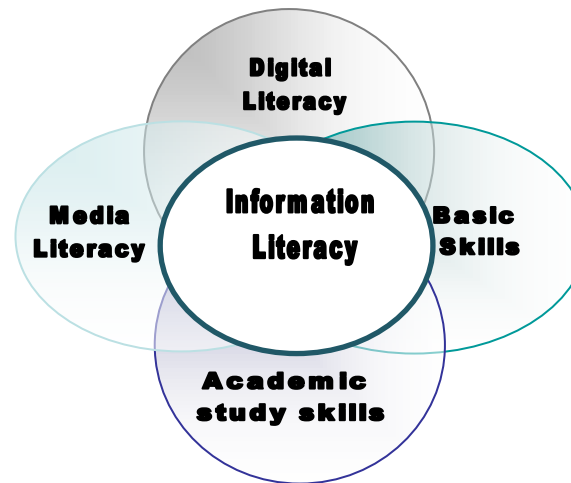
2.5 Related Skills

Information literacy is intimately related to a number of core skills areas and can be used to support their development. For example a secondary school pupil undertaking research for a history essay online would need to apply information literacy to research their topic. As they apply information literacy, these skills might also touch upon closely related

areas such as digital literacy (accessing information online), media literacy (evaluating sources), basic skills (reading, understanding and presenting the information that they find) and academic skills (incorporating findings effectively into a body of work).

The core approach adopted by the history student however is informed by that student's level of information literacy and this skill base directly affects the quality of academic output. The diagram illustrates the relationship between information literacy and closely areas in which there is some overlap.

As the needs of learners differ between sectors, the information literacy focus may be drawn more towards a particular branch of related skills. This is demonstrated in the case study section of this document where we can see a digital literacy emphasis in public libraries for example where they work to combat digital exclusion.



2.6 Why is information literacy becoming more important?

As information becomes more abundant, the skills to manage, access and author this information become increasingly important in every sector.

Andrew Whitworth (2009) coins the term "information obesity" which describes the abundance of lower quality information requiring the individual to exercise discretion to avoid overindulgence in a poor information diet. "

The long-term impact of these changes on the health of people and societies has yet to be seen, but many believe it will be negative unless we find a way to manage the flow of information into our minds and around our organizations" (Whitworth, 2009, p. xi)

As the ROUTES and Gateways to Learning projects have shown, there has long been a need for the development of information literacy in the lifelong learning sector in Wales. The projects have shown how this can be effectively delivered through public libraries and the benefits which can be achieved when information literacy levels are raised.

The problem of information obesity is not limited to the lifelong learning sector. Dr Stephen Thornton comments "*there is a growing problem about the super abundance of information in society and we, in HEIs and beyond, are struggling to come to terms with it.*" (Thornton, 2010).

This problem is well known in the academic community and is evidenced by an anecdote related by Dr Richard Marsden who has worked in a variety of universities in South Wales. He describes a teaching experience in which he set an assignment for students to investigate the sociologist and philosopher Pierre Bourdieu. Students had a reading list of reliable sources but in order to demonstrate the importance of questioning sources, the lecturer temporarily edited the Wikipedia entry on Bourdieu to indicate that the philosopher was a passionate Coventry City football supporter.

In the following seminar, almost half the students mentioned that the philosopher was a supporter of the team. Through this, the tutor was able to drum home in a light hearted way the reasons why Wikipedia cannot be taken as a reliable academic source (before correcting the Wikipedia entry).

The lecturer notes that use of Wikipedia is common and that “sometimes it is a case of students taking a shortcut, but often it is more the result of a genuine lack of understanding about what constitutes a reliable and credible source.” These students have already been through school and FE College but many have not developed their information literacy along the way.

Information literacy is not only important in an academic context however but is fundamental to informed citizenship and to individual empowerment in the modern world. As Hepworth and Walton have stated;

Empowerment is underpinned by information literacy. Being able to learn effectively and independently and use the knowledge, data and information...around them is likely to result in people having more choice. When people have choice, they are usually better informed

about their situation and can see alternatives in a critical light. (Hepworth and Walton, 2009, 3).

The importance of information literacy in all aspects of life is clear. There are a number of political drivers in Wales which information literacy directly supports. These will be discussed in the next section of this report.



3. Drivers

There are a variety of political and social drivers for information literacy in Wales at this time which make the development of information literacy on a national scale desirable. This section will identify how information literacy fits into these strategies and why it is important. The following list is not intended to be exhaustive but outlines key drivers which will be discussed in greater detail in this section.

- One Wales
- Digital literacy and digital inclusion
- Educational drivers and employability
- Health literacy and equality

3.1 One Wales

One Wales details the Welsh Assembly Government's overarching vision of a prosperous, sustainable, and better-educated Wales. It constitutes a programme of government which includes:

- A strong and confident nation
- A healthier future
- A prosperous society
- Living communities
- Learning for life
- A fair and just society
- A sustainable environment
- A rich and diverse culture

Of these strategy headings, there are several areas of direct correlation with developing effective information literacy in Wales. These areas are briefly outlined below.

3.1.1 A healthier future

In outlining the vision of Welsh healthcare, the One Wales document states that “We will help people to be independent and achieve their full potential, whilst also protecting people when they are most vulnerable.”(WAG, 2007) In order to achieve this independence we believe that the development of effective health literacy is required. This will be discussed in greater detail in the Health Literacy section of this document (section 4.4)

3.1.2 A prosperous society

As the One Wales strategy states, “Unlocking the potential of Wales’ people is vital to our prosperity. We will equip people with the skills they need, at all levels, to enable them to make the best possible contribution to the economy and their communities, and to fulfill their individual potential.” (WAG, 2007). As Hepworth and Walton described,

information literacy enables people to make better informed choices. The One Wales' vision of a prosperous society identifies the connection between this individual empowerment and economic health on a wider scale. Information literacy therefore has a contribution to make in delivering this vision. (see also employability in section 4.3.5).

3.1.3 Living communities

Although living communities section of the document refers to issues such as housing and transport, it should be noted that digital communities are at the heart of modern life. Public libraries are located at the heart of the physical communities, and their information literacy work often focuses on the development of digital information skills which enable digital inclusion. (For further details on digital inclusion see section 4.2)

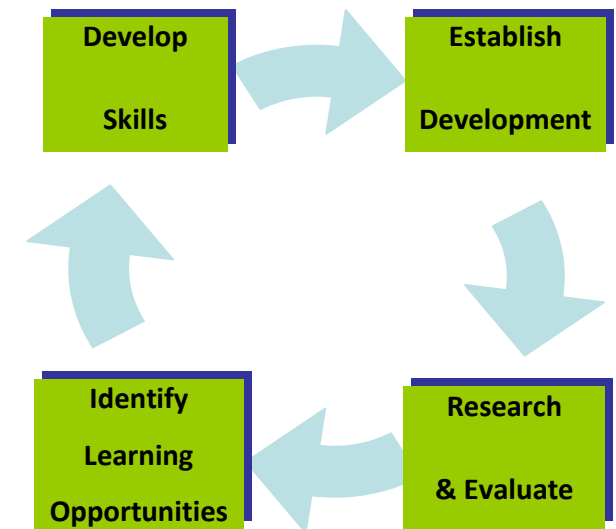
3.1.4 Learning for life

The learning for life section of the strategy describes One Wales as "a society in which learning throughout life is the norm, where the people of Wales are actively engaged in acquiring new knowledge and skills from childhood to old age" (WAG, 2007).

Independent lifelong learning is at the bedrock of this strategy for a flexible workforce that can adapt to a rapidly changing employment market. However the ability to take personal ownership of development needs fundamentally requires applied information literacy.

The Australian and New Zealand Information Literacy Framework describes the relationship between lifelong learning and information literacy as follows. "Information literacy can be seen as a subset of independent learning, that in turn is a subset of lifelong learning" (Bundy, 2004)

The process of lifelong learning is illustrated below and we can see the application of information literacy principles in the evaluative process that the learner follows to find new development opportunities and to follow them.



The individual must be able to identify **when** and **why** they need information in order to establish a development need. They must know **where** to find information and **how** to evaluate it when they research and evaluate options. They must be able to use and communicate the information that they have found when they identify and apply for the learning opportunity which will best meet their needs.

3.1.5 A rich and diverse culture

The One Wales strategy supports cultural diversity and national bilingualism. Wales' bilingualism makes it unique in the United Kingdom. In terms of information literacy this means not only that information available should be bilingual but also that there is a need for skills to identify how best to find information in the Welsh language. There is a close relationship between access to information and language. The development and implementation of a consistent

information literacy approach across Wales would support the Welsh Assembly Government's vision of One Wales.

3.2 Digital Inclusion

In December 2010 the Welsh Assembly Government issued its Digital Inclusion Framework for Wales following a national consultation (WAG, 2010). This document highlights the importance of digital inclusion as an important factor for social equality and economic success. Welsh Information Literacy Project submitted a response¹ to the public consultation which highlights the important correlations between digital inclusion and information literacy.

The rationale for WAG support for greater digital inclusion is from a social inclusion perspective. Individuals are better able to find job, access and benefit from lower

¹ Available at:
http://library.wales.org/uploads/media/Digital_Inclusion_Response.pdf

cost goods and services, succeed academically and enjoy social equality when digitally included.

However there remain 900,000 digitally excluded adults in Wales. Whilst infrastructure is responsible for a significant minority of cases, the majority are digitally excluded due to a lack of skills and confidence.

In the project response document we contend that this skills gap is information literacy based and specifically requires knowledge of 'identifying when information is required, where to find it, how to evaluate it and how to communicate it.' We also highlighted the very significant role of public libraries in digital inclusion. The WAG document points out that the highest rates of digital exclusion are amongst those who are elderly, unemployed and socially excluded in other ways.

Public libraries traditionally enjoy a position of trust among their local communities and people in these vulnerable groups often feel more comfortable developing digital skills in this environment. Access to computers and the internet is provided together with support and training given by librarians in digital information literacy. This develops the skills and confidence required for true digital inclusion.

The BBC has recently entered into a partnership with public libraries across the UK to encourage the first steps towards digital inclusion through the first click scheme. The Welsh Information Literacy project hopes to work with the scheme to include more information literacy elements as the First Click progresses.

3.2.1 Digital literacy and e-safety

Digital literacy is an important area of development in the schools sector.

BECTA (the government agency that was responsible for the effective and innovative use of technology in learning) describe digital literacy as “the skills, knowledge and understanding that enables critical, creative, discerning and safe practices when engaging with digital technologies in all areas of life” (Hague & Payton, 2010).

This definition, whilst restricted to the digital arena, clearly echoes the critical evaluation aspects of the CILIP definition of information literacy which is stated at the start of this document.

There is a popular misconception that younger people automatically have the skills required for managing technology and thereby managing technology-enabled information. Whilst young people are often confident users of mobile and internet technology, they have often not had the experience or the training required to develop the critical skills



needed to be considered information or digitally literate.

In addition to advantages already discussed in academic performance, this is also critical in ensuring safety online (also known as e-safety) which is a priority for schools in safeguarding the welfare of children.

E-safety is an essential consideration whenever promoting or facilitating information exchange via the internet. Sangeet Bhullar of the organization WISE KIDS (a not-for-profit company based in Wales, which provides training

programmes in internet literacy and safety) describes the importance of the skills on the WISE KIDS website

"Individuals and communities need the knowledge, skills and tools to understand and harness the power of the internet and mobile technologies. This includes media literacy skills. WISE KIDS believes that individuals and communities need to ... be able to assess and manage risk in these online and mobile environments. .. In this way, they will have the knowledge, tools and confidence to be active participants (users and contributors) of the Knowledge Economy. WISE KIDS is committed to overcoming the Digital Divide and believes that the way forward must rest in greater education in these areas." (WISE KIDS, 2002)

There is therefore a real need to develop the information literacy skills of children

and young people who might be exposed to risk on the internet through a lack of skills to protect their private information, or the inability to evaluate the trustworthiness of information found.

At the same time many older people are in need of digital literacy to help them overcome their e-safety fears (concerning hoaxes and fraud), which become a barrier to achieving the benefits of digital inclusion. Public libraries are again leading the way in this area but it is an area in which there is a great need for further work.

A good example of this is the Conwy library case study which is available on our project website. This shows how members of the public have learnt not only how to log on and perform simple functions on computers but also have developed the confidence and learnt how to buy goods through the internet which is an area of e-safety which is of particular concern to many people.

3.3 Educational Drivers

There are a number of drivers in the Welsh educational context which are directly related to information literacy.

3.3.1 Skills framework 3-19

Curriculum development in Wales increasingly recognises the importance of cross-curricular skills in supporting attainment across subject boundaries.

The *Skills framework for 3 to 19-year-olds* in Wales has been in practice since 2008 to help pupils to develop transferable skills. Information literacy is currently not explicitly covered in the curriculum although it directly supports a number of the key skills that are at its core. These key skills are identified in the table to the right, and next to them are examples of information literacy correlations to these skill areas.

Key Skill	Information literacy correlation
Communication	Reading and understanding information in order to evaluate it and use it effectively. Presenting information that has been found in an ethical manner, in academic work.
Application of Number	Application of number can be explored via indexes and through familiarization with the Dewey decimal system. Learning how to find information through statistical analysis and how to present this information appropriately.
ICT	Digital literacy, the use of ICT to find information, learning how to evaluate internet sources for reliability. Developing e-safety skills.
Improving Own Learning and Performance	Through the development of research skills identifying when information is needed, where to look for it, how to evaluate it and how to apply it.
Working with Others	Working with others can be displayed in work which appropriately acknowledges the work of others, cites and references, and avoids copying.
Problem Solving	Problem solving skills are closely related to information literacy skills. In order to solve a problem you must be able to identify when information is needed, where to look for it, how to evaluate it and how to apply it.

3.3.2 The Welsh Baccalaureate

Whilst GCSE and A-level students do not receive formal recognition of their key skill development, the Welsh Baccalaureate recognises key skills as being central to the assessment core (WBQ,2010). Information literacy can therefore be used to develop and illustrate these key skills and is particularly significant in communication, ICT, Improving Own Learning and Problem Solving key skills.

Furthermore, as part of the assessment, students are required to complete an 'individual investigation' which gives students the chance to research a topic of interest.

The Welsh Baccalaureate acknowledges the vital skills that can be developed through this work, many of which are information literacy based.

Through their completion of the investigation learners are encouraged to develop skills including autonomous learning, enquiry, creative thinking, information processing, reflection, and presentation. (WBQ, 2010).

These are central areas to information literacy development and by bringing these classes into the library to develop information literacy, students can develop in a focused research environment. An excellent example of how this can be encouraged can be seen through the case study on Pembroke School Welsh Baccalaureate, which is available in full on our project website.

3.3.3 Basic Skills and Literacy

Basic skills have been a priority for the National Assembly since the publication of the National Basic Skills Strategy for Wales in 2001 (The National Assembly

for Wales, 2001). However, according to the Equality and Human Rights Commission (EHRC) report 'How Fair is Britain?'(2010),

Wales is still lagging behind other areas of the UK in basic skills. Alun Bundy explains that

The ability to read, whether on a screen or on paper, will continue indefinitely to be substantially the key to information access, to knowledge and perhaps even wisdom. (Bundy, 2003).

In short, we cannot access information without basic literacy skills but the ability to find suitable information enables learners to enhance their basic literacy skills independently and there is therefore a reciprocal relationship between information literacy and basic literacy skills.

3.3.4 The learner centered approach and independent learning

Her Majesty's Inspectorate for Education and Training in Wales (ESTYN) has stated that independent learning is fundamental to the skills curriculum, "The most common relevant change of approach to learning within the curriculum involves a greater emphasis on thinking and learning skills."(Estyn,2010).

The Committee of Inquiry into the Changing Learner Experience chaired by Sir David Melville also found that;

Learning is most effective when active – by doing; undertaken in a community; and focused on the learner's interests. It is a learner-centred approach and one in which the process of learning takes precedence over subject content. (Melville, 2009)

However, Estyn has found through inspections of education and training providers in Wales that "Schools provide too few opportunities for independent learning" (Estyn, 2010)

Melville strongly advocates the use of information literacy to address this gap;

We believe the issue to be urgent for schools. ... In an age when information is readily available from a multiplicity of sources and in a wide range of formats, skills in effective search, authentication and critical evaluation become an imperative. (Melville, 2009)

Whilst the Welsh Baccalaureate has a strong skills and individual investigation component which information literacy can support, there is clearly scope for information literacy and school libraries to be further integrated with the learning experience in Welsh schools.

3.3.5 Employability

Producing an effective workforce is essential to the prosperity of any nation and information literacy is a key attribute for the workplace. In a study of SMEs in the UK, for example, it was estimated that employees spend 6.4 hours a week looking for information. 37% of searches are unsuccessful, equating to £3.7 billion in wasted time each year (DeSaulles, 2007).

Through the development of information literacy in Wales, the nation would develop a more commercially viable workforce which would encourage future investment.

As already identified, the application of Information and Communication Technology (ICT) falls soundly within the remit of information literacy and Estyn has also identified this as an area, which

employers consider the Welsh workforce to be lacking in.

Employers in Wales have often expressed concerns regarding skill deficiencies in employees' basic literacy and numeracy. Also, the recently published Future Skills Wales 2003 Generic Skills Survey Summary 2, reported that employers identified lack of IT skills as their most common problem. (Estyn, 2008)

The relative educational attainment of working age adults in Wales is significantly below that of England and Scotland. (EHRC, 2010) This has profound effects on employability and therefore on income.

Skills are central to future prospects and amongst those skills information literacy is increasingly important.

3.4 Health literacy and equality

Health literacy is closely allied with information literacy. It is often defined as 'the cognitive and social skills that determine the motivation and ability of individuals to gain access to, understand and use information in ways that promote and maintain good health' (Kickbusch, 2001).

Health literacy is a powerful example of how information literacy can be a force for the individual empowerment, by giving people the opportunity to take responsibility and control over their own health.

Health is a devolved responsibility for the Welsh Assembly Government and individual empowerment fits in with the government strategy "the health of the nation is not just the responsibility of the

Welsh Assembly Government and the NHS. Everyone has a part to play in improving health in Wales: health is everybody's business." (Health Challenge Wales, 2008)

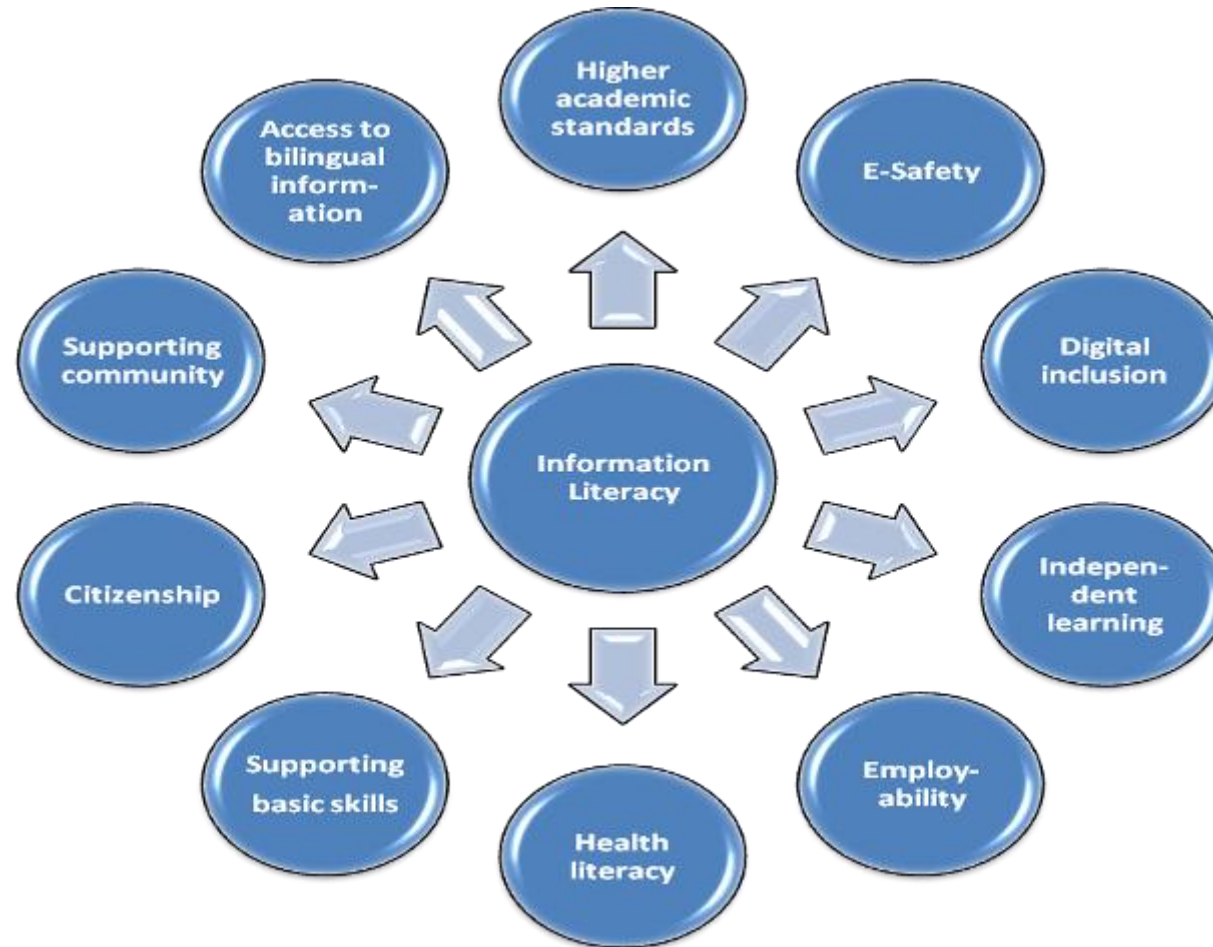
There has been much work in this area to democratize health knowledge through organizations such as NHS Health Wales and in a [recent article](#) published on the BBC website, NHS Direct Wales stated that "Numbers using the internet to look after their health have nearly doubled in the last three years" (BBC, 2010). However, the article also points out that "concern remains over how many older people in Wales are able to use the internet, and understand where to find trustworthy information". This lack of information literacy is not merely confined to older people.

There still remains much work to be done in the arena of health literacy. "Health literacy (is) one of the great health inequities of our time. It is widely documented that low health literacy results in poorer health status." (Public Health Wales, 2010)

The lack of this form of information literacy can have catastrophic effects on life expectancy. "Previous studies suggest that people with inadequate or marginal health literacy skills have a 50% higher mortality rate over a five year period than those with adequate skills" (Public Health Wales, 2010).

4. Benefits

The illustration below identifies some of the high level benefits, which have been discussed in the preceding sections of this document. This group is not exhaustive.



The following table shows how these benefits can be evidenced. Examples are cross-referenced against case studies and against the supported political drivers.

Benefit	Example	Case Study	Drivers supported
<p>Improved access to bilingual information</p>	<p>Wales is bilingual country and vital information must be available in both languages. Information cannot always be mirrored in both languages in every location however and language specific information literacy skills are required in order to access this information.</p>	<p>Fan hyn fan draw Powys Education Service Pembroke School Coleg Glan Hafren Swansea Gower College Yale College information literacy</p>	<p>4.1 One Wales: A rich and diverse culture. 4.1.3 One Wales: Living communities 4.3.1 Education: Skills framework 3-19 4.3.5 Education: Employability 4.3.2 Education: The Welsh Bacculaureate 4.2 Digital inclusion 4.1.1 One Wales / A healthier future 4.4 Health literacy and equality</p>
<p>Higher academic standards</p>	<p>Information literacy is an essential academic standard. Finding appropriate information and critically evaluating its standpoint and quality are key to academic progression. Without skills to correctly use and acknowledge information, students are vulnerable to committing plagiarism unknowingly.</p>	<p>Cardiff University UWIC Pembroke School Powys education service Coleg Glan Hafren Swansea Gower College Yale College information literacy Information illiteracy</p>	<p>4.1.4 One Wales: Learning for life 4.3.1 Education: Skills framework 3-19 4.3.5 Education: Employability 4.3.2 Education: The Welsh Bacculaureate</p>

Benefit	Example	Case Study	Drivers supported
E-safety	E-Safety requires the development of critical skills to ensure that information provided by websites, unsolicited emails or other sources can be evaluated for validity so that the individual is not placed in a vulnerable position. It is an essential aspect for enabling digital inclusion.	Conwy Libraries Fan hyn fan draw. Bridgend Council Work based learning	4.2.1 Digital inclusion: Digital literacy and e-safety 4.2 Digital inclusion
Digital inclusion	Digital inclusion requires that people have the information literacy capabilities to access information via the internet and evaluate its validity.	Fan hyn fan draw Conwy Libraries Jane and Andrew Bridgend Council Work based learning	4.2 Digital inclusion 4.2.1 Digital inclusion: Digital literacy and e-safety 4.3.1 Education: Skills framework 3-19 4.3.5 Education: Employability
Encouraging independent learning	Independent learning is encouraged through developing the skills which can help people to find and evaluate information. These skills can be reapplied as required to suit a variety of situations and are a valuable skill for life.	Pembroke School Gateways Powys Education Service Jane and Andrew	4.1.4 One Wales: Learning for life 4.3.1 Education: Skills framework 3-19 4.3.5 Education: Employability 4.3.2 Education: The Welsh Bacallaureate 4.3.4 Education: Independent learning

Benefit	Example	Case Study	Drivers supported
Employability	Information skills are increasingly desirable to employers and can lead to the development of further qualifications which will enhance job prospects. The development of information literacy can make it easier to find and apply for a job by identifying where to search for vacancies, evaluating information advertised and learning how to present information correctly when applying for a job.	Jobsearch Gateways Bridgend Council Work based learning	4.3.5 Education: Employability 4.1.2 One Wales: A prosperous society 4.1.4 One Wales: Learning for life 4.3.4 Education: Independent learning
Health literacy	Through enabling people to access relevant health advice at the appropriate level, either for general well-being or relating to a particular health situation, people are better able to make informed decisions regarding their personal health. Health professionals are also able to access up to date information as required.	Health Literacy Case Study	4.1.1 One Wales / A healthier future 4.4 Health literacy and equality

Benefit	Example	Case Study	Drivers supported
Supporting basic skills	Basic literacy skills and information literacy are very closely related. Without basic literacy one cannot access the majority of information and many libraries work hard to support basic literacy agendas in addition to their information literacy work.	Jobsearch Gateways Yale College basic literacy Bridgend Council Work based learning	4.1.2 One Wales: A prosperous society 4.1.4 One Wales: Learning for life 4.3.1 Education: Skills framework 3-19 4.3.4 Education: Independent learning
Informed citizenship/ media literacy	Through the internet, immense quantities of unchecked information is available and much of this is open to bias or may be misleading. Being able to evaluate the validity or bias in information sources is an essential skill in developing informed citizenship.	Fan hyn Fan Draw Gateways Yale College basic literacy Bridgend Council Work based learning	4.1.3 One Wales: Living communities 4.3.1 Education: Skills framework 3-19 4.3.2 Education: The Welsh Baccalaureate 4.3.4 Education: Independent learning
Supporting rural communities	Much of Wales is rural and these areas are experiencing change at an unprecedented level in regards to their access to services and information. Traditional information facilities such as Post Offices are rapidly disappearing and without developing skills to access information in new ways (such as through digital inclusion) these communities will become increasingly disadvantaged.	Fan hyn Fan Draw Jobsearch Gateways	4.1.3 One Wales: Living communities 4.3.5 Education: Employability 4.2 Digital inclusion 4.2.1 Digital inclusion: Digital literacy and e-safety

5. Case studies



The following case studies are examples taken from the full collection on the project website. These case studies evidence the use of information literacy across the sectors in Wales. They also demonstrate the benefits which can be achieved through information literacy.

Children's Library Service Powys:

Information Treasure

Summary

The Schools and Children's Library Service in Powys has pioneered some exciting new ways of developing information literacy skills in primary schools throughout the county. With the co-operation of schools in the area, they have developed an incremental series of information literacy sessions, which can help visiting classes to develop information skills and benefit from the exceptional free resources available in libraries.

Why is this so important?

The new skills based National Curriculum for Wales requires that all pupils become independent learners, and develop the

use of enquiry based learning. Teachers are required to foster the skills to promote individual or personalised learning rather than conveying knowledge to passive recipients. Pupils are thereby enabled to actively identify and locate information needed to problem solve, skills which they can reapply to a variety of learning scenarios.

Libraries in Powys have identified that they have a key part to play in this new learning agenda. Kay Thomas 'Acting Head of Schools & Children's Library Service' championed the project and obtained a CyMAL grant which made it possible to recruit a Learning Development Officer to encourage school - library collaboration.

As a result, classes are now welcomed into public libraries which become an extension of the traditional classroom. This makes for an enjoyable change of scene for pupils, supports teachers in their learning agendas and helps to



develop crucial information literacy skills. Moreover, it is hoped that the project will initiate a lifelong relationship between pupils, the library service and independent learning.

What was done?

Since September 2009 Powys Learning Development Officer, Shona Evans, has been working in selected primary schools in Powys to develop teaching plans and materials to support teaching in information literacy and develop links with libraries.

The materials are targeted at Foundation Phase (ages 4 to 7) and learning in Key Stage 2 (7-11 year olds) but have the potential to be extended into secondary schools.

The project aims to:

- Find new ways of encouraging learning using Libraries and Archives in Powys
- Make learners and educators aware of the information resources available in the libraries
- Develop high quality materials and resources
- Improve access to facilities, especially online services
- Encourage independent learning

The Learning Development Officer has developed three self-contained introductory activity sessions in order to achieve these aims:

- Becoming a library member and story time (Foundation Phase)

- Treasure Hunt – introduction of library skills (lower KS2)
- The more advanced “Using the library as a whole” (upper KS2)

Hunting for treasure

The Treasure Hunt gives children the chance to learn how navigate library resources in a fun way. The guidelines available for staff on preparing for and managing visits include support on selecting books, collecting clues, developing a ‘treasure hunt skeleton’, organising references and planning tasks to ensure that the experience is exciting for the children. The visit also includes exploration of the library and challenges to find books, talking books, board books, CDs and DVDs.

Information literacy is at the heart of the skills for life which are developed here. Children learn an appreciation of the need for information and knowledge of the resources available. They learn how to

find information through a competitive treasure hunt activity and they learn how to evaluate results and how to communicate and share findings in a fun and motivational way.



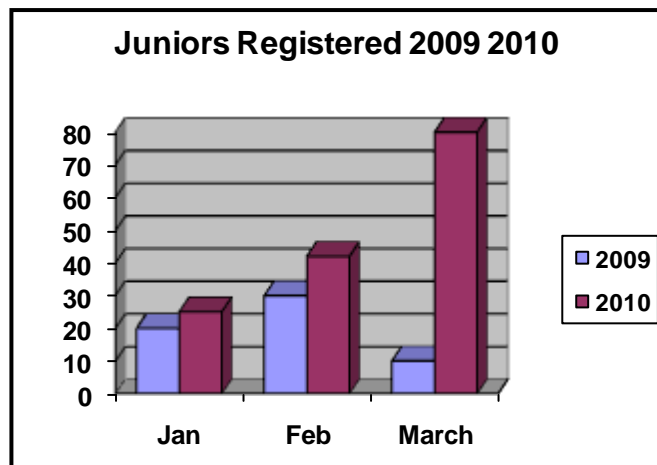
“We have talked at length with primary schools to discuss how best to equip the children of Powys to be lifelong learners. Given that the Revised National Curriculum is skills based, not content based, it was decided that we should be addressing children’s library skills, equipping them with the tools to become independent learners.”

**Shona Evans, Powys Learning
Development Officer**

What difference does this make?

Through developing the skills to find and use information children become more confident independent learners. This will stand them in good stead for their transition to secondary school and for their lifelong learning career. The positive impression of the library environment also encourages future independent use.

The graph below shows the remarkable increase in juniors registering in the Newtown Library from 2009 to 2010 since the instigation of the new service.



Furthermore, figures from Newtown show that after the delivery of these sessions over 65% of pupils returned to use the library independently during the Easter holidays in 2010. Following a visit from Llanfyllin infant school in March 2010, 19 of the 22 pupils returned to the library soon after most bringing a family member with them.

Moreover, teachers and pupils alike have given the new service a warm response. This encouragement has spurred the team on and the next challenges include the development of a sustainability model and expansion to further support rural schools and libraries and secondary school pupils.

Many children of reception age in Powys and beyond are now members of the library with their own library card. Children aged 7-9 have played games, using their new library skills, and have had fun at the library encouraging them to feel comfortable and integrated.

Children aged 9-11 years are introduced to the adult section including the online catalogue, local history resources, old newspapers and maps.

The project ultimately strives to empower these children through developing their information literacy skills. Through enjoyable activities it motivates them to take ownership of their own learning and equips them with the skills they will need to navigate the information landscape independently.

"I have worked with the schools and libraries personally and have seen first hand the success of the class visits."

**Shona Evans, Powys Learning
Development Officer**

Contact:

Shona Evans, Powys County Council
Schools Library Service,

Tel 01686 626934 or 07951 458671

E-mail: shona.eckford1@powys.gov.uk

Key Stage 3

Pembroke School gives a helping hand in information literacy



Summary

This case study is an illustration of how information literacy can contribute to the Skills Framework for 3-19 year olds in Wales which was brought in across the curriculum in 2008.

Teachers, students and library staff at Pembroke Secondary School are all working together to embed information literacy and study skills into every aspect of academic development across the curriculum. This central approach has been achieved by excellent school-wide support that sees a consistent information literacy message being reinforced across all subjects. From entry at year 7 up to the Welsh Baccalaureate qualification taught in Key Stage 5, information literacy is recognized as an important academic skill. This is demonstrated by the skills based schemes of work for key stage 3 and by the recognition that information literacy has in the Welsh Baccalaureate assessment structure.

What is being done?

As soon as pupils arrive at the school they are introduced to the 'Helping Hand'

tool which is reinforced in every classroom and every subject area across the school curriculum. This simple model was adapted by the librarian from an idea at John Cabot Technology College in Bristol (John Cabot Academy, 2004). It provides a systematic study skill methodology in five cyclical stages incorporating the crucial information literacy tenet of evaluation at every step. The tool is so simple that it is scalable for research projects at all levels of learning and for all ability ranges. The tool gives pupils a simple repeatable step-by-step way of developing the Problem Solving and Improving Own Learning and Performance aspects of the skills curriculum as they apply the helping hand technique to everyday research tasks.

"We think it's good because it gives us knowledge to look up information for ourselves"

Natasha, Carla and Lauren

Key Stages 4 and 5

Information literacy and the Welsh Baccalaureate

The Welsh Baccalaureate (WBQ) is a skill based qualification which emphasises the ability to take ownership of individual learning.

As students progress through the school information literacy therefore becomes more central to their learning and this is recognised through the embedded approach that the school has taken.

The learning centre buzzes with activity when classes of year 12 students come in to develop their WBQ individual investigation tasks. In their WBQ lessons, their teacher had brought them into the library to have a series of sessions on information literacy developed and delivered by librarian Liz Smith.

Lessons include interactive sessions on plagiarism, referencing, more effective internet searches, and using sources beyond Google, which would help students to broaden and deepen their research.

The approach has been so successful that next year the WBQ with its integrated information literacy component is to be extended to year 10 as well.

Their understanding is then put to the test as, over the course of several weeks, students used the library to develop individual research tasks for the Wales, Europe and the World element of their Welsh Baccalaureate qualification, showcasing information literacy to earn them the requisite levels in their key skills.



Each student completes a self-evaluation at the beginning and towards the end of their research task to enable them to assess their strengths and weaknesses in information literacy. This helps students measure their own improvement and enables tailored support where needed.

"It's helping us improve our skills and getting us ready for university and jobs"

Shaun and Laura

The Difference made

The embedded information literacy approach has been developed as part of the new skills-based curriculum in year 7 and is therefore still relatively new. Liz says however, that, it had clearly made students more aware of the process of learning and enabled them to take a more structured approach to research tasks.

By adopting the Welsh Baccalaureate, Pembroke School has given pupils the chance to get credit for developing their skills which motivates and encourages them. The skills that they are developing will then support their transition to university or the world of work. Through flexibility in the curriculum, teaching and library staff have been able to work together to deliver this to best effect, incorporating information literacy at every stage.

"I now have a better understanding of what plagiarism is and how it can be avoided."

Ben Williams

"I have learned how to correctly create a bibliography and how to reference properly."

Chris Bourne



"It is vitally important that schools prepare their pupils for the next stages in their learning, by developing the skills to find and effectively use information that will underpin their academic and professional development as well as essential skills for life."

Liz Smith, Librarian

Contact:

Liz Smith, Pembroke School Librarian
Tel: 01646 623305, 01646 682461
E-mail: liz@lizsmith.info

Further Education

The Learning Advisor:

A One-Stop Approach

Summary

Students at Coleg Glan Hafren in Cardiff have a head start in their studies thanks to Simon, Gemma and Barbara the Learning Advisers based in the library. The advisers provide a personal and holistic approach to learning support which includes information literacy training sessions and small group tutoring together with basic literacy coaching and mentoring. They give a one stop approach to supporting students, reaching out to all ages helping them to achieve their true potential and getting the most from their academic studies. Simon, Gemma



and Barbara also provide outreach support at the Michaelstone Adult Centre.

How it came about

The role was created as a response to the basic skills agenda raised by the Welsh Assembly Government in 2000.

Pam Evans, Director of Learning and Learner Services, identified the need for a role to encompass a one-stop-shop approach to supporting learning which included the provision of information literacy, the skills required to find accurate and reliable information.

Initially Coleg Glan Hafren engaged three Learning Advisers but this has risen to 5.5 due to the benefits that have been realised.



What is done?

The Learning Advisers work with teaching staff to provide study skills sessions and one-to-one tuition based on the requirements of individual students and groups. Training is given on many aspects of information literacy including:

- Learning Centre tours
- Attributing sources used, through references and bibliographies
- Avoiding plagiarism
- Using electronic resources and e-books
- Developing research skills

- Evaluating internet resources
- Supporting the Welsh Baccalaureate Individual Investigation.

The Learning Advisers help to create a friendly and welcoming environment in the Learning Centre which bridges the gap between curriculum tuition and the individual study environment.

Students are supported to develop the information literacy skills of 'knowing when and why they need information, where to find it, and how to evaluate, use and communicate it.' These skills support learning across all course modules. The Learning Advisers work in close partnership with the teaching staff to ensure that the specific information requirements of individual courses are met.

The library has also set up reading groups for the students to improve their literacy

and extend the scope of their reading material.

What difference has been made?

Demand for information literacy and study skills training is up this year by over 25% due to the impact that improved information skills have had on student performance. Teachers in all subjects are keen for their students to benefit and this clearly shows the appreciation of the Learning Adviser role by the academic community.

The college has been recognised for its innovative work by winning the Marketing and Innovation award from CyMAL in 2010 for its reading groups that are run by the Learning Advisers. Furthermore Colegau Cymru (formerly Fforwm) bestowed the Award for 'making effective use of learning resources centres' to Coleg Glan Hafren in 2007 based on the effective use of this role.

Integrated information literacy in Foundation Degree Creative Industries Case Study



Summary

The value of the Learning Adviser can be seen in the example below in which information literacy is embedded in one of three Foundation Degree Courses currently offered at Coleg Glan Hafren in collaboration with ATRIUM at University of Glamorgan. The portfolio of sessions has been built up over a number of

years. Sessions are usually an hour long with a combination of PowerPoint presentation and practical exercises.

How did it come about?

Ad hoc sessions were so successful that in September 2009 the Learning Centre was approached by Jon Goode, Leader of the Study Skills Module. Jon was looking for advice and support for the front end of the Foundation Degree to help students develop the skills needed to make the leap to HE-level essay work.

The Learning Centre recommended a programme of sessions appropriate for the group which included the following topics.

- Research skills
- Online resources
- References and bibliographies
- Plagiarism, paraphrasing and summarising
- Identifying key terms

- Narrowing and widening searches
- Make Google work for you (practical exercise)
- Evaluation of what you've found *who, what, why, where, when*
- Beware Wikipedia!

"The programme allowed students to undertake the topic in an innovative, creative, yet academic way. The sessions provided transferable skills which will help students develop their own learning in the future. They had a direct bearing on students' success in modules elsewhere."

Jon Goode, Module Leader

What difference has been made?

When Jon set and assessed work after the first session, students were already displaying a greater understanding of the information literacy skills needed for their

course. This spurred the team on and the Learning Adviser liaised with the tutor throughout the course, responding with flexibility to individual student needs as required.

In the standard Quick evaluation sheet which all students filled in at the end of every session there was a very impressive unanimous response. All students replied that they had found the sessions helpful. The programme also improved links between the Learning Centre and teaching staff.



"The sessions gave the opportunity for better links between the Learning Centre, the students and also the staff of Creative and Digital Technologies. It strengthened our commitment to information literacy as a vital foundation for today's student moving from FE to HE"

Barbara Colley, Learning Advisor

Contacts

Carolyn Howe: howe_c@glan-hafren.ac.uk

Simon Rhys-Philips: phillipss@glan-hafren.ac.uk

Gemma Hill: hill_g@glan-hafren.ac.uk

Barbara Colley: colley_b@glan-hafren.ac.uk

Higher Education

Postgraduate Information Literacy in the Capital of Wales



Summary

MSc Computing at Cardiff University is a conversion course that transforms graduates from all disciplines into IT professionals. The course has a diverse student intake but all students must reach high professional and research skills in order to meet the demands of the

intensive course. This is a good example of how information literacy is embedded in the curriculum and how it is being used to bridge the gap between academic learning and the world of work.

How did it start?

The school of computer science was ahead of the game in adopting state of the art databases and e-journals in the early 1990s. However Ruth Thornton, subject librarian at the Trevithick Library, soon realised that many of the students did not have the skills to access and use this material. Professional Tutor Pat Ryder also observed that information used was sometimes badly evaluated for academic and contextual suitability and that citing and referencing was not sufficient for Master's level. Moreover, students were also not used to working collaboratively in team structures which is a model used throughout the IT industry.

It was clear that change was essential in order to learn the professional research and collaboration skills that would be needed in the world of work.

What is being done?

The professional issues and skills module was introduced as a core element of the MSc in the 2000-2001 academic year and has since undergone several revisions.

Initially, information literacy was incorporated as two standard one-hour lecture sessions incorporating database demonstrations and an explanation of citing and referencing. At this stage, there was nothing practical linked to module work and, as a result, the information literacy skills, vital to students' academic success in their assignments were perceived as 'a dull library session'. A revised model was therefore developed involving hands-on

activities directly relevant to the MSc curriculum.

At the start of the module an information literacy questionnaire is given to all students in order to ascertain areas of strength and weakness.

Three weekly workshops are undertaken using course-specific materials and exercises.

- Library and database basics: how to find information
- Evaluating and using information
- Finding information on a specific topic

For the three week period a workbook is used going through finding evaluating and using course related subject matter on Voyager, Web of Science or SCOPUS

databases. Comparisons are also made with other search tools such as Google.

Students work in syndicate groups to develop their techniques in a personalised learning, peer-to-peer structure.

This means that each student receives 4.5 hours of interactive information literacy training supported by librarian Ruth Thornton and by tutor Pat Ryder. This partnership was a key factor in the success of the revised model, which creates a curricular bridge between the information literacy skills and the course content.

The 3 sessions also directly lead to 2 assessments on a group research topic. This makes up 30% of the module mark and includes a peer assessment mark for individual-group contribution. The assessment underlines the importance of information literacy as a professional and academic standard and the peer evaluation underlines teamwork as an integral professional skill.

The module is central to the development of students into the IT graduates and professionals of the future. It is also an excellent example of how information literacy is equally central to graduate professional skills development.

"The fact that both Ruth and I have been present in the sessions and that they take place in sessions timetabled for the module means that the students view this as an integral part of their degree programme and not as an 'extra'"

**Pat Ryder,
Tutor, MSc in Computing.**

Why does it work?

- Through the partnership between computer science and library staff, students get the best of combined expertise.
- Use of real examples: citing appears to have improved as a result of seeing extracts from real essays.
- Time to experiment, discuss and apply knowledge.
- The sessions are completely embedded into the module which emphasises their importance to the students.



Contact:

Ruth Thornton, Trevithick Librarian
E-mail: ThorntonRM@cardiff.ac.uk
Tel: 029 2087 5703
Fax: 029 2087 4209

The programme has been so successful that Ruth now delivers a reduced version with the undergraduates too.

"Students seem to be better able to find and to assess the quality of a wider range of relevant references than was previously the case."

Pat Ryder, Tutor, MSc in Computing.

Professional skills developed:

- Co-operation to investigate a technical subject.
- Critical evaluation of sources
- Assessing information to formulate a position.
- Planning an oral report presenting information in a professional manner on a technical topic.
- Researching and writing a structured and referenced report on a technical subject.



Lifelong Learning

Access to information in rural Ceredigion

Summary

The yellow van is a familiar sight on the roads of rural Ceredigion. It has been an information lifeline for many people in this beautiful rural area, but books aren't the only thing that the library van has to offer these days. The *Fan Hyn Fan Draw* project was established in September 2009 and uses the library van to deliver information to some of the country's most isolated villages in a new way.

Fan hyn fan draw is a collaborative project run by Dr Rhodri Llwyd Morgan from Ceredigion County Council's Education and Community Services Department and Elin Mair from IAITH cyf (Wales' leading language planning agency), on behalf of TraCC (Mid Wales Transportation) and the Ceredigion Local Services Board.



What is being done?

This is a project about digital inclusion and provides an excellent example of widening access to information for people living in geographically isolated areas through the development of information literacy skills.

Developing access to information is critical to the success of this project, which is tailored for the specific needs of the community:

- Access to the internet through network connection and skills development
- Access to local services
- Access to bilingual information.

People of all ages are encouraged to discover and use a wealth of information in a supportive environment.

People who have never used computers before are given the opportunity to develop information skills. Villagers are also given practical guidance on how to deal with local services on the web.

All sites are fully bilingual and provide essential information. Information sources include:

- Ceredigion County Council
- Dyfed Powys Police
- Mid and West Wales Fire and Rescue Service
- Community Learning
- Citizens Advice Bureau
- Job Centre Plus

The first element of the project is connection to and provision of wireless broadband at village halls. This opens

villages up to accessing the vast array of digital information available. Indeed, some of the villages involved are so geographically isolated that a satellite link has been required to overcome the physical logistical issues. Elin and the project team persevered however, and villagers have benefited in Llangeitho, Ysbyty Ystwyth, Devils Bridge, Pontrhydfendigaid, Pontgarreg, Llanddewi Brefi, Felin-Fach, Talgarreg.

Laptops are lent out and training is made available in each location via informal, fortnightly and bilingual drop in sessions.

Why is this so important?

The need for this service in terms of equality is clear. People in rural areas are entitled to the same services as those in urban environments. However, since it is more cost effective to provide a digital point of contact than a physical presence, facilities such as post offices and local

police stations are becoming rarer in rural areas.

As provision of information and services has become, increasingly digital, the means of access has changed along with the method. People are required to independently seek out information rather than asking customer service staff to locate it as they would have done years ago. The relevant skills therefore

require development in order to facilitate this independence. In areas where the infrastructure still requires development such as Ceredigion, people are not able to develop their skills without targeted work of holistic projects such as *Fan Hyn Fan Draw*. Without access to services and information in this way people can be disadvantaged and excluded.

Each village has access to the internet provided for one year after connection and when the project visits have expired villages can still use this connection, using their new information literacy skills. Even after the free year has expired many villages have opted to collectively pay for the broadband connection to the village hall which illustrates how invaluable they have found it.

A feasibility study is underway to establish the future development of the project. It is hoped that further funding will be secured.



Contact:

Elin Mair, Project Manager, IAITH
E-mail: elin.mair@iaith.eu

Rhodri Ll. Morgan, Ceredigion Council
E-Mail: Rhodri.Morgan@ceredigion.gov.uk

Customer Comments

"I have lots more confidence now"

"I am not afraid of the computer anymore"

"Look at me, I'm e-mailing !"

GATEWAYS TO LEARNING

Summary

The Gateways to Learning initiative (Gateways) was a 2-year, £2 million project, responding to the need to develop sustainable jobs following the closure of the Corus steel-works in Ebbw Vale and Newport in 2001. It was part funded by the European Social Fund (ESF), Objectives 1 and 3, and ran from September 2005 to November 2007. It sought to widen participation in lifelong learning and make it more accessible, particularly to people in disadvantaged communities or circumstances. There were two key elements to the project:

- To develop a joint catalogue that would make all partners' resources available through a single point of entry.
- To offer non-accredited and accredited information literacy training through one-to-one taster sessions and support for OCN levels 1-3.

Partnership

The project required collaboration between 56 branch and campus libraries and learning resource centres, providing access to more than 1.3 million books and resources through a single on-line search across South East Wales.

"It's a tremendous learning tool. It promotes independence, inspires curiosity, stimulates creativity and uncovers talents that people hadn't realised they possess. It empowers you to become the expert of your own subject area"

**Louise Reed-Gibbs,
Information Literacy Co-ordinator**

Passport to Information Literacy



Library users were given one-to-one tuition to help them recognise when information was needed and to have the ability to locate, evaluate and use this information effectively whether from books, newspapers or the internet.

The project helped learners to improve core information and ICT skills based on an individual's interest or hobby and thereby demystify the entire process. Many, including some who had never used a computer before, went on to achieve Open College Network (OCN)

qualifications in information literacy at levels 1, 2 and 3. Learners chose a topic of research and, with the aid of an easy-to-read booklet, compiled a portfolio of evidence to the required standard.

A team of Information Literacy coordinators taught, supported and assessed learners and provided complementary basic ICT skills training to use the internet and software information tools.

Over a two year period the project worked with 2,300 people of whom over 600 achieved an ONC qualification. The following case studies relate to just two of those individuals who benefited from the information literacy skills they developed as part of the project.

"Libraries in South East Wales are key to providing opportunities for adults to learn new information skills and helping people into education, training and employment."

Alun Pugh, Assembly Member

INFORMATION LITERACY: OPPORTUNITY

"I'm now going to college. The project opened my eyes to the variety and range of opportunities for work in dance and theatre."

Melissa Robins Age 16

School-leaver Melissa Robins was drifting with no direction when she came across the Gateways project. With all her friends still in school, Melissa didn't know what to do with herself - or her ambition to work in the dancing profession.

Fortunately, she had been a library user throughout childhood and it was hanging around Ringland Library that led to her leap back into education. Now she is their star learner - awarded Library User of the Year - and about to embark on a college

course having gained three qualifications in a few short weeks.

Library staff encouraged Melissa to join Gateways to Learning where she rapidly completed two OCN units in information literacy by researching street dancing and dance styles on the internet.

Her new knowledge led her to attend a YMCA course in dance leadership covering communication, health, fitness and safety as well as music, rhythm and the scope for opportunities in dance. She has now set her sights on a professional career and hopes to take a course at Coleg Gwent, Crosskeys, in Theatrical and Media Make-up.



INFORMATION LITERACY: REHABILITATION

The close relationship between illiteracy, low basic skills and crime is well documented. Prisoners in the high security Usk Prison and offenders at the Prescoed Open Prison in Monmouthshire have been helped to develop their information literacy via the Gateways to Learning project.

Tutors were able to assess information needs and help inmates to find opportunities for training courses, whilst they are in prison and after their release. Gateways tutors complemented this work by making sources of information available within the restrictions of the prisons' security and ensuring that the materials they need reach them. In this way inmates were able to develop

information literacy skills whilst working within the restrictions of prison.

Usk prisoners come from a wide social spectrum and include both people who can barely read and those who are highly-educated professionals. Those at Prescoed Open Prison can attend college courses and tend to be motivated in the knowledge that they are being prepared for release and are looking forward to a new life.



The Gateways project not only helped prisoners to access college prospectuses but also opportunities for self-employment as bricklayers, plumbers or gardeners. Statistics prove that those who are able to re-establish themselves in society in this way are less likely to turn to crime again. As a result re-offending rates after resettlement were much lower in these prisons than the national average.

A new start

Extra sources of information helped prisoners to learn new skills and improve their prospects on leaving prison, to set them on the road to a new life.

Once the prisons signed up to Gateways, inmates were able to access a huge amount of additional learning and information materials to support their educational programmes but also improve their skills to find information for themselves. Prisoners were also

supported to gain the Open College Network qualification in information literacy through the resettlement process.

The extra supply of books and sources of information needed to find organisations up and down the country leads to increased help for more prisoners to avoid re-offending on release.

One inmate, due for parole, became involved in the Gateways project because it greatly helped him assist other inmates through the resettlement process. His comments are recorded below.

Contact:

Christine Clark,
Regional Development Officer,
South East Wales
Email: Christine.Clark2@newport.ac.uk



"We're mainly talking about boys in their early and mid-20s who have never worked.

For the first time in their lives they're asking about courses, learning to write their CVs and being trained and introduced to the work ethic....This project has opened a whole world of information which has thrown up new leads and opportunities.

I know at least a dozen people who are now in full-time employment and who swear they're never coming back."

Anon

Health literacy partnerships in Welsh Libraries

Summary

Over the past few years there have been increasing links between public health organisations and public libraries. This is part of a growing movement to empower individuals to take ownership of their health and to make informed health decisions with benefits on a personal and societal level.

An example of this is the Health Challenge Wales partnership with Welsh Libraries, which was initially piloted June 2007 to make it easier for members of the public to find quality health information.

Why was this done?

Health is a devolved responsibility for the Welsh Assembly Government. The

strategy emphasises that “the health of the nation is not just the responsibility of the Welsh Assembly Government and the NHS. Everyone has a part to play in improving health in Wales: health is everybody’s business.”

Health Challenge Wales was set up in 2004 by the Welsh Assembly Government to empower individuals and enable them to make informed decisions, which contribute to a healthier nation. The campaign encourages individuals and organisations to share responsibility for health by taking small steps to become healthier. A key part of this from the very start was the signposting of information or activities to help members of the public and organisations to improve their own health. Public libraries have a key role to play in this and the project explored how they might better provide health information to the public and supports the information literacy skills required to access evaluate and use this information.



What was done?

Health Challenge Wales funded branded bookstands in libraries in Caerphilly, Rhondda Cynon Taff, Swansea, Torfaen and Wrexham. This enabled libraries to bring together health literature and to give them a platform to promote Health Challenge material in support of national events such as No Smoking Day.

Working with NHS Direct Wales, half-day training sessions were delivered to public library staff. The training included an overview of Health Challenge Wales, how to access health information, and how to evaluate consumer health information on the web. Delegates came from a cross-

Local Health

section of libraries including, health, public and academic.

This training was followed up in 2009 with a Health Information Day organised by Health Libraries Group Wales and supported by CyMAL.

Blaina Library and Partnership Work with Health Promotion Library

The benefits of this work can be illustrated through the partnership that has been built up between Blaina Library, the Health Promotion Library and Health Challenge Wales. This has enabled customers to access specialist information suitable for their needs and health literacy level which has enabled them to better manage their existing health conditions and to make lifestyle changes that might prevent future problems.

Blaina is located in the unitary authority of Blaenau Gwent where the population is both ageing and declining. According to the latest Chief Medical Officer for Wales's Annual Report 2009 Wales continues to lag behind other parts of the UK in levels of healthy life expectancy. The lowest levels of life expectancy are found in the South Wales valleys with females in Blaenau Gwent with the lowest life expectancy and males with the second lowest life expectancy in the country. ². This is therefore an area of concern and health literacy and education has a key part to play in supporting the local population.

²CMO for Wales Annual Report 2009 www.wales.gov.uk/cmo

Staff Experience

"The extensive health information provided has enabled us to create specialised displays of books and leaflets. We have also enhanced our partnership work with the health teams across the Blaenau Gwent borough.

We have been able to access formats that cover both junior and adults in topics that are current, enabling us to offer the most up to date information at suitable levels.

We have promoted health check events within our libraries and these have been enhanced by the quality of the resources provided by the health promotion library."

Customer Experiences³

Mrs S Jones came along to the health check event. When her blood pressure was checked, it was found to be very high. She was advised by the health check team to go to her doctors as soon as possible.

Later on in the week she came back into the library looking for further information on blood pressure problems. The information that the local library service was able to offer was limited however. Through their partnership with the Health Library Mrs Jones was able to find and order more specialist information. She asked the librarian to arrange for information to be sent to the library so that she could take something home to look at when she had time.

Mrs Jones was very impressed with the information which arrived from her order. She was able to read it at a time and place that suited her and as a result her blood pressure is under control and the doctor is pleased with her progress. She has since used the service to order information on menopause and nut allergies.

Mr C Edwards who has mild learning difficulties came to one of the health checks at Blaina Library. It was found that Mr Edwards had problems with diabetes and he didn't understand the importance of controlling his diet. He has regular checkups with the nurse and the doctor but because of his learning difficulties did not fully understand where or who to go to for further or additional information.

A promotion of the Health Library books and leaflets was on display during the event and staff were able to guide him to relevant material to provide him with information on living with diabetes.

The format of the information was junior level but it enabled Mr Edwards to have access to the appropriate level of information to meet his needs.

As a result he has been able to report that he has been having good blood results, he has lost weight and is now using the gym. He has thanked us for helping him find information that he has managed to understand.

The benefits to Mr Edwards were clear and as he put it "I can do my diabetes now!"

Contact:

Sue Thomas, Health Promotion Librarian

E-Mail: Susan.Thomas@Wales.GSI.Gov.UK

³ Permission has been given by customers to use their stories.

Work based learning

Bridgend Council nurtures information literate staff



Summary

Many of us develop digital skills through using computers as part of our every day jobs. For non-office-based staff, this opportunity is often not available. Bridgend Council, however, is taking

positive action to ensure that all of its staff benefit from the digital and information literacy skills which can enhance lives and careers. This case study explains how information literacy has been brought outside to support workers in the parks and playing fields department.

The Cyberlink bus usually delivers ICT training to the public via drop in sessions at scheduled stops. The mobile ICT training facility has done a number of projects with the Organisational Development department of Bridgend County Borough Council. Workers targeted include, parks and playing fields workers and adult social care staff.

**Margaret Griffiths, Bridgend
Library and Information Service**

How did it start?

The bus is an integral part of Bridgend Council's Cyberlink project and currently has six PCs and a satellite service with integrated software solutions which were originally funded by a Big Lottery grant in 2002. This has been used widely as a service to the community. However, in 2009 it was identified by the organisational development department that it could also be used as a work based learning platform, developing the skills of workers who might otherwise slip through the digital net.

What was done?

In the autumn of 2009 Cyberlink was rolled out in three areas of Bridgend (Brynmenin, Maesteg and Porthcawl) to support staff employed by parks and playing fields. Typically the Cyberlink bus operates in office hours 9-5 but this

meant that many council workers weren't able to benefit from it so they adapted the flexible approach.

Andrew Evans, E-learning manager for Bridgend Council, used the bus to go out to parks and playing fields work depots before the start of the morning shift at 7:30 am once a week to give workers access before their work day began. Sessions lasted about an hour and a half for those who were weren't used to using computers at all and developed skills from a very basic level.

What difference was made?

Approximately 12 employees followed the course which supported the individuals' digital inclusion, opening up an array of opportunities including social, financial, commercial and general interest. Furthermore, all the training was affiliated with Learn Direct. This meant that students were able to follow the 'Surf Direct' course to develop IT and

information literacy skills; learning where to look for information, how to find it and how to use it. They worked through simple instructions to complete relevant exercises and in doing so earned a certificate of completion. This meant that at the end of the course participants had evidence of the skills they had developed which would stand them in good stead for future employment opportunities. The course was 7-8 weeks long and upon completion many individuals chose to continue with other Learn Direct courses, building on their new skills.

Who else has benefited?

The Cyberlink project has also worked with adult social care services over the last two years to develop digital and information skills. This has reached workers in nursing homes and in council offices. A number of staff members have achieved their level 2 in adult literacy and numeracy which has enabled them to continue their studies into higher

education. A further thirteen workers were able to take a fast track course to achieve the European Computer Driving Licence (ECDL) qualification through weekly sessions with Cyberlink.

The Cyberlink bus has also expanded its work based training portfolio to reach non-council employees through involvement in annual UNISON training days (Training at Work Day) promoting Learn Direct services for union members. Through Training at Work Day, Cyberlink can be taken to a variety of different employment venues in both the public and private sectors and the benefits of information literacy can reach a far wider audience in the work based learning arena.

Contact:

Andrew Evans, E-learning manager
E-mail: Andrew.evans@bridgend.gov.uk
Tel: (07789) 371810

Information Literacy: Route to Employment

Introduction

The JobMatch programme was set up to address the high levels of economic inactivity within Heads of the Valleys. It is based on a pilot in Blaenau Gwent, which demonstrated that literacy, numeracy and information skills were a significant barrier to employment.



The project is funded by WEFO, the Welsh Assembly and Department of Work and Pensions. Since 2007 it has engaged

with 9101 participants with multiple barriers to employment in Blaenau Gwent and Merthyr Tydfil and parts of Rhondda Cynon Taff, Caerphilly and Torfaen and moved 5495 of them into employment. The project is available to unemployed people aged 16+ whether or not they are claiming benefits. Of the participants, 61% (nearly two thirds) have information literacy issues.

What was done?

Participants undertake a basic skill assessment and are offered support to address basic skills issues through partner organisations such as Bridges into Work. They are supported by Client Advisors, who assist them to overcome any barriers they may have to gaining employment, including helping with job search techniques, the production of a

good quality CV, the completion of application forms and preparation for interviews. This includes encouraging participants to undertake research into the companies they are applying to work for, identifying transferable skills they possess and matching them to the skills requirements of organisations.

The information skills that JobMatch tries to develop are:

- An appreciation of the need for information
- Knowledge of the resources available
- Knowledge of how to find information
- Knowledge of how to work with or exploit results
- Knowledge of how to manage your findings.

The project also operates Employment Routes, a subsidised employment opportunity for between 6 and 11 months in areas of identified skills shortages, aimed at those with multiple barriers to employment including information literacy problems. As well as sector-specific training, participants on these 'routes' also receive extra support with basic and key skills.

The difference made

As a result of the development of these skills 57% of those with information literacy problems have moved into employment. Participants with IL problems are a specific target group of the project and the activities and outcomes achieved with them are recorded on the management information system skills register.

As well as being able to observe the training and employment outcome successes on the management information system, individual achievements are illustrated in the following case study.

Barry's Story

Barry, 42, came to JobMatch voluntarily but had previous involvement with Working Links. He initially expressed an interest in driving and gaining his PCV licence but was also interested in Leisure and Tourism roles as he enjoyed meeting new people.

He had had a varied career history, but had not had much luck maintaining work for a number of reasons.

Barry has dyslexia and low basic skills and when he gained a place on the

Employment Route he was receiving help through the New Literacy Collaborative (NLC). He was interested in the positions at the Tourist Information Centre but was unsuccessful in gaining a position there and was instead offered a placement in the Cyfartha Museum.

As part of the Route Barry's information literacy skills were developed to enable him to better identify new opportunities using a variety of techniques from the internet to skills and training databases.

Whilst supported by the Route, Barry researched the best ways in which he could improve his chances in the job market. He then identified and obtained the following training and qualifications:

- NVQ Level 2 in Customer Service
- OCN Rock Climbing
- Health and Safety

- 1 Day First Aid
- Manual Handling
- European Computing Driving Licence (ECDL)
- Basic Skills

A week after finishing the Employment Route he managed to find and secure a full-time factory job. Barry will continue to be supported by JobMatch's Employment Liaison Team, which supports clients in the first year of employment and assists them to access a career progression fund, to allow continued professional development.



“I was pleased and excited about the job!”

Barry

Contact:

Steve Dobson, Performance and Communications Manager, JobMatch

E-mail: Steve.Dobson@blaenau-gwent.gov.uk

6. Areas for further development

Information literacy can deliver benefits directly relevant to modern Wales such as encouraging independent learning, digital inclusion, and supporting the vision of One Wales. It can also enhance lives and learning as is demonstrated by the case studies included in this report and available from the project website.

As information becomes more nebulous in the information society, the literacy to use it and contribute appropriately is becoming increasingly important. Wales has the opportunity to set an example for a systematic approach to information literacy. We believe that information literacy needs to be an integral part of future strategy in libraries and education in Wales.

Information literacy in Wales is provided across a number of different sectors and by many different organizational groups.

Delivery varies according to the needs of the learner and therefore there is a focus towards digital literacy, media literacy, basic skills or academic skills as appropriate.

Information literacy, as defined by CILIP, is supported in all of these different ways and diversity is merely indicative of the universality of information literacy as a life skill. However, since there is yet no consensus on information literacy learning objectives at different levels in Wales, provision is patchy and lacking in some areas. There needs to be a consistent approach to information literacy in Wales which starts with the development of a framework specifying incremental learning objectives which can support provision without being prescriptive. We believe that information literacy can be taught independently or be used to support other areas of the curriculum.

A national framework would provide consistency for individuals making the transition across sectors and would better support accredited and acknowledged information literacy in the curriculum. In Wales we benefit from the skills curriculum in schools and the Welsh Baccalaureate which recognises some information literacy elements. Wales is therefore in a strong position to develop information literacy further.

The Welsh Assembly Government has also introduced a Credit and Qualification Framework for Wales (CQFW) which validates learning at specific levels and which enables learners to use credits from one unit of learning and link them to other learning units. The information literacy framework for Wales will therefore align itself with the CQFW in order to achieve maximum benefit.

As we have seen from the case studies section, considerable benefits were realized through the OCN qualification in information literacy that the Gateways to Learning project initiated. Sadly, these learning units are no longer available and therefore this project will support the reintroduction of equivalent qualifications and would advocate them, not only through public libraries, but also in other centres of learning such as schools and FE colleges.

We believe that through this work, the skills curriculum will be supported and employability prospects for learners will be enhanced. There has been much complementary but disparate work in this field in Wales and this project aims to provide a joined up and holistic approach. This approach will help prepare Wales for the challenges of the information society and support it in becoming an information literate nation.



7. Glossary of Abbreviations

Term	Meaning
CILIP	Chartered Institute of Library and Information Professionals
CyMAL	Museums Archives and Libraries in Wales
DCELLS	The <i>Department for Children, Education, Lifelong Learning and Skills (DCELLS)</i> is an executive body of the WAG
FE	Further Education
HEI	Higher Education Institutions
ICT	Information Communication Technology
IL	Information Literacy
LLUK	Lifelong Learning UK
OCN	Open College Network
SCL (Wales)	Society of Chief Librarians (Wales)
SCONUL	Society of Colleges, National and University Libraries
SLA	School Library Association
SLS	Schools Library Service
SME	Small to Medium sized Enterprise
UNESCO	United Nations Educational, Scientific and Cultural Organization
WAG	Welsh Assembly Government
WHELP	Wales Higher Education Libraries Forum

8. References

- Bawden, D. (2001). Information and digital literacies, a review of concepts. *Journal of Documentation*, 57(2), 218-259.
- BBC. (2010). *Big increase in NHS Direct Wales online users*. Available at: <http://www.bbc.co.uk/news/uk-wales-11705715>. Last accessed 3 December 2010.
- Bundy, A.(2004). *Australian and New Zealand information literacy framework: principles, standards and practice*. 2nd edition. Available at: <http://www.library.unisa.edu.au/infoskills/infolit/infolit-2nd-edition.pdf>. Last accessed 7 December 2010
- Chartered Institute of Library and Information Professionals (CILIP). (2004). *Information literacy, definition*. Available at: <http://www.cilip.org.uk/get-involved/advocacy/learning/information-literacy/pages/definition.aspx>. Last accessed 23 August 2010.
- DeSaulles, M. (2007). Information literacy amongst UK SME, an information policy gap. *Aslib Proceedings* 59(1), pp. 68-79.
- EHRC. (2010). *How fair is Britain*. Available at: <http://www.equalityhumanrights.com/key-projects/triennial-review/>. Last accessed 29 November 2010.
- Estyn. (2010). *Innovation at key stage 3*. Available at: http://estyn.co.uk/ThematicReports/Remit_7_Innovation_in_key_stage_3_current.pdf. Last accessed 23 November 2010
- Hague, C. and Payton, S. (2010). *Digital literacy across the curriculum*. Available at: http://www.futurelab.org.uk/resources/documents/handbooks/digital_literacy.pdf . Last accessed 30 November 2010
- Health Challenge Wales. (2008). *Information on the origins of Health Challenge Wales*. Available at: <http://wales.gov.uk/hcwswebsite/healthchallenge/background/> Last accessed 3 December 2010.
- Hepworth, M. and Walton, G. (2009). *Teaching information literacy for inquiry-based learning*. Oxford, Chandos.
- Irving, C. & Crawford, J. (2008). *A national information literacy framework for Scotland*. Available, at <http://caledonianblogs.net/nifls/files/2009/03/draft-information-literacy-framework-1h.pdf>. Last accessed 26 November 2010.

John Cabot Academy. (2004). *Cabot competency curriculum: learning to learn*. Available at, <http://www.cabot.ac.uk/index.php/products/ccc/> Last accessed 13 November 2010.

Kickbusch, I. S. (2001). *Health literacy: addressing the health and education divide*. Health Promotion International 16, pp. 289–297. Available at: <http://heapro.oxfordjournals.org/content/16/3/289>. Last accessed 3 December 2010.

Melville, D. (2009). *Committee of inquiry into the changing learner experience: Higher education in a web 2.0 world*. Available at <http://www.jisc.ac.uk/media/documents/publications/heweb20rptv1.pdf>. Last accessed 5 December 2010.

National Assembly for Wales. (2001). *The national basic skills strategy for Wales*. Available at <http://wales.gov.uk/topics/educationandskills/publications/guidance/Nationalbasicskillsstrategywales?lang=en>. Last accessed 29 November 2010.

Obama, B. (2009). *Presidential proclamation, National information literacy awareness month, 2009*. Washington, DC, U.S. Government Printing Office. Available at http://www.whitehouse.gov/assets/documents/2009literacy_prc_rel.pdf. Last accessed 23 August 2010.

Public Health Wales. (2010). *Health literacy in Wales, A scoping document for Wales*. Welsh Assembly Government.

Smith, S. (2006). INFORM Your Students: Developing an information literacy skills programme for Year 12 at QEHS In: Dubber, Geoff (ed.). *Sixth sense: The sixth form and the LRC*. Wanborough: School Library Association. pp.6-10

Streatfield D. & Markless S. (2007). *Three decades of information literacy, redefining the parameters*. Available at <http://www.informat.org/pdfs/streatfield-markless.pdf> Last accessed 25 November 2010.

Thornton, S. (2010). *Information literacy: where next?*. Paper presented at the Political Studies Association Annual Conference, Edinburgh University, 30 March 2010.

UNESCO. (2010). *Approved programme and budget 2010–2011. Major programme V - Communication and information* Available at http://portal.unesco.org/ci/en/ev.php-URL_ID=29872&URL_DO=DO_TOPIC&URL_SECTION=201.html Last accessed 21 December 2010.

United Nations. (1990). *Convention on the rights of the child*. Available at: <http://www.crin.org/docs/resources/treaties/uncrc.asp#Thirteen>. Last accessed 23 November 2010.

WBQ. (2010). *What is the Welsh baccaulaureate?* Available at: <http://www.wbq.org.uk/home>. Last accessed 6 December 2010.

Webber, S. and Johnston, B. (2003). Information literacy in the United Kingdom, a critical review. In, Basili, C. (ed.) *Information literacy in Europe*. Rome, Italian National Research Council. pp. 258-283. Available at: <http://dis.shef.ac.uk/sheila/webber-johnston-uk.pdf>. Last accessed 23 November 2010

Welsh Assembly Government. (2010). *Delivering community learning for Wales*. Available at: <http://wales.gov.uk/docs/dcells/publications/101126deliveringcommunitylearningen.pdf>. Last accessed 26 November 2010.

Welsh Assembly Government. (2010). *Delivering digital inclusion. A strategic framework for Wales*. Available at: <http://wales.gov.uk/docs/dsjlg/consultation/100617digitalinclusionen.pdf>. Last accessed 29 November 2010.

Welsh Assembly Government. (2007). *One Wales, A progressive agenda for the government of Wales*. Available at: <http://wales.gov.uk/strategy/strategies/onewales/onewalese.pdf>. Last accessed 29 November 2010.

Welsh Information Literacy Project. (2010). Available at: <http://library.wales.org/informationliteracy>. Last accessed 8 September 2010.

Welsh Information Literacy Project. (2010). *Digital inclusion response*. Available at: http://library.wales.org/uploads/media/Digital_Inclusion_Response.pdf. Last accessed 24 November 2010.

WISEKIDS. (2002). Available at: <http://www.wisekids.org.uk/index.htm>. Last accessed 26 November 2010.

Whitworth, A. (2009). *Information obesity*. Oxford: Chandos