Recognise the different types of academic information available in their subject area and explain why they might use them.

Describe what academic information is, how they would find it and perform the following with Library Search:
- basic keyword searching.
- simple refining techniques.
- find an item on Library shelves and access an electronic item.
- Perform a search on a database where required by the curriculum.
- Locate and interpret their reading lists.
- Locate their Library subject guide for future reference.

Use their subject guide to find links to subject specific resources.
- Develop their own search strategy:
  - describe the subject scope and relevance of a chosen resource.
  - apply BOOLEAN searching (Combining key words with AND/OR/NOT).
  - begin to use synonyms for key search terms to expand search results.
  - use the refining and limiting options in a range of resources.
- Discover and use a wider range of sources (such as legislation, government publications, scientific data, standards and patents, company information, newspapers, audio visual and websites).

Identify key journal titles, authoritative sources, experts and networks in their discipline.
- Refine their own search strategy:
  - Perform advanced searching techniques in a range of subject-specific resources.
  - Use multiple synonyms and combination searches to build up a complex search string.
- Explain what a 360° search is (moving backwards through references and forwards through citing documents), describe how it might be useful and employ it in their own searching.

Recognise the limitations of Google and Wikipedia for the purposes of an academic literature search.
- Recognise the choices they have made in their use of sources and compare and contrast evidence, revealing gaps in knowledge.
- Describe the currency, relevance, accuracy, authority and purpose of potential sources of information, making appropriate selections for their needs.

Articulate and justify the decisions they have made in choosing and using sources appropriate to their information needs and the task at hand.
- Follow the development of an area of research, comparing and contrasting evidence and synthesising information to form connections and build their own arguments.

Describe what referencing is and why it is important.
- Identify any preferred referencing style for their School, programme or module.
- Construct an accurate reference for the most commonly used information types in their discipline (e.g. books and journal articles).
- Apply referencing principles in order to avoid plagiarism and the unethical use of information.
- Locate and use the sources of referencing help available (such as Cite Them Right, Referencing Guide, Library Help and Writing Development Centre).

Construct an accurate reference for further information types in their discipline (e.g. multimedia and social media).
- Proofread their referencing for common mistakes and rectify them accordingly.
- Judge whether reference management software would help to save them time in their final year and locate further information if needed (e.g. by reviewing the Referencing Guide or EndNote Guide).

Save searches and set up email alerts to keep up to date with key journals/resources.
- Decide on a workflow for managing information which suits their purposes.
- Evaluate reference management tools and strategies in light of their preferred workflows:
  - If using EndNote, access EndNote after graduation and describe how to export an EndNote library to reuse in future.
- Articulate which resources they have used whilst studying, describe what skills they have developed in the process and explain how they were developed (in readiness for further study, placements, interviews and the workplace beyond University).
- Collect and use data ethically.