

Digital & Information Literacy Skills: Student Progression and Development

		Stage 1 - Introductory	Stage 2 - Intermediate	Stage 3+ - Advanced
Finding Information		- Describe the difference between academic, professional and specialist literature, and identify appropriate uses of these information types in your work. - Identify different types of academic information available in your subject discipline and find academic information using reliable sources. - Locate and interpret your reading lists. - Use Library Search to: - run a simple keyword search - refine a search using filter options - find an item on Library shelves - access an electronic item - Use bibliographies and reference lists to identify further reading and find a source from its reference. - Perform a search on a database where required by the curriculum. - Locate your Library subject guide for future reference.	- Use your subject guide to find links to subject specific resources. - Develop a search strategy for finding information for assignments and projects by: - describing the scope of your topic. - identifying keywords for the topic and building a bank of synonyms and related terms to expand your search. - applying Boolean search techniques to combine keywords with AND/OR linking words. - use the refining and limiting options in databases to focus results. - 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 information protected by copyright law and apply problem solving skills to find alternatives using creative commons licences and open access sources. - Recognise AI tools when you are interacting with them in existing and new platforms.	- Investigate and identify key journal titles, authoritative sources, experts, and networks in your discipline. - Read widely, confidently and independently around a theme to identify a suitable research topic and create a well-defined research question for a project drawing on a diverse range of authoritative voices. - Apply search techniques to find information about the types of methodology used in the research around your topic. - Reflect on and adapt your search strategy by: - using a range of search modifiers, including phrase searching, truncation and wild cards. - applying controlled vocabulary searching where available in specific databases. - using multiple synonyms and combining searches to build up a complex search string. - searching across a range of multidisciplinary and subject specific databases. - Refining your search strategy to improve search results. - Explain what a 360° search is (moving backwards through references and forwards through citing documents), and employ it in your searching.
	Evaluating Information	- Describe what critical evaluation is and why it is important to evaluate the information you use in your work. - Recognise the impact of authorship, provenance, and currency, and how these create potential bias in a source. - Evaluate whether a source is relevant, reliable and appropriate for use in your assessment. - Demonstrate digital fluency by explaining the limitations of Google, Wikipedia and Generative AI tools for the purposes of an academic literature search.	- Apply lateral reading techniques to fact check information across a range of sources. - Compare and contrast evidence, identifying questions, problems and gaps in knowledge. - Recognise whose voices and perspectives are represented, underrepresented, or absent within academic literature and databases. - Identify how algorithms, AI tools, and personalisation influence the visibility of information and perspectives within search results. - Review and adapt your approach to searching to ensure you retrieve relevant, high-quality, and diverse sources.	- Build a strong evidence base for your research, articulating and critically justifying the decisions you have made in choosing and using sources for the task in hand, including Generative AI. - Follow the development of an area of research, comparing evidence and synthesising information to form connections, build your own arguments and problem solve. - Reflect on your own information-seeking behaviours and biases and evaluate how these may influence the sources you discover, select, and use.
	Managing Information	- Describe what referencing is and why it is important. - Identify the preferred referencing style for your School, programme, or module. - Construct an accurate reference for the most used information types in your discipline (e.g., books and journal articles). - Locate and use sources of referencing help (such as Cite Them Right, Academic Skills Kit: Referencing and Library Help). - Apply referencing principles to avoid plagiarism and the unethical use of information. - Describe key ethical issues surrounding AI and its use in education, including how its use can impact your academic integrity. Acknowledge the use of AI generated content in your work.	- Construct an accurate reference for further information types in your discipline (e.g., multimedia and social media). - Proofread your referencing for common mistakes and rectify them accordingly. - In anticipation of stage 3, judge whether reference management software would be useful and locate further information if needed (e.g. by reviewing Referencing Tools on the Academic Skills Kit or exploring the EndNote Guide).	- Save searches and set up email alerts to keep up to date with key journals/resources. - Critically explore the use of AI tools, such as Semantic Scholar, for keeping up to date with research in your field. - Decide on a workflow for managing information that suits your purposes. - Evaluate reference management tools and strategies , reflecting on your preferred workflows and taking into consideration any collaborators’ needs. If using EndNote, plan for how to access your EndNote Library after graduation. - Collect and use data ethically considering the moral implications of choices and actions - Communicate your research plans effectively in a variety of formats, such as within the proposal and planning stages, conversations with your supervisors, and in your assessed outputs. - Reflect on the skills and attributes you have developed through the research process and articulate how these were applied, adapted and improved (in readiness for future opportunities beyond University and the curriculum).

