Policy Title:	Information Literacy Policy	**Policy Version:**	2
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Approval Body:	Academic Council	**Revision Date:**	June 2018

Policy Statement

To support students and faculty at Acsenda School of Management (ASM) in achieving learning outcomes and developing lifelong learning skills.

Purpose

Information literate students will have a higher likelihood of academic success and can transfer their literacy skills into other areas of their lives – personal, professional, and socio-political.

The objectives of the Information Literacy Policy are:

- to emphasise the importance of information literacy skills for resource-based, student-centred, lifelong learning
- to ensure that graduates enter the workforce with information literacy skills
- to ensure that information resources are used as effectively as possible in the teaching and learning activities of ASM
- to ensure that information literacy is embedded into the academic curriculum of ASM
- to articulate the roles and responsibilities of ASM's key contributors to the development of information literate graduates
- to ensure that the ethical and legal issues involved with using information resources are fully understood.

Definitions

These definitions apply to terms as they are used in this policy.

Word/Term	Definition
Information Literacy	Acsenda School of Management adopts the Prague Declaration issued at the 2003 International Information Literacy Meeting of Experts which defines information literacy as encompassing "knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic right of life-long learning." The Library also emphasizes the importance of critical thinking skills to information literacy, as outlined in ASM's program outcomes. An information literate individual has the ability to reflect critically upon and evaluate their own research strategies, the tools used, the resources found and the context in which the resources were produced. These

	competencies are crucial if our students are to function as effective members of the information society.

Related legislation

No current legislation exists for information literacy. This policy is guided by statements and standards set by the **Association of College & Research Libraries**, the **Canadian Library Association** and the **American Library Association**.

Related policies

Policy Number	Policy Title
6001	Library Collection Development Policy

Responsibility

Manager, Library & Instructional Support, Library staff, the Deans, the Program Chairs, and the Senior Academic Officer are responsible for maintaining, upholding, and communicating the Information Literacy Policy.

Coordination
The **ASM** Library supports faculty and curriculum so that graduates:

- Recognise a need for information
- Determine the extent of information needed
- Access information efficiently
- Critically evaluate information and its sources
- Classify, store, manipulate and redraft information collected or generated
- Incorporate selected information into their knowledge base
- Use information effectively to learn, create new knowledge, solve problems and make decisions
- Understand economic, legal, social and cultural issues in the use of information
- Access and use information ethically and legally
- Use information and knowledge for participative citizenship and social responsibility
- Experience information literacy as part of independent learning and lifelong learning.

The Library provides training in using resources, research skills and referencing to build a foundation in information literacy. Librarians also assist Faculty with training in information literacy standards, integrating standards into courses, and help support teaching practice.