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UNDERGRADUATE SUPPORT AT LSE: THE ANCIL REPORT

Executive Summary: Presents finding from research undertaken by LSE Library and Centre for Learning Technology to investigate information and digital literacy support for undergraduate students using the newly developed ANCIL (A New Curriculum of Information Literacy) framework to survey provision across the School, including support services and academic departments. The report has eight recommendations:

- 1) LSE develop an information and digital literacy strategy
- 2) The strategy or framework makes the roles and responsibilities for information literacy provision explicit to also ensure there is a clear documented referral policy for students.
- 3) A staff development programme is launched to support LSE staff to ensure they understand the importance of these literacies and how to embed them into their undergraduate programmes.
- 4) A network of information and digital literacy champions is established across LSE to support the strategy and staff development programme.
- 5) A study to understand the needs of students entering higher education which could be undertaken with Widening Participation team.
- 6) Two pilots with academic departments are undertaken in 2012/13 to embed information and digital literacy into undergraduate programmes and to evaluate the impact and implications of this work in terms of benefits to students, time in the curriculum and staffing.
- 7) The role of Academic Support Librarians in delivering information literacy support will be reviewed to ensure consistency and the Library will develop a portfolio of training offered to all undergraduate programmes.
- 8) Communication between central support services and academic departments will be reviewed to explore further possibilities to join up student support either in standalone or embedded courses.

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1. Introduction

From March - August 2012, LSE Library and Centre for Learning Technology (CLT) undertook an initial review of information literacy skills provision for undergraduate students. Information literacy is the collection of skills, methods and approaches that are required for individuals to successfully navigate what is an increasingly complex and sophisticated digital information landscape. The term is closely related to other new literacies such as digital literacy, media literacy and academic literacy¹. These literacies "...allow young people to participate meaningfully and safely as digital technology becomes ever more pervasive in society." (FutureLab 2010 Digital Literacy Across the Curriculum). They are increasingly recognised by educators, employers and international organisations as essential skills for graduating students; skills that both underpin their university education, help them migrate more effectively into the workplace and which establish them as lifelong learners. UNESCO argues that information literacies:

“...[empower] people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion in all nations.” (UNESCO 2005 Alexandria Proclamation)

The project brings together staff from LSE Library and CLT with existing expertise in this area, and further builds upon research from the University of Cambridge, completed as part of the Arcadia Project and from which the *ANCIL (A New Curriculum for Information Literacy)* framework (Coonan and Secker, 2011) was developed. ANCIL defines information literacy broadly, covering a range of information and digital literacy skills as well as academic literacies, critical thinking and research skills. Provision at LSE has been surveyed according to this broad framework.

2. Aims and Objectives of Study

The project aimed to:

- map existing information literacy support for undergraduates offered by the various academic and support departments at LSE
- highlight existing examples of good practice
- identify any significant gaps in provision
- benchmark existing provision against the ANCIL framework (optional and compulsory)
- better understand the role of Academic Support Librarians in supporting undergraduate students

The LSE Teaching Task Force – which was responsible for the development of the LSE 100, core course for undergraduates – has highlighted the importance of undergraduate students developing their information, communication and methodological skills. This project was keen to discover the impact that LSE100 has had on skills development within different departments.

The study was also keen to investigate why there is lower engagement from undergraduate students at LSE with existing provision – library workshops, Academic Support Librarians, for example – in contrast to masters and research students, and to gain a better understanding of student and staff expectations as to where within the institution they might expect to obtain information literacy support.

¹ At LSE the term ‘information skills’ is used by the Library to describe the training and support that is offered by the Academic Support librarians to students, either as standalone courses, or within departments on the request of academic staff. Meanwhile ‘digital literacy’ is used to describe a programme of workshops on using various new technologies to support teaching and research that is open to Academic Staff and PhD students. The workshops are run by the Centre for Learning Technology, although many of the courses are taught in conjunction with the Library so incorporate a range of ‘new literacies’.

The Teaching and Learning Centre undertook a related study in 2010, to produce a map of study skills support across LSE. This information proved useful as an initial starting point for a wider information literacies review.

3. Methodology

A variety of methods were employed to collect data on current practice. Katy Wrathall, an external consultant on the project and part of the research team at Cambridge that developed ANCIL, suggested semi-structured interviews for data collection. This approach had proved successful on an earlier pilot conducted at York St. John University, and it was determined that this approach would allow for valuable and relevant information to be collected from academic and support staff, while also taking account of the issues surrounding awareness and understanding of information literacies. Where colleagues were unavailable for interview, a more structured online questionnaire was offered to supplement the data collection.

The study benefitted from the input of colleagues from a range of LSE departments. Staff from the following departments were interviewed:

- Careers
- Deans of UG and PG Studies
- Economics
- IT Training
- Language Centre
- LSE100 course team
- Sociology
- Student Services
- Teaching and Learning Centre

Additionally, online questionnaires were completed by staff from:

- Anthropology
- Economics
- Economic History
- Geography and Environment
- Government Department
- Language Centre
- Law
- Philosophy, Logic and Scientific Method
- Social Policy
- TLC

The study also sought to better understand the role that Academic Support Librarians play in supporting students and specifically tailored questionnaires were distributed to this cohort of staff.

Finally, the Dean of Undergraduate Studies, interviewed early on in the research, felt that it was vital that students themselves were consulted on this matter, and as a result, a series of focus groups were carried out at the end of Summer Term 2012. The focus groups were extended beyond undergraduate students to include postgraduates, as they proved useful for gathering feedback on library workshops, support more

generally, and were a first step to establishing whether a similar undertaking might be relevant for postgraduates and research students.

4. Findings from the research

The findings from the data have been divided into a number of key areas to include:

- Perceptions of information and digital literacy at LSE
- ANCIL at LSE – coverage and gaps
- Examples of good practice at LSE
- The format of support provided (formal / informal / face to face / online / embedded / standalone)
- Provision for undergraduates compared to other groups of students
- The perspective of students
- The role of Academic Support Librarians
- Other issues arising from the research

4.1 Perceptions of information and digital literacy at LSE

The interviews conducted broadly locate responsibility for helping students to find, manage and evaluate information with the Library. There was though, recognition of overlaps with other departments (CLT, TLC and Language Centre specifically) and, generally, no expectation that Library should be the sole provider for information literacy support as a whole.

There was widespread recognition that information skills are important and that students need support and development in this area. One academic was particularly concerned that students entering higher education over the last 5 to 10 years were less well prepared for independent learning than previous generations. There was also a sense that information skills are closely related to a broader range of complementary skills including reading, writing and communication skills. However, during the interviews some staff conflated the terms ‘library’ and ‘information’, equating the provision of information literacy support with ‘library induction’. Staff outside the library also tended to think that the expertise of librarians lie in finding information, rather than the broader information skills of evaluating, managing and communicating information as determined by the ANCIL framework.

During the interviews, staff expressed the opinion that information literacy (and other skills) should be embedded in the curriculum for maximum effectiveness. Though there are exceptions and there are courses where good examples of such embedded practice do exist, overwhelmingly this is not how current provision for undergraduates at LSE is organised, and finding time in a squeezed curriculum was a recurring comment from interviewees. Additionally, it was recognised that for many undergraduate courses independent learning and research skills are rarely part of the formal assessment process, which in almost all cases, is based on a final exam. Dissertations are not a common feature of LSE undergraduate programmes. It was noted also, that there is no clear strategy to guide provision in this area at LSE, and some staff felt that an agreed set of student skills to be developed at undergraduate level, would be helpful, along with appropriate staff development and support.

A minority of respondents questioned the need to provide this support to students in any form. One member of staff’s assumption was that students are ‘web savvy’, and that there would be little that they could teach them about finding information. Though the latter statement may be true, it offers no proof for the former. Similarly, another respondent believed that in being given access to the Library, students had provision enough, and that this should be sufficient to guide their development in this regard. Finally, some lecturers questioned who’s role it should be to teach students information skills, and there was a minority

opinion that students should arrive at LSE already equipped with these competencies. If it is that students are deemed to be arriving without these skills, and if there is insufficient time in timetables to pursue a more embedded approach, then the school may wish to consider how it can support incoming students to the LSE as part of their transition to higher education.

4.2 ANCIL at LSE – coverage and gaps

The study maps provision across LSE using the ten-strand framework of information literacy as set out by Coonan and Secker (2011) in their New Curriculum for Information literacy (ANCIL). The ten strands are:

1. Transition to Higher Education
2. Independent learning
3. Academic literacies
4. Mapping the information landscape
5. Resource discovery in your discipline
6. Managing information
7. Ethical use of information
8. Presenting and communication
9. Synthesis and knowledge creation
10. Social dimension of information

The picture that emerged of information literacy support was one that was disjointed and fragmented. Various support was being offered to students by some departments and support services that covered some, but not all, of the ANCIL strands and which may have been more or less accessible to students, dependent upon department. For some areas, academic departments were relying wholly on support services to provide students with information literacy support, for them to do so at the point of need, and thus were not themselves attempting to embed information literacies into their courses. Of the ten strands, there are some for whom the LSE currently has no designated lead in either support services or academic departments taking overall responsibility for undergraduate support.

Strand 1: Transition to Higher Education

In terms of supporting students in the transition to higher education, interviews and questionnaires revealed that responsibility is currently divided among LSE100, the Language Centre, the Teaching and Learning Centre and of course academic departments. This strand includes helping students, many of whom have been very successful at school, adjust to studying at higher education level, and it also serves to underpin many of the subsequent strands. It was one of the few areas that nearly all staff who were interviewed said they contributed to, but one where coordination across departments and support services was not evident. All support services contribute to student induction sessions, but not in a way that is coordinated.

Strand 2: Independent learning

At undergraduate level the Teaching and Learning Centre and some departments help students to develop as independent learners. In addition the Language Centre offer support sessions, but these are aimed primarily at students from outside the UK for whom English is their second language. The Library also regarded that a number of the sessions they provide, on literature searching for example, could be seen as helping students to develop as independent learners. Again, this was an area where there was no real evidence of coordination across departments and support services.

Strand 3: Academic literacies

At undergraduate level the Teaching and Learning Centre, Language Centre and LSE100 are recognised as taking a lead in developing students' academic writing and reading skills. The Library has also started to contribute 'academic integrity' sessions to the TLC events programme. Some departments provide support within undergraduate programmes, and these are often developed in conjunction with staff from TLC. Again, the Language Centre offers sessions but these are aimed primarily at students from outside the UK for whom English is their second language. There was some evidence of coordination across support services and departments.

Strand 4: Mapping the information landscape

This strand was clearly seen by many as being an area in which the Library holds particular expertise. A small amount of support was provided as part of LSE 100, but the bulk of support in this area was provided through library induction sessions, materials available on the Library website and in available Subject Guides. There are some examples of librarians delivering workshops within programmes, though even in these cases there was a tendency to focus on literature searching and using library databases.

Strand 5: Resource discovery in your discipline

This strand was another, also seen by many as being an area in which the Library holds particular expertise. In a few cases, follow-on library workshops were included within academic programmes to explore specific resources of relevance for certain academic disciplines; for example, running sessions on finding and using datasets for qualitative courses or using archives for historians. The Teaching and Learning Centre also did some work in this area and, again, where possible this was embedded within academic programmes. There was some evidence of coordination across support services and departments.

Strand 6: Managing information

Another strand where expertise was largely considered to lie within the Library, although in general they have tended to provide training and support for specific reference management software (EndNote), rather than general principles. The Language Centre provide some support for students on broader issues such as time management but, as with all their sessions, these are aimed primarily at students from outside the UK for whom English is their second language. CLT and the Library run sessions on using social bookmarking and other reference management tools such as Zotero and Mendeley. While there was some evidence of coordination across support services, this aspect was rarely covered by academic staff who took part in the research.

Strand 7: Ethical dimension of information

Most of the support for students around the ethical use of information focuses on citing, referencing and avoiding plagiarism. TLC, Language Centre, LSE 100 and the Library offer workshops in this area. Careers provide some informal support for students on managing their web presence and some departments offer embedded support, but again this is concentrated on referencing styles and not the wider ethical issues. This strand seemed to be a particular area where additional, and more coordinated, support could be offered.

Strand 8: Presenting and communicating

Presentation and communication skills are part of the LSE100 course. There are also some workshops offered by TLC and the Language Centre. Careers and IT Training also contribute to some support in this

area. The questionnaire suggested there is some work done in departments, particularly in support of student seminar presentations. However, the broad range of presentation and communication skills students require are not covered. There was some evidence of coordination across support services.

Strand 9: Synthesis and knowledge creation

This is another area where responsibility seems to span across a range of departments, including LSE100, TLC, Careers and IT Training, when this arguably would most effectively be located within departments, in the context of a particular discipline. The requirement for supporting development of synthesis and knowledge creation skills and understanding at undergraduate level was questioned by some departments, particularly those teaching more quantitative subjects. There was little evidence of coordination across support services and departments.

Strand 10: Social dimension of information

Careers and the Language Centre were the only departments that mentioned teaching students anything about the social dimension of information. This strand covers the transfer and application of what they have learnt in an academic environment into the workplace, and into their daily life. Some providers felt this was an area the Library might usefully contribute to working, for example, in conjunction with the Careers Service. There was no real evidence of coordination across support services and departments.

4.3 The format of provision

During the research we explored whether support was provided formally or informally, whether staff acted as providers or referrers for students and whether information literacy was embedded into the curriculum or delivered as a standalone session. The findings are summarised below:

Formal / informal

A lot of skills support is provided informally across the school and where it is delivered as part of academic programmes, it is not explicitly assessed.

Provider / referrer

As well as services and departments providing support where they consider it to be appropriate or within their remit, referrals to other departments also frequently occur. There is currently no documentation available to guide referrals and as a result there is some risk that students may be incorrectly referred.

Embedded / standalone

Embedded support is recognised by almost everyone as ideal, so that skills support is not delivered separately from the discipline. It is possible also, that support offerings need to take account of the diverse student population and should be tailored to the different education cultures through which LSE students have progressed. Our study found that evidence of embedded provision is difficult to evaluate and that standalone provisions are much easier identified and assessed.

4.4 Examples of good practice at LSE

A few case studies stood out from the departments we spoke to:

- **Economic History** – the Academic Support Librarian delivers a series of workshops on literature searching and undertaking historical research using primary sources to third year students on the course EH390. In addition in conjunction with LSE Archives and the class teachers the librarian also delivers an archives based workshop for those studying EH237.

- **International Development** - The Academic Support Librarian delivers a literature searching workshop for one programme (Development Studies) planned in conjunction with the lecturer. This leads on to a series of EndNote workshops which are open to the whole department. A workshop is also run for DV424 later in the year. In the past it has been an introductory literature searching session. As this literature searching workshop has already been carried out this in Michaelmas term 2012, this year this class will build on this foundation and cover more specialist sources next term.
- **Social Policy** – The Academic Support Librarian delivers a number of workshops to students each year covering academic writing, literature searching, keyword searching and using databases. These are planned in conjunction with the lecturer and are customised for students in this department (SA4H7 and the Social Policy and Development Programme).
One of programmes in Social Policy is run jointly by LSE and LSHTM. The Academic Support Librarian is running a literature searching session for this course with a librarian from LSHTM towards the end of November 2012.
The Academic Support Librarian also delivers a session for Social Policy Masters which is embedded in SA499. It's part of the dissertation module and covers literature searching and EndNote. All of these classes are customised to students in the department or to a particular project.
The Library runs a short version of MY592 for Social Policy as part of SA550 which is customised for PhD students in the department.
- **Social Psychology** – the graduate teaching assistants organise a series of workshops for masters students on the MSc programmes Organisational and Social Psychology and MSc Health and Community Development to cover a range of study skills. Five workshops are offered by the Academic Support Librarians primarily on literature searching. These are tailored to ensure that students are given help finding material for their current essay topics. The Academic Support Librarian also teaches literature searching as part of the course PS400.

There were a number of other notable initiatives that crossed departments, including:

- **LSE GROUPS** – this is an optional programme for undergraduates coordinated by TLC in the summer term. Students complete a short research project on a topic of their choice. It is open to all years and the Library provides support in the form of a workshop on conducting a literature search which complements the session provided by academic staff on producing a literature review in research.
- **LSE 100** – the core course for all undergraduates have identified information skills as one of the three key skills for social scientists, and developed a dedicated Skills Support site in Moodle. Resources have been developed to cover finding, managing and evaluating information. A self paced online tutorial to cover both information skills and academic writing is also available. Students complete formative writing tasks during the course and those who struggle in this area are referred to the tutorial and the LSE100 Writing Lab.
- **LSE CHOICE** – A level students attending LSE CHOICE, one of the LSE Widening Participation programmes, receive induction sessions to familiarise them with Moodle and to introduce them to using the Library. The library induction involves an activity to enable students to explore the collections.
- **MY592: Workshop on Information Literacy** - This six week course is aimed at PhD students who are undertaking a literature review. It covers finding, managing and evaluating information in a wide variety of formats. The course is run by the Library and CLT. It has proved extremely popular and received excellent feedback from students. Some supervisors now recommend all their PhD students attend this course in this first year and it offers a model of the type of support, albeit at the research student level, that librarians can provide.

4.5 Support for undergraduates

While the research focused on undergraduate students, our understanding from support services is that postgraduate students and research students form the majority of those who engage them for support and training. Undergraduates seem less likely to seek support, rarely attend workshops and training. However there was a belief expressed that there is more time in the undergraduate programmes and so it would be advantageous and possible to develop skills.

There does exist good practice in the school, and from these departments the suggestion is that students need to be 'scaffolded' in their learning so more help is offered in their transition to HE and in their first year, with a gradual reduction as these skills become more established in the second and third years of study. Help also needs to be offered at key times, when students are set an essay assignment, for example, and it was suggested that students could be given more freedom in their formative assessment work, instead choosing their essay titles from a number of options.

LSE100 covers information, communication and methodological skills, and it was hoped this would raise awareness more generally, of the value of developing these skills in undergraduate programmes across the School. There is little evidence at this stage of this having occurred. Conversely, it seems that in being able to identify LSE100 as the place in which such learning and development takes place, departments are actually less likely to feel it incumbent upon them to embed such provision within their own courses.

One particularly concerning finding from the research was that at undergraduate level in almost all departments there was no real need for students to learn to find, manage and evaluate information beyond what is supplied for them on course reading lists. In many cases full text readings are provided to students via Moodle, so any requirement to search the library catalogue, whether online or in person, has been drastically reduced in recent years. Additionally, dissertations are only undertaken by very small numbers of students at LSE, with Geography and Sociology students being notable exceptions, so the opportunities to develop 'research skills' that will be required by, and indeed assumed of, postgraduate students are quite limited. Many competitor universities are recognising the value of embedding skills into undergraduate programmes, in part because students are observed to be arriving at university less prepared for independent learning than they perhaps once were. In addition, what employers are specifically looking for are graduates who can problem solve, think critically and able to deal with change effectively. In order to continue to produce graduates that are highly regarded by recruiters and employers and which carry the reputation of LSE forward into enterprise and industry, information and digital literacy skills are crucial.

4.6 Support for postgraduates

We did not focus on support for postgraduates as part of our study. However, in the course of discussions a number of interesting findings emerged which were deemed significant. There emerged an assumption by a range of staff that postgraduate students arrive at LSE equipped with information literacy skills, acquired in the workplace. This pattern is changing, with more students going straight from undergraduate to postgraduate degrees and the School needs to consider if this assumption is still correct.

In addition, many support services mentioned that a large amount of the take up for optional sessions was by postgraduate students. Timing was also a key factor for postgraduates, particularly those students who may spend as little as 9 months at LSE and who need to get up to speed very quickly. Support needs to be timely; if offered too early it can be ineffective, too late and it is irrelevant. Several people who took part in the research mentioned the information literacy course offered to PhD students – jointly run by the Library and CLT (MY592) – as an example of good practice in their field.

4.7 The student perspective

Focus groups with students revealed a number of trends, however a clear finding was that students' information use is driven largely by supplied reading lists, and resources as they are provided in Moodle. Undergraduates are very dependent on lecturers for direction in what they should be reading. There was also a limited awareness of the expertise of librarians and the services the Academic Support Librarian could provide to students. Students in general were more likely to seek support from Careers, IT Training, TLC rather than the Library, but they were also much more likely to seek help at the point of need or during a crisis, rather than in advance of requirements. A key message for Library staff was that the expertise and support they could offer needed to be better conveyed to lecturers, and possibly embedded into courses and Moodle content to maximise the chances of students taking it up.

4.8 The role of the Academic Support librarian

Information literacy has traditionally been associated with the support and training that librarians offer to students either through standalone courses or embedded into programmes of study. At LSE the Library has a long history of running workshops for students and increasingly provides dedicated sessions on topics such as literature searching, using key library databases, keeping up to date with research and managing information using the EndNote software. For this reason, our study asked all the Academic Support Librarians at LSE to complete a questionnaire to gather evidence about the support and teaching they offered to undergraduate students.

The findings from this part of the study highlighted that many Academic Support Librarians were teaching sessions in the general Information Skills programme or for their departments covering ANCIL Strands 1, 5 and 6. It was noted that ANCIL strands 8, 9 and 10 are less well covered. There was also less evidence that the information literacy support they provide is truly embedded in the course, although almost all the group recognised this as the ideal. Many Academic Support Librarians said that the sessions that they offered within programmes were often optional for students to attend and sometimes fell outside the regular teaching hours of the course. They also rarely taught the sessions in conjunction with the lecturer, but delivered these sessions themselves.

Academic Support Librarians recognised the need to work more closely with other support services, though this did not currently happen to any significant degree. Staff expressed the opinion that embedding skills development in a programme is challenging. Being given time in a programme was sometimes an issue, but also understanding how their session fit with the wider aims of the course often required careful planning. Timing is also key with many Academic Support Librarians spending time meeting students as Orientation, when the need to acquire information literacy skills is clearly not a priority. What emerged was very inconsistent coverage of information skills teaching across departments, with some Academic Support Librarians spending a lot of their time teaching and others who are not required to deliver as much. It means that the experience of LSE students and the set of skills that is developed in undergraduates, could be very different depending on the chosen programme and the level to which their department chooses to engage with these issues.

4.9 Other issues

There was often a lack of clarity between service departments about where responsibility lay for teaching students particular skills. For example, the Teaching and Learning Centre expressed the belief that responsibility for strands 4, 5, 6, 7 and 10 of the ANCIL curriculum lay with CLT and the Library.

Meanwhile the LSE100 team questioned the use of the ANCIL framework as a way of measuring all the skills that students need for study in the social sciences, and whether it adequately expressed the

methodological and communication skills that are of such importance to LSE students, as it is focused only on information skills.

The general perception emerged that while all support services offer a wide range of training and support for undergraduates they do not work together as much as they could. This included very few joint courses offered to students, but also when skills are embedded in programmes, TLC or the Library would negotiate and plan this work separately. The interviews led to a number of areas where opportunities for future collaboration might be possible, for example between CLT and Careers and the Library, CLT and TLC.

Where embedded support is present in undergraduate programmes, it is often upon the request of a particular member of academic staff with an interest in the area. Sometimes the decision to offer embedded support for their students arises after they have received specialist help and advice themselves, such as attending a digital literacy workshop or getting one to one help from the Academic Support Librarian. Sessions such as literature searching often become part of a programme and remain in place, but only while the staff remain in post. If a course leader changes, it inevitably means a reassessment of the course as a whole and the value of information literacy provision or sessions that may be included. It also suggests that the Library need to be more proactive about offering sessions to all undergraduate programmes and to seek to develop information literacy champions within departments, who can encourage and support their colleagues.

5. Conclusions and recommendations

Overall our findings highlight a range of issues around responsibility for information and digital literacy across LSE, our understanding of the requirements and changing expectations of LSE students, and the joined up or otherwise, nature of current provision. There is a need to ensure that information literacy skills support is valued across LSE for students at all levels, and that there is a common understanding of what digital and information literacy is and why it matters. There is a need to make clear where the responsibility for ensuring undergraduates receive digital and information literacy skills lies and that this is delivered in the context of a particular department. In some institutions this has been done by agreeing a strategy for the institution and a common framework.

There is a need for champions to assist with highlighting the importance for information and digital literacy and the risks of not including these skills in our undergraduate programmes, within departments and across LSE more widely. Students are equally important stakeholders and any provision must be based on actual needs of students and developed in consultation with them. It is recommended that further research to understand the issues students face during the transition to higher education is undertaken. Widening Participation programmes e.g. LSE CHOICE or Pathways to Law, might offer opportunities to gather evidence from students pre-registration. Additionally evidence on the value and impact of embedding digital and information literacies into undergraduate programmes could be gathered via a pilot undertaken in 2012/13 to work with both a quantitative and qualitative course to learn more about the process and the staff time required as well as assessing the impact it might have on student learning.

Following this report we therefore have a number of recommendations:

- 1) LSE develop an information and digital literacy strategy or framework to inform teaching and support in this area across the School. See for example the recent strategy launched by Cardiff University: <http://www.cardiff.ac.uk/insrv/news/infolitstrategy.html>
- 2) The strategy or framework makes the roles and responsibilities for information literacy provision explicit (tied to roles not individuals) to ensure accountability and to also ensure there is a clear

documented referral policy for students seeking help and support beyond what is provided in programmes.

- 3) Building on the inclusion of digital and information literacies into the LSE PG Certificate in Higher Education, a more extensive staff development programme is launched to support LSE staff to ensure that they understand the importance of these literacies and how to embed them into their undergraduate programmes. It would also ensure staff understood their obligations and the role of the different support services.
- 4) A network of information and digital literacy champions is established across LSE to support the strategy and staff development programme. These would include staff from both central support and academic departments.
- 5) A study to understand the needs of students entering higher education which could be undertaken with Widening Participation team.
- 6) Two pilots with academic departments are undertaken in 2012/13 to embed information and digital literacy into undergraduate programmes and to evaluate the impact and implications of this work in terms of benefits to students, time in the curriculum and staffing.
- 7) The role of Academic Support Librarians in delivering information literacy support will be reviewed to ensure consistency across departments and a greater recognition of this role amongst academic staff. The Library will develop a portfolio of training that can be customised and offered to all undergraduate programmes.
- 8) Communication between central support services and academic departments will be reviewed to explore further possibilities to join up student support either in standalone or embedded courses.

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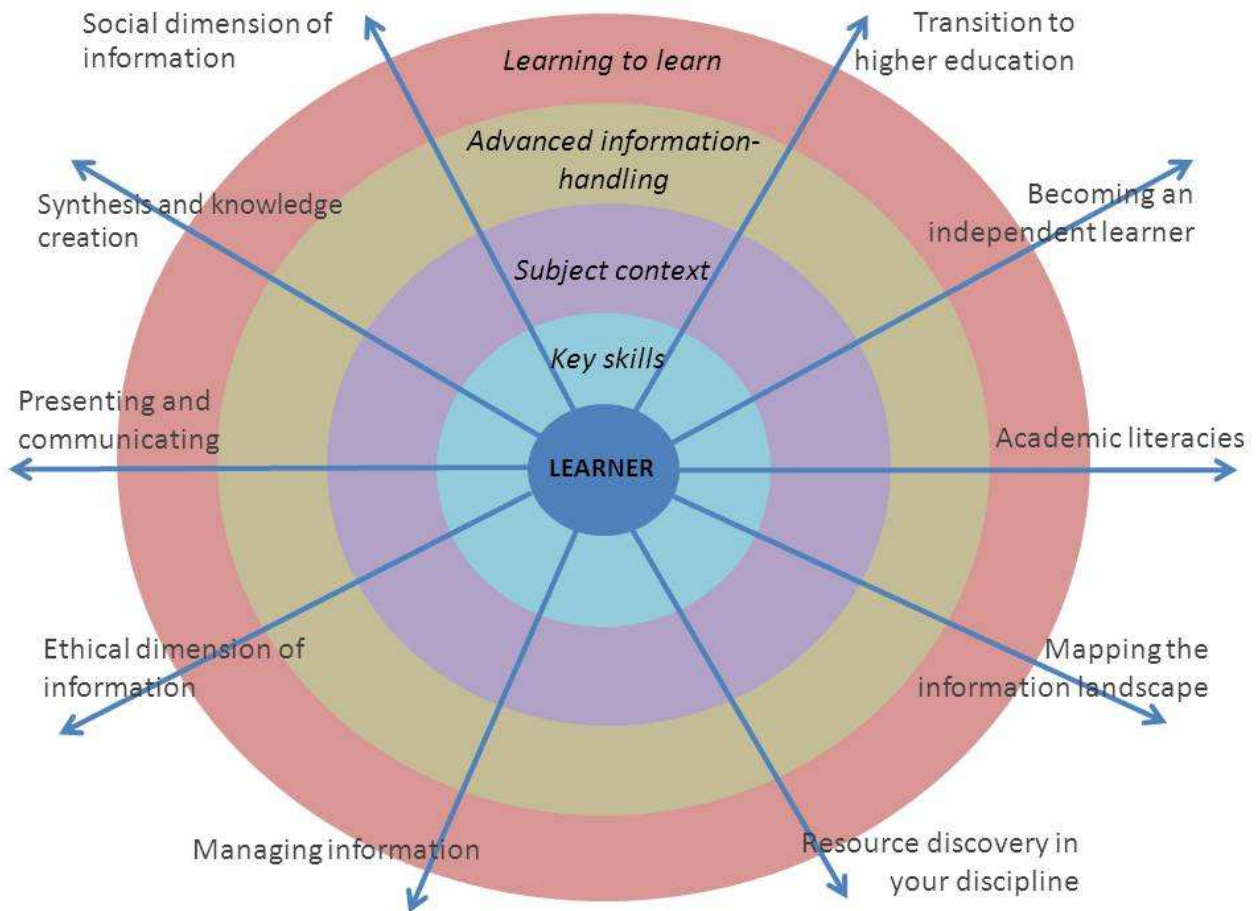
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Appendix 1: the ANCIL model of information literacy



Coonan and Secker (2011)