**Name of course/resource:**

**URL:**

**Contact name:**

**Email address:**

**Criteria for describing or reviewing courses or resources**

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| **1. Who is the course or resource designed for, and why?** | | |
| Questions | | Responses |
| * 1. **Learners**   *Set out who the learners are that the course or resource is designed for.* | | |
| * + 1. Career stage * Undergraduate student * Postgraduate/research student * Postdoctoral/Research Fellow * Tenured researcher (lecturer, reader) * Professorial/senior level * Other |  |  |
| 1.1.2 Discipline | |  |
| **1.2 Need**  *Need relates both to what individual learners might require as part of their broader professional development, and also to the needs of relevant organisations, such as the HEIs where learners study or the funders that support them. Also, professional requirements might highlight the usefulness of the course or resource. So the extent to which need is assessed or analysed prior to the formulation a course or resource could be an indicator of its effectiveness, and provide an important basis for setting its objectives.* | | |
| 1.2.1 Any steps taken to assess learners’ need for the course or resource (please describe)  If not why not? | |  |
| 1.2.2 How does the course fit the broader professional needs of the learners? | |  |
| 1.2.3 How does the course fit with your institutional and/or departmental policy and practice on researcher development? | |  |
| 1.2.4 Can the course be transferred or adapted to suit other needs or contexts from the one for which it was designed? | |  |
| 1.2.5 How accessible is the course or resource, particularly for learners with diverse needs? | |  |
| **1.3 Demand**  *In addition to responding to need, it is also important to meet demand from individuals who wish to receive training in order to be able to perform effectively as researchers.* | | |
| 1.3.1 To what extent is the course a response to the demand from learners?  How have you identified this? | |  |
| 1.3.2 Is participation by learners in previous similar training activities a factor in helping you determine demand?  Describe analysis of participation by learners in previous similar training activities by: | |  |
| * Range of learners by discipline | |  |
| * Range of learners by career stage | |  |
| * Other | |  |
| **1.4 Meeting requirements**  *The ‘market’ for training is conditioned by a combination of anticipation of need, and responsiveness to demand. The course or resource’s level and learning objectives should reflect detailed consideration of both these areas.* | | |
| 1.4.1 How is the course or resource made appropriate to its target learners in terms of: | |  |
| * Current level of skill | |  |
| * Years of experience | |  |
| * Disciplinary areas | |  |
| 1.4.2 What learners need to know already in order to benefit from the course (prior knowledge)  Any baseline set to reflect this? | |  |
| 1.4.3 What have you done to communicate clear learning objectives to attendees or users of resource, based on assessment of need and demand? | |  |

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| **2. What knowledge, skills and competencies is the course or resource intended to provide?** | | | |
| Questions | | Responses | |
| **2.1 Areas of information literacy covered**  *Information literacy covers a wide range of knowledge, skills and competencies, and it is important to describe to which of these the course or resource relates.* | | | |
| * Information searching and discovery * Assessment and analysis of information sources * Citation and referencing * Data management and curation * Plagiarism, fraud, copyright and other relevant legal issues * Data protection and/or freedom of information * Publishing and dissemination of research results (including open access) * Other |  | |  |
| **2.2 Use of frameworks**  *Information literacy training also forms part of professional development more broadly. It is therefore inherently related to models or frameworks, such as the Researcher Development Framework (RDF)[[1]](#footnote-1) and the Seven Pillars of Information Literacy[[2]](#footnote-2), and to the range of initiatives within institutions aimed at developing researchers in a well-rounded way.* | | | |
| Is the course informed by the following frameworks and how:   * Researcher Development Framework (RDF) * Seven Pillars of Information Literacy * Other |  | |  |
| **2.3 RDF Information lens**  *The information lens[[3]](#footnote-3) highlights specifically the areas of the RDF where information literacy is part of the professional development of researchers, and gives an overview of the key knowledge, behaviours and attributes that can be acquired through, or used in, information literacy activities.* | | | |
| Have you sought to make use of the information lens of the RDF and how? | |  | |

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| **3. How is the course or resource delivered?** | | | |
| Questions | | | Responses |
| **3.1 Approach**  *These questions should be addressed when describing the mechanics of the delivery of the course or resource.* | | | |
| 3.1.1 Format of course:   * + Classroom-based courses (lecture or workshop)   + Individual tuition   + Online courses   + Training material (printed or digital)   + Other |  | |  |
| 3.1.2 Describe main features of the course: | | |  |
| * + Mode of instruction | | |  |
| * + Length of course | | |  |
| * + Use of assignments | | |  |
| * + Assessed/non-assessed | | |  |
| * + Other | | |  |
| **3.2 Training providers**  *There are a number of points to be considered with regards to those responsible for the delivery of the course or resource, and the skills required.* | | | |
| 3.2.1 Who designs and delivers the course?:   * + Library   + Graduate school   + IS department   + Other |  | |  |
| 3.2.2 State the roles and responsibilities of each of these players with regards to the design and delivery of the course/resource. | | |  |
| * + Library | | |  |
| * + Graduate school | | |  |
| * + IS department | | |  |
| * + Other | | |  |
| 3.2.3 List the skills or know how required by those devising, running or managing the course.  How do these skills relate to the different roles and responsibilities?  How were these skills acquired? | | |  |
| **3.3 Support**  *Support for the delivery of the course or resource comes in a variety of forms, from physical entities such as staff and equipment through to easy access to online resources.* | | | |
| 3.3.1 Describe support required to run the course in terms of: | |  | |
| * Personnel | |  | |
| * Facilities | |  | |
| * Financial | |  | |
| 3.3.2 [Digital/online resources only] Are they free to use or can be readily purchased? | |  | |

1. <http://www.vitae.ac.uk/rdf> [↑](#footnote-ref-1)
2. <http://www.sconul.ac.uk/groups/information_literacy/seven_pillars.html> [↑](#footnote-ref-2)
3. <http://www.vitae.ac.uk/CMS/files/upload/Vitae_Information_Literacy_Lens_on_the_RDF_Apr_2012.pdf> [↑](#footnote-ref-3)