WCCN

Information Literacy policy

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Revision	

Author	Position	Signature	Date
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Approved by	Position	Signature	Date
College Senate	**Head of Academia**		2018/02/12

All Change requests should be submitted to WCCN

REVISION	TITLE OR BRIEF DESCRIPTION	ENTERED BY
2021/12/21	Rebranding	Dr T M Bock
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SENATE PREAMBLE

This policy is to be applied from adoption hereof. This policy is by no means to be retrospectively applied and will only deal with the exam cycle, immediately prior to ratification of this policy.

Western Cape Government
FOR YOU

POLICY STATEMENT
1. INTENT
In the strategic plan of WCCN the college undertakes to provide students "with the skills to be able to succeed in a rapidly changing environment" and who will

- Be able to create and apply knowledge.
- Have the capacity for critical thinking.
- Be able to effectively and productively make use of knowledge resources and Information and communication technology ICT for the benefits of the country.

This is partly in response to the National Qualification Framework (NQF) which refers to critical cross-field outcomes (CCFO's) to indicate generic outcomes that inform all teaching and learning. There are 8 CCFO's identified by the NQF, of which one is "collecting, analyzing, organizing and critically evaluating information".

Implicit in this is the recognition that we need to produce information literate students i.e., able to "recognise when information is needed and have the ability to locate, evaluate, and effectively use the needed information.

2. RELEVANT LEGISLATION
Higher Education Act (1997) (Act No. 101 of 1997).
CHE/HEQC Criteria for Institutional Audits
CHE/HEQC Criteria for Programme Accreditation
HEQSF (2013)
SAQA Level Descriptors (2012)

3. RELEVANT INSTITUTIONAL POLICIES

Language Policy
Plagiarism Policy
Teaching and Learning Policy
Information Literacy guide on Library
Moderation Policy (NQF Levels 5-8)
Key words for search Engine: Information, Literacy, Teaching

4. SCOPE
The scope of this policy is institution wide. It is applicable to all academic offerings of the college, and should therefore be understood by all academic staff, as well as academic support staff. It covers the design and curriculation of all courses offered, so as to enable an appropriate level of information literacy (IL) within all courses of the university.

5. THE PURPOSE OF THIS POLICY

- To ensure that there is adequate preparation in information literacy at the appropriate level for each student at the college.
- To provide a framework for determining the resources required to make adequate provision for the necessary information literacy skills within each offering of the institution.
- To improve the retention and success rate of students.

6. DEFINITIONS

6.1. Information Literacy Skills (Also referred to as information skills):
These include

- Knowledge of the main information sources within the student's field of study.
- The ability to identify / describe a problem and accordingly formulate appropriate questions in order to obtain information, again within the student's field of study.
- The ability to find, evaluate, analyse, organise and use information from a variety of contexts.
- To interpret information in written, numerical and graphical formats.
- To integrate information with existing knowledge.
- To communicate information responsibly in a contextualised manner.

6.2 Information literacy is the ability to use information skills effectively within the desired context.

6.3 Academic Literacy is the ability to function at an appropriate academic level in a discipline or course study. These refer to, but are not limited to, the student's capacity to demonstrate the following:

- The ability to listen, make notes and participate orally
- The ability to read, write and think critically
- Technological abilities
- Information literacy
- Ability to interact with text

Ability to function ethically in an academic context.

7. PRINCIPLES WHICH THIS POLICY STRIVES TO UPHOLD
In order to adequately comply with expectation of external and internal quality assurance bodies, as well as national frameworks for education.

7.1.1. All programmes must include a component that offers the student adequate preparation in the level and use of information skills needed to function within the programme.

7.1.2. The training must take into account the level of the programme, and provision should be made for more advanced training as a student advances within the levels of programmes offered by the Nursing Education Institution (NEI), WCCN.

7.1.3 These provisions are equally applicable to all undergraduates, post-graduate diplomas, short courses and programmes with returning students.

7.1.4 The responsibility for the implementation of this policy is part of the normal academic management process.

7.1.5 As quality assurance of programmes lies with the heads of departments (HOD's), the primary responsibility for the curriculation, implementation and monitoring of this policy lies within them.

7.2 ORGANIZATION
7.2.1 Programme level
The programme convenor is responsible to ensure that information literacy is appropriately taught within each programme.

7.2.2 Committees

7.2.2.1 The appropriate WCCN committees (Academic Planning Committees, Teaching and Learning Committees and Quality Committees) to include the provision of information literacy within each programme as part of their brief.

7.2.2.2. The WCCN Language Coordinator/Academic Literacy Coordinator (or other appropriate person) be tasked with the coordination of Information Literacy development strategies within the Faculty.

7.2.3 Institutional Level

7.2.3.1 Information Literacy Sub-Committee to be appointed by the Senate Teaching and Learning Committee; to assist with the validation of programmes with regard to Information Literacy. The Sub-Committee in its turn to report to the Senate Teaching and Learning Committees.

7.2.3.2 Information Literacy Librarian to convene and coordinate the activities of the committee.

7.3 INFORMATION LITERACY ACTIVITIES

7.3.1 Programme convenors, assisted by the College structures and coordinator responsible for information Literacy, to decide as how to incorporate the appropriate interventions and activities within the programme.

7.3.2 The information Literacy Librarian will be assigned to facilitate the activities that will form part of Key Performance Areas.

7.4 FACILITIES

7.4.1 Heads of academic Departments are responsible to see that adequate facilities for the teaching of Information Skills are available.

7.4.2 Heads of Departments working together with the WCCN Libraries are responsible for adequate library resources to support the use of Information Literacy Skills within each programme.

7.4.3 WCCN Libraries to be responsible for access resources with adequate budgetary provision to be made by executive management to ensure that this is possible.

8. RESPONSIBILITY

- The responsibility for the policy lies with the Teaching and Learning Committee

- The responsibility for the carrying out of the policy lies with WCCN Libraries, the College management, and with each academic member of staff.

- The responsibility for adequately training members of staff to enable them to comply lies with the People Management Department

9. ACCOUNTABILITY AND AUTHORITY:

Implementation:
WCCN Libraries, all faculties, departments and Course Coordinators
Compliance:
WCCN Libraries, all faculties, departments and Course Coordinators
Monitoring and Evaluation:
Teaching and Learning Committees and the latter's Information Literacy Sub-Committee

10. POLICY STAKEHOLDERS

All academic members of staff; all persons responsible for any course design, all persons responsible for monitoring and evaluation of academic courses, all members of academic support units.

11. PROCEDURE AND IMPLEMENTATION OF POLICY

- Approval of policy and procedures by WCCN senate
- Appointment of Information Literacy Committee with the Information Literacy Librarian ex officio.
- Policy made available on Intranet.
- Implementation of policy by programme convenors.
- Monitoring of implementation by Information Literacy Librarian and Information Literacy Committee.
- Matters relating to implementation or interpretation of policy or procedures to be referred to Information Literacy Committee, and from them to the Teaching and Learning Committee.

12. RESOURCES REQUIRED

- Adequate training for staff in the design and implementation of Information Literacy.

Adequate staff to provide information literacy at the appropriate level for all students.