**UAL Information Literacy Planning Tool (Draft) Level 6 - Undergraduate Year Three**

**Rationale**

As UAL librarians, we aim to support University aims and to enhance student learning and attainment in our teaching. We want to achieve parity of outcome for our sessions, while retaining flexibility, so that librarians can tailor teaching to student needs.

This planning tool provides guidance and a structure for planning sessions. This enables us to follow good practice in lesson design by first identifying learning outcomes, then devising learning activities to best suit those outcomes.

The planning tool allows us to map to the UAL assessment criteria, demonstrating how we support student attainment. It also provides space for designing evaluation of sessions and reflection.

**Plan**

Review the [UAL Assessment](https://www.arts.ac.uk/students/stories/new-assessment-criteria3) Criteria for this level of study as set out in the five boxes below. Which of these will your session support?

**Communication**

Demonstrating clarity and depth. Synthesis of diverse intentions, contexts and arguments appropriate to your audiences

**Realisation**

Meeting appropriate standards of professional production

**Process**

Experiment and evaluate methods, results and their implications

**Knowledge**

Critical analysis of a range of practical, theoretical and/or technical knowledge(s)

**Enquiry**

Engagement in practice informed by critical analysis and evaluation of diverse, complex concepts and ideas

*This session supports* ***Enquiry****,* ***Knowledge*** *and* ***Process***

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|  **Assignment / unit aims and outcomes.**What are the aims and outcomes of the unit your students are studying?If your session does not relate to a specific unit, outline who will attend and what their immediate information needs are.  | Which [UAL Library Services Learning Outcomes](https://artslondon.sharepoint.com/sites/LSSD/Sub%20Groups/Forms/AllItems.aspx?id=%2Fsites%2FLSSD%2FSub%20Groups%2FAcademic%20Liaison%2FCAF%20and%20Learning%20Outcomes%2FUAL%20LS%20Learning%20Outcomes%281%29%2Epdf&parent=%2Fsites%2FLSSD%2FSub%20Groups%2FAcademic%20Liaison%2FCAF%20and%20Learning%20Outcomes&p=true&originalPath=aHR0cHM6Ly9hcnRzbG9uZG9uLnNoYXJlcG9pbnQuY29tLzpiOi9zL0xTU0QvRVM1WjRzZWxWWE5IdG1iN21OSHFpeVFCX01OOWpxRlh0S1U3UWNia05SVjNZQT9ydGltZT1TYXNRLU5NWjJFZw) will enable students to develop the relevant attributes in your session to match areas identified?Recommended to have no more than three LOs per session.  | **Accessible and Inclusive**How will you make this sessions inclusive and accessible? | **How will you evaluate the impact / success of your session?**  |
| This session will support 3rd year undergraduate students in their research and preparation for employment after the completion of their degree.* Design and carry out self-initiated research into either an identified company you want to work for or a sector you want be employed in. Demonstrate an ability to identify and draw upon a diverse selection of sources to gather knowledge and develop your understanding. (Enquiry)
* Analyse, evaluate and interpret results from market data, statistical, financial and press databases to formulate a coherent assessment of each sector/employee, assessing both risks and opportunities. (Enquiry, Knowledge)
* Identify, understand and apply knowledge of your career discipline you to show an awareness of and engage with broader debates within given industry.
 | 1.1 (iii) Engage in the job searching and ongoing career development process by undertaking independent self-led research1.2 (i) Have the skills to be an agile/responsive researcher; able to choose the approach most appropriate to the career sector you are intending to work in.1.2 (ii) Employ flexible research techniques; recognising you may need to search across multiple formats/media in order to form a cohesive picture of your career field.2.1 (iii). Share and demonstrate connections between information and critical assessments.3.1 (ii) Recognise research is a complex process; take an enquiring, analytical and explorative approach.3.2 (i) Match search approach to information need (eg. databases, news sources, statistical information, trade press). | * Check in advance with tutor if anyone has specific needs
* Use accessible or ‘plain’ language (steer clear of jargon)
* Use accessible font and font size in presentations and handouts
* Use inclusive imagery in presentations and handouts, representing persons of diverse backgrounds
* Build in frequent pauses for reflection into the session, allowing for students to seek clarification when needed
 | **On-line:**Conduct a poll at the end of the session asking if the session was useful / not useful. Also monitor chat for comments and take note of verbal exchanges throughout the session. |
|  | **Lesson plan – outline the activities which support your aims and outcomes, with timings and activities:** **The session is timed at 60 mins online.****Part 1: How do I research a company or a market sector? (40 mins)**Short PowerPoint explanation as to what information we want to find out about when researching a company or a sector we want to work in, including discussion of company scale, financial outlook, positive/negative press and trends/market developments.Which databases should I use?Demonstrate in real time how to search for information in Statista, Mintel Financial Times (Market Data) and FAME* Statista – show folder option and collected data on a given company; show how to identify market sector reports in these data sets.
* Mintel – show how to search for market data reports and market trend predictions.
* Financial Times (Market Data) – company finances linked to press, trends and competitor analysis.
* FAME (Financial Analysis Made Easy) – statistical analysis of press coverage and adaptable competitor analysis.
* Honourable mentions – digitally share a list of databases with links including further databases not used in the session (to be taken away post-session).

Activity 1 – individually students are asked to take 8 minutes to find key information on a company of their choice, adding their findings to a shared Padlet. Areas include no of employees, revenue, positive/negative press and identified trends in either their activity or their sector.Activity 2 – feedback to the group facilitated by the librarian. Guidance from the librarian to help identify difficult areas and strategies for locating some of the more hard to find piece of information.**Part 2: Research after graduation? (15 mins)**Short PowerPoint on where and what to do next.* How to research trends and market developments
* Alumni offer at UAL
	+ Use of reading rooms
	+ 3-months of online database access
	+ Open access sources
	+ Using Linkin Learning and the library collection of CV writing and portfolio preparations documents
	+ How to access employability hub services

**Closing (5 mins)**Questions and observationsShare feedback poll |
| **Evaluation and impact**How did you evaluate? Do you think the LOs were met / do you think the session supported the students in meeting assessment criteria? | Summary of student feedback and any staff feedback | Your reflections: What went well? What didn’t go well?What indications that your measures to ensure accessibility and inclusivity were successful? | What will you differently next time? |