

Digital Information Literacy Model

	Foundational <i>End of first year</i>	Competent <i>AQF 7 By the end of a bachelor degree</i>	Proficient <i>AQF 8 By end of Honours & Capstone</i>	Advanced <i>AQF Level 9 By end of Masters</i>
Define, plan & oversee	<ul style="list-style-type: none"> Locates and unpacks assignment questions. Applies an understanding of the information ecosystem* to identify different types of information and appropriate tools for retrieving them (incl. AI assisted technology and agents). Uses prescribed criteria to evaluate strengths, limitations and risks of search tools (incl. AI assisted technology) before using them. 	<ul style="list-style-type: none"> Identifies information goals, unpacking key concepts and what type information is required. Reviews the information ecosystem* to devise a targeted plan for where and how to retrieve relevant information for the task. Anticipates risks associated with search tools (including AI assisted technology) and incorporates mitigation actions and oversight^ in their plan. 	<ul style="list-style-type: none"> Defines an information problem based on a review of the existing literature. Analyses the information ecosystem* to develop a comprehensive search strategy for gathering and reviewing literature. Evaluates search tools and develops a plan to monitor and oversee results and outputs^. 	<ul style="list-style-type: none"> Formulates research questions based on a comprehensive literature review and identified knowledge gaps. Critically analyses the information ecosystem* to plan and design a sophisticated search strategy. Critically evaluates search tools and integrates approaches to direct, configure and oversee systems^.
Search & Prompt	<ul style="list-style-type: none"> Demonstrates basic search and prompt techniques in recommended tools (e.g. Library databases and University approved AI tools). 	<ul style="list-style-type: none"> Develops effective searches, prompts and instructions for search tools, using appropriate techniques (e.g. Boolean logic, filters, prompting). 	<ul style="list-style-type: none"> Applies a range of tool-appropriate techniques (e.g. Boolean logic, filters, prompting) to retrieve a comprehensive set of sources. 	<ul style="list-style-type: none"> Designs and applies comprehensive advanced search & prompt techniques to optimise result precision and breadth.
Explore & Refine	<ul style="list-style-type: none"> Reviews the outputs of search tools, and demonstrates ability to refine and repeat searches across multiple locations to improve results. 	<ul style="list-style-type: none"> Reviews and refines searches, prompts, or agent instructions based on their results, conducting multiple searches until information is judged sufficient for the task. 	<ul style="list-style-type: none"> Reviews & iterates search strategies, prompts and agent instructions to maximise the quality and relevancy of results until a sufficient body of evidence has been gathered. 	<ul style="list-style-type: none"> Critiques & adapts sophisticated search strategies, prompts and agent instructions to critically assess results, judge evidence sufficiency and direct novel routes of enquiry.

Evaluate	<ul style="list-style-type: none"> • Uses prescribed methods to select relevant sources and assess the quality and validity of information. 	<ul style="list-style-type: none"> • Evaluates information sources using established criteria (e.g. authority, relevance, bias etc) and contextual awareness of information creation and use. • Reviews outputs to ensure a range of perspectives. 	<ul style="list-style-type: none"> • Critically evaluates information sources in relation to their information need, considering broader social, cultural, ethical and technological influences on information creation. • Critically evaluates outputs to ensure a range of perspectives. 	<ul style="list-style-type: none"> • Develops evaluation criteria informed by disciplinary expertise and information need, considering broader social, cultural, ethical and technological influences on information creation. • Challenges traditional notions of granting authority and considers non-traditional perspectives.
Organise & Store	<ul style="list-style-type: none"> • Uses information management practices (e.g. file naming and storage structures) to organise, store and retrieve files. • Stores information securely and creates backups of key materials. 	<ul style="list-style-type: none"> • Maintains documentation of search strategies used and sources consulted to construct arguments. 	<ul style="list-style-type: none"> • Applies appropriate documentation practices to record search strategies, decisions and notes of sources used to support research reproducibility and transparency. 	<ul style="list-style-type: none"> • Adapts critical documentation practices to support scholarly research processes, keeping systematic records of search strategies, decisions and sources used to support attribution, reporting and research reproducibility.
Ethical Use	<ul style="list-style-type: none"> • Attributes the work of others (incl. AI outputs) using an appropriate referencing system. 	<ul style="list-style-type: none"> • Consistently and correctly cites sources (incl. AI outputs) using an appropriate referencing system. • Accesses and uses information in line with relevant use and reuse guidelines (copyright, IP, licences). 	<ul style="list-style-type: none"> • Ensures proper attribution of all sources and application of appropriate sharing guidelines in line with copyright requirements. • Chooses an appropriate licence when sharing or publishing own work. 	<ul style="list-style-type: none"> • Applies a referencing approach suited to discipline and context. • Uses informed judgement to meet copyright and IP obligations.

***The information ecosystem** is the interconnected environment in which information is generated, communicated, selected, stored, organised and used. It includes information sources, search and discovery tools, digital platforms, and the algorithmic and AI-enabled systems that shape how information is retrieved, prioritised, synthesised, and presented to users.

^**Overseeing search tools** involves assessing how search tools store, retrieve, prioritise, and transform information, including their coverage, disciplinary scope, and algorithmic influence, and taking an appropriate level of responsibility for the risks and benefits of delegating information processing to AI-enabled and agentic systems.

Material consulted

The following material was consulted to update UTS Library's 2019 Information Literacy Framework:

Association of College & Research Libraries. (2016). *Framework for information literacy for higher education*. <https://www.ala.org/acrl/standards/ilframework>

Association of College & Research Libraries. (2025). *AI competencies for academic library workers*. <https://www.ala.org/acrl/standards/ai>

Heer, R. (n.d). *A model of learning objectives – based on a taxonomy for learning, teaching, and assessing: A revision of bloom's taxonomy of educational objectives by Rex Heer*, Center for Excellence in Learning and Teaching, Iowa State University. <https://iastate.app.box.com/s/z0otio95flaii1l2ro3h42kp8q6fdmm>

Lo, L. S. (2025). *AI literacy for all: A universal framework*. University of New Mexico Digital Repository. https://digitalrepository.unm.edu/ulls_fsp/213/

University of Adelaide Library. (2024). *Artificial Intelligence Literacy Framework*. <https://www.adelaide.edu.au/library/library-services/services-for-teaching-staff/artificial-intelligence-literacy-framework>

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