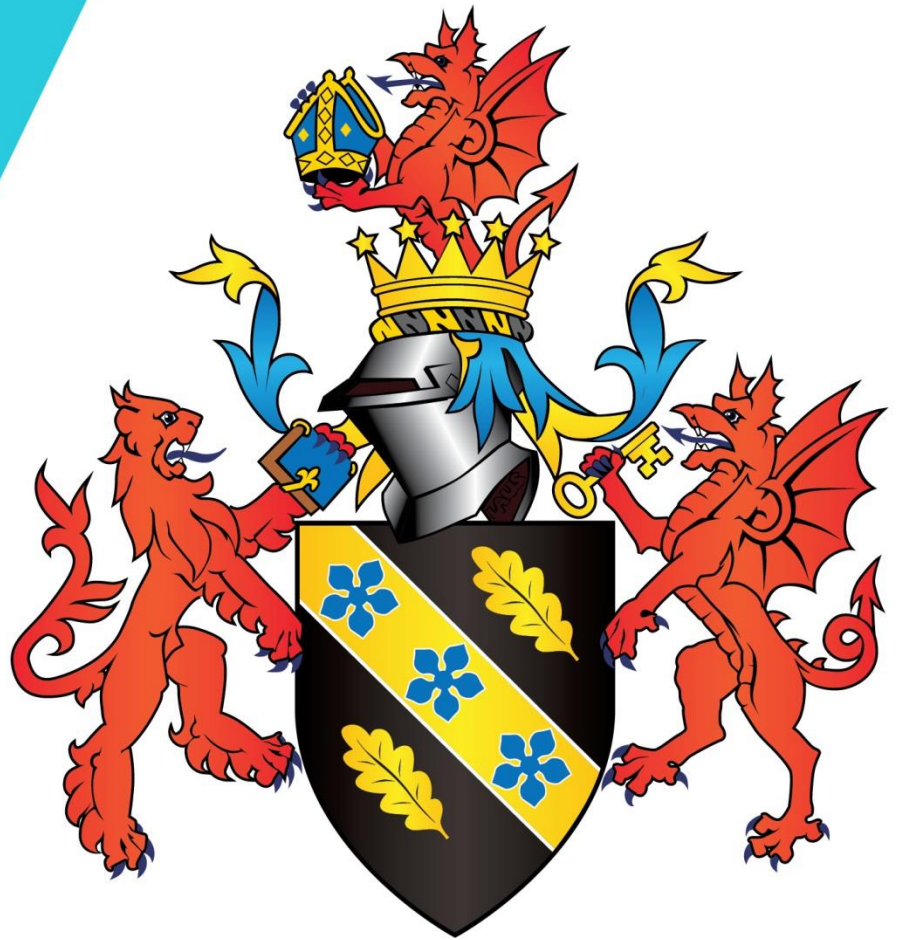




Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Library and Learning Resources Online Resource List Policy

University of Wales Trinity Saint David

Online Resource List Policy



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1. Scope

This policy should be adopted by all Institutes and applies to all module-level lists of reading or other resources at Undergraduate and taught Postgraduate level.

All lists of reading or other resources, in use for delivery of a module, must be made available as online resource lists using UWTSD's designated software.

All lists that are included in definitive programme documents, including those that are incorporated into any validation or re-validation documentation, should be designed as indicative only and no online resource list is necessary at this point. The Library and Learning Resources (LLR) should be consulted at this stage, to allow for wider discussions around resource availability and skills development, and Online Resource lists should then be created once validation/revalidation has been approved, in good time before the module starts running.

This policy does not apply to reading and other resource lists for students based at partner institutions. Those may be subject to policies in place at the partner college and discussions should take place with the library at the partner institution.

2. Purpose

Online resource lists form an essential part of the learning process. They allow academics to guide students to relevant material to support their studies and to encourage wider reading, which will deepen their understanding and knowledge. They can also be used as a collaborative tool to further engage students in their subject area and to help develop resource lists by suggesting and providing feedback on the included content.

The purpose of this policy is to ensure a coherent institutional approach to the provision of online resource list materials and to enable the LLR to meet student information resource needs.

The policy aims are to:

- Manage student expectations by ensuring that students have ready access to essential reading materials and are aware of further reading which may be required.
- Ensure consistency, accuracy and clarity of online resource lists, thus providing a positive experience for students.
- Ensure easy access to core reading and other material, whilst also supporting the development of transferable digital and information literacy skills.
- Ensure that online resource lists are diverse; recognising and reflecting a broad variety of perspectives and contributions from different countries, cultures and ethnicities.



- Clearly articulate the roles and responsibilities of the Library and Learning Resources and academic staff, to support a collaborative approach, ensuring that purchasing and provision of resources is cost-effective, and that resources are available in the right format, at the right time and in sufficient numbers to meet the learning and teaching objectives of the programme of study.
- Support the University's Digital Strategy in ensuring we have a joined-up digital infrastructure, whilst also supporting the development of digital literacy skills.

2.1 Supporting the development of skills

- Information literacy is the ability to think critically and make balanced judgements about any information we find and use. It empowers us as citizens to develop informed views and to engage fully with society (CILIP, 2018). This includes digital literacy, which extends to awareness in the digital environment, understanding of e-safety and creation of new information. Both digital and information literacy are underpinned by critical thinking and evaluation.
- Digital capabilities are the skills that equip someone to live, learn and work in a digital society (JISC, 2019).
- Digital and information literacy, and digital skills, make an essential contribution to learners' academic development, so it is important that students have developed the skills to enable them to use learning resources and digital platforms effectively, allowing them to progress from locating items of essential reading to carrying out independent research. These key skills also cultivate the critical tools which will help them to become independent and engaged citizens.
- The LLR makes this support available via its Digital Skills and InfoSkills provision. Academic staff and the LLR will liaise to ensure this content is developed at appropriate points within the programme, and explore where Digital and Information Literacy, in its wider sense, belongs within the curriculum.

3. Resource allocation and relevant timescales

There are no funds set aside by the Library and Learning Resources to provide for new modules or programmes and resourcing must be considered when seeking approval for a new programme of study [See PV1 form]. If a programme in a new area is proposed, it is expected that programme teams will consult and liaise, with their Academic Liaison Librarian as part of the validation process [AQH 4.3.2]. Any reading or resource lists in any module paperwork are indicative only. The final and authoritative list should be the online resource list and that should be updated regularly to ensure they remain dynamic and current [see the PV3a form].

All acquisitions and management of learning resources are subject to the criteria stated within the LLR's Collection Development Policy, which can be found in the policies area of MyDay. As much time as possible should be allowed for ordering additional resources, with a minimum of 2 months. This will be longer at the end of the academic year to allow for the end of the financial year.



4. Content of Online Resource Lists

The content of online resource lists should take into account the student cohort size, the mode of attendance, method and place of delivery and the anticipated use of resources. They should also be balanced in terms of diversity, internationalism and representation within the employment sector. To meet student demand and ensure equitable provision to our increasingly dispersed student population, online resource lists should be compiled with electronic availability in mind, particularly where courses are taught across multiple locations, students are not based at a campus or block-teaching is used. They must be created using the template that is available within the online resource list software, to ensure parity of experience across modules and should include as wide a variety of learning resources as possible. The LLR provides access to e-books, e-journals, video content, open access material and the University repository and this should allow for interesting and varied online resource list content. Existing learning resources should be utilised before purchase of new items is considered, to ensure value for money. Students should also be encouraged to take ownership of list content by making suggestions and providing feedback. Usage and engagement with lists can be monitored, to help ensure that lists are relevant, dynamic and interesting.

It is recognised that the availability of academic textbooks and journals (electronic or print) through the medium of Welsh is a considerable challenge, so it would be useful to note this if the module is being delivered in Welsh or bilingually to manage student expectations.

To ensure clarity for students and to allow the LLR to make informed decisions, the importance of individual online resource list items should be explicit. Two categories may be used; essential and further reading as follows:

4.1 Essential reading <i>Material which is an essential part of the course and students are expected to draw on as a core part of their learning. There is an implicit promise that students should be able to get hold of these items.</i>	Must be available from the library and should be available online
	Ideally contain up to 7 items but with an absolute maximum of 15
	LLR will provide access to 1 copy per 10 students (electronic or print)
	Where items are out of print , they may only be included if digitisation of the relevant section is allowed under the CLA licence .
4.2 Further Reading <i>Material which supplements or enhances the essential reading. It is expected that students will read at least some material from this category, to broaden and deepen understanding of the subject beyond the basic.</i>	Should be available from the library, online where possible .
	A maximum of 25 items
	LLR will provide access to 1 copy per 50 students (electronic or print)
	If particular items are not readily available e.g. out of print, this should be indicated on the reading list .



The online reading list platform allows for a variety of functionality to accommodate other needs for categorising and adding context to included material. The LLR will provide support for this where needed.

Maximum numbers of items are provided to avoid excessively long lists; to signpost rather than spoon feed.

5. Roles and responsibilities

It is essential that academic staff and the Library and Learning Resources work as partners in the planning and development of resource requirements for both new and existing programmes.

5.1 Role of academic staff

Academic staff will:

- Engage with relevant LLR training on related processes and skills development and ensure that all staff with teaching responsibility, under their supervision, are given the opportunity to do the same.
- Consult with the LLR Dept. early in the development of new programmes and work collaboratively with their Academic Liaison Librarian to ensure online resource lists meet the requirements of the policy by the time they are taught.
- Liaise closely with the LLR Dept. to ensure Digital Skills and InfoSkills are incorporated at the appropriate points within programmes.
- Add resources we do not already have in stock to their Online Resource lists in a timely manner, at least 2 months before items are required and after checking existing availability.
- Review and/or update Online Resource lists regularly, at least annually, in liaison with their Academic Liaison Librarian, allowing at least 2 months before items are required.
- Consider availability, particularly electronic availability, of resources as online resource lists are compiled and liaise closely with the LLR if alternative formats are required for any student. The LLR can advise on the availability and costing of items to inform decision making.
- Use the UWTSD online resource list template when creating new lists so as to ensure parity of experience across the University and assign importance to reading list items i.e. essential and further reading.
- Utilise the Digitisation service where access to scanned material may be needed, ensuring that requests for digitisation are submitted at least 2 months before required.
- Report any issues to the LLR Dept. as they arise and to encourage feedback from students on the online resource lists for the module, as part of their module evaluation, to inform future practice and by encouraging use of the student discussion functionality related to their individual list.



5.2. Role of the Library and Learning Resources

The LLR will:

- Advise on the application of the Online Resource List policy and use of the online resource lists software.
 - Provide advice and support for resource planning; contribute to the revision and approval of module specifications and indicative reading lists and provide input on reading list content at the programme design and development stage.
 - Provide relevant training and skills development opportunities for academic and other staff.
 - Advise on the consistent use of referencing styles.
 - Liaise closely with Academic Staff to ensure InfoSkills are incorporated at the appropriate points within programmes.
 - Purchase resources on published online resource lists, subject to cost, availability and licence restrictions, on condition that this offers equal accessibility to resources for students.
 - Identify and promote electronic alternatives to printed resources, where appropriate.
 - Actively source and purchase new editions of essential titles on reading lists, depending on subject requirements, unless specifically requested that this is not required.
 - Monitor usage and purchase additional copies as required, subject to cost..
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- Provide reporting on Online Resource Lists such as usage by students.
 - Advise on Copyright License Agency guidelines, specifically in the context of Digitisation of chapters / articles for reading lists.

6. Monitoring and Review

The policy will be reviewed every three years in liaison with academic staff to ensure continued effectiveness.

7. Policy authors

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8. Document version control

Version No:	Reason for change:	Author:	Date of change:
2	Revised for 2018 and added to policy template	SJ	30.5.18
3	Revised for 2021 to take account of reading list software implementation	SJ	27/7/21



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