



Name of Policy:	Reading and Resource List Policy
Scope of Policy:	The policy provides academic staff with a clear structure and support mechanism to help guide student reading and provide effective learning
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Applicable to:	Staff
Consultation Process:	The draft policy was considered by the Education & Student Life Committee twice in Spring 2018.
Approval Body:	Academic Board
Date of Approval:	20 June 2018
Date of Implementation (if different from date of approval):	As above
Review Date:	To be confirmed
Version:	As referenced in footer

The University of Lincoln
Reading & Resource List Policy

Purpose

This policy is intended to address two key objectives – supporting the University’s strategic aims of providing ‘a great student experience’ & enabling ‘graduate success’ and maximising the return from the significant annual spend on library information resources. At this stage the focus is primarily on u/g students but the same principles apply to PGT students.

The intention of this policy is to provide academics with a clear structure and support mechanism, backed up with commitments from the Library which will enable them to guide their students’ reading (and resource use generally) in order to support effective learning.

Given recent discussions on ‘no hidden costs’, this policy assumes minimal use of ‘student purchase’ as a category of material, however this still has a place so long as students are well aware of the need to purchase material in advance and there is certainty that their investment will be justified. In some cases it may be replaced by the programme providing such materials direct to students (beyond what the library is resourced to do).

Reading should be interpreted widely to include books, journals, videos, websites, OERs and other materials - which should be blended throughout a programme, as relevant to the discipline and teaching.

Throughout, the policy is intended to form a framework, and is not intended to be prescriptive – the specific needs of disciplines and teaching teams will determine how it is implemented.

Key principles for library resource use in teaching

Use of Reading & Resource Lists

- Reading lists should be compiled as a central part of mapping out the academic content of a programme prior to validation or revalidation, and must reflect the intended curriculum
- They should be regarded as a part of the measure of ‘academic quality’ of any new or existing programme
- Academics are responsible for identifying appropriate resources to support the delivery of their programme(s), with the support of the Library
- Reading lists should be published a minimum of three months before module teaching begins
- All modules at all levels should have a reading list – even if only to indicate sources of wider reading
- Reading lists should appear in Module Handbooks as links to Talis Aspire, so that they are consistent and up-to-date
- All Reading lists should be reviewed and updated annually, in partnership with the Library
- All Reading list material should be tagged using the following categories:
 - Recommended for purchase (used very sparingly – ‘No Hidden Costs’)
 - Essential Reading
 - Recommended Reading
 - Further Reading

- All Reading lists should be structured in such a way to support timetabled sessions/assignments (e.g. by week, or theme), the development of learning and to guide students through the reading they need to do, through context and guidance
- Reading lists should build progressively, starting with a more 'directed' approach at the start of Level 1 moving to increased independent reading and use of journal articles through L2 & L3
- Reading should be interpreted widely to include books, journals, videos, websites, OERs and other materials - which should be blended throughout a programme, as relevant to the discipline and teaching on the programme
- Guidance to students on Reading should begin before Welcome Week, through 'Study@Lincoln'

Support will be provided by the Academic Subject Librarians and the library teams that support them.

Appendix A

Library Support

This policy confirms that Talis Aspire (Reading Lists and Digitised Content) is the single University platform for the delivery of Reading Lists and Digitised Content, and that the Library plans below will

be delivered in support of the universal use of these tools, including from validation through to the delivery of programmes (excluding in partner institutions).

We will:

- implement the latest version of Talis Aspire – this will provide a more intuitive ‘front end’ for students and staff, and will remove the need to install the ‘bookmarklet’ tool to create reading lists (addressing a key problem area).
- update the categories in Talis Aspire and where absent will assign a category.
- provide better integration between Talis Aspire and the VLE, and ensure that the use of tools like Talis are considered as part of the ‘Next Generation Learning Environments’ project.
- implement a fully centralised process for requesting and delivering digitised content – using Talis Aspire Digitised Content (TADC) to ensure that where possible all students can be provided with direct access to digitised chapters via their Reading Lists. This will provide high quality OCR’d digitisations, and deliver them into Reading Lists, subject to publicised deadlines!
- Raise awareness and manage copyright (through TADC).
- pilot with Talis the ‘Talis Player’ which provides a single user experience (complete with analytics) to consume a range of online content (books, videos, presentations etc.).
- implement an ‘digital-first’ strategy in respect of textbooks.
- work to provide e-texts with minimal limitations in respect of access and usage. (e.g. ProQuest E-Book Central provides access to a large collection of background reading texts, most without usage limitations).
- ASLs will work with academics to identify a set of ‘Essential Readings’ for each module and level and we will work towards establishing the budget necessary to provide them electronically on as close to a 1-1 usage basis as possible.
- aim to limit provision to a few (maximum 3) high quality e-book platforms – to reduce system overhead for students.
- ensure that support is provided for effective referencing to enable students to effectively evidence their work.
- Analyse overall data trends for Reading List usage and advise academics accordingly.