

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 leading the sector in the quality of our student support and embedding “content in our degrees and courses which will lead to excellent graduate outcomes.” It is also central to maximising the return from the significant annual spend on library information resources. The principles apply to both undergraduate and postgraduate taught study.

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.

In support of the University’s ‘no hidden costs’ assurance, 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, audio-visual resources, 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 Talis Aspire Reading & Resource Lists

- Should be regarded as a part of the measure of ‘academic quality’ of any new or existing programme and should be compiled prior to validation or revalidation, reflecting the intended curriculum.
- Academics are responsible for identifying appropriate resources to support the delivery of their programme(s), with the support of the Library in ensuring resources are available and affordable, and in identifying open resources.
- The reading list is the principal way to share a wide variety of resources with students. Posting resources directly on Blackboard should be avoided wherever possible as this can create a confusing learning experience and lead to copyright violations.
- Reading lists should be published at least five working days before module teaching begins
- At least five working days should be allowed for the completion of a reading list review. It is recommended that this is done as soon as possible before the start of each semester as delays may occur at these busy times.
- If new resources are required for a reading list these should be requested as early as possible to allow time for the Library to purchase them.
- All modules at all levels should have a reading list – in modules with limited reading, the reading list can be used to direct students towards relevant and useful additional resources.
- Talis Aspire Reading lists and Module Handbooks should work together to provide information about learning resources, and for consistency should not provide duplicate

information. Instead of a detailed breakdown of reading and resources in the module handbook, a link to the Talis Aspire reading list should be included, which gives students direct access to module reading and resources. This also ensures they are kept up to date.

- All Reading lists should be reviewed and updated annually, in partnership with the Library, in order to identify new editions and items that are no longer available.
- All Reading list material should be tagged using the following categories:
 - Recommended for **student purchase** (used very sparingly – ‘No Hidden Costs’)
 - **Essential** Reading: key resources for the module, linked to the programme’s learning outcomes. Should be available electronically (including digitised chapters).
 - **Recommended** Reading: these enhance the students’ understanding of the module, giving depth and breadth to their knowledge by expanding on topics and themes. Ideally also available electronically.
 - **Further** Reading: additional titles, often relating to specific topics within the module. Useful for developing specific knowledge on a topic.
- Multiple titles should be chosen rather than relying on a core title that offers the complete reading for a course. This allows for greater flexibility should titles become unavailable or unaffordable.
- Where an affordable unlimited ebook is not available, relevant chapters should be identified for digitisation (subject to the terms of the Copyright Licensing Agency Higher Education Licence).
- 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 (such as using the notes feature). Blackboard Ultra is structured by week, and is an additional tool to guide in structuring a reading list.
- Reading lists should build progressively, starting with a more ‘directed’ approach at the start of Level 1 moving to increased independent reading through L2 & L3.
- Use should be made of existing digital sources that offer good access, such as articles from e-journals, and content from digital collections without usage restrictions so they can be accessed by the whole cohort.
- Guidance to students on reading should begin before Welcome Week via the [Reading List Guide for Students](#) on the Online Orientation Hub.

Support is provided by the Academic Subject Librarians and the library teams that support them. A [Talis Aspire help guide for academic staff](#) is available, which gives further help and information on these principles.

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Note: Some key points in this document were taken from the [Jisc Briefing for Academic Staff on Cost, affordability and availability of core reading materials](#)

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 commitments below are delivered by the Library in support of the universal use of these tools, including from validation through to the delivery of programmes (excluding in partner institutions).

We will:

- Provide ongoing [guidance](#) and support for academic colleagues on using Talis Aspire.
- Give guidance on the importance categories in Talis Aspire and where absent will assign a category.
- ASLs will work with academics to identify a set of 'Essential Readings' for each module and level and will utilise the budget to provide them electronically wherever possible.
- Continue with a 'digital-first' strategy in respect of textbooks – where unlimited value-for-money licences are suitable and available. "Digital first" also applies to digitisations of chapters.
- Provide ongoing integration between Talis Aspire and the VLE and ensure that the use of tools like Talis are considered as part of upgrades and changes.
- Maintain 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).
- Provide [guidance on using asynchronous reading](#) for student engagement.
- Work to provide e-texts with minimal limitations in respect of access and usage. (e.g. ProQuest Academic Complete provides access to a large collection of background reading texts, most without usage limitations).
- ASLs will have conversations with academics about the diversity of reading lists and promote the [Decoloniality and decolonisation at Lincoln: Library toolkit](#).
- Aim for a streamlined approach which supports students and staff with using and navigating the platforms that best support their teaching and learning
- Ensure that support is provided for effective referencing to enable students to evidence their work accurately and effectively.
- Analyse overall data trends for Reading List usage and advise academics accordingly.
- Items added to Talis Elevate should have already been added to the Talis Aspire reading list for the module to help to ensure copyright compliancy