Learning Resources Management Strategy
2013-2016

1. Purpose of Learning Resources Management Strategy

The purpose of the Learning Resources Management Strategy is to articulate the broad themes that guide the development, management and access to the wide range of learning resources held and managed by Library and Learning Services (LLS). The Learning Resources Management Strategy supports the University’s Transformation for Excellence\(^1\), Learning and Teaching, Research & Knowledge Exchange strategies\(^2\) and ensures that the information resources available support the vision and strategic intent of the University.

Learning resources include electronic & printed journals, books, databases, high quality open access scholarly resources, web resources, audio visual collection, social media, digital & printed archives & special collections, learning objects and newspapers. The strategy takes account of the fact that immediacy and quality are strong drivers in accessing information and learning resources. LLS will endeavour to deliver the right content, at the point of need (just-in-time), on users’ preferred devices or in their preferred locations.

The direction library learning resources will take over the next three years is outlined in the light of future opportunities and predicted trends.

The LLS Learning Resources Management Strategy is driven by the University’s strategic priorities and it will assist LLS in meeting and responding to teaching, learning, research and wider community information needs in a constantly evolving environment.

2. Aim of the Learning Resources Management Strategy

To provide high quality learning resources which will help transform the library user experience and support the University’s strategic objectives.

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\(^1\) UEL Strategy “Transformation for Excellence”
http://www.uel.ac.uk/wwwmedia/microsites/hrservices/strategy/WhitePaper-1.pdf

\(^2\) http://www.uel.ac.uk/research/vision-and-strategy/
2.1 Objectives of the Learning Resources Management Strategy

- To ensure that selection, acquisition, organisation, storage & preservation of resources, including university’s research outputs, are aligned with the university’s strategic aims and our user community’s information needs.
- Ensure learning resources are refreshed and stay current to meet the teaching, learning and research needs and changing subject portfolio.
- Ensure LLS learning resources, reflect the needs, and diversity of UEL’s learning and research community and provide equitable access to on and off campus users 24/7, 365 days a year.
- Sustain investment in state-of-the-art technical infrastructure to provide seamless access to resources and exploit new and emerging technologies to benefit the user community.
- Unlock the potential of our special collections and archives by developing collaborative partnerships & innovative approaches to collection and archive management.
- Showcase globally, through the repositories the knowledge and research created by the University to enhance our collections and services.

3. Strategic Context

The Learning Resources Management Strategy has been developed in the light of environmental factors that are having a significant impact on the development management and access to learning resources. This changing learning and research environment is characterised by:

- Constant, significant growth in scholarly information Current trends in scholarly publications across the information society with new digital models and e-content available and significant growth in the digital environment
- Economic uncertainty and price fluctuations
- Legal dimensions; EU law for IPR, copyright and consortium purchasing, creative commons licensing and Open Access

National factors

- Government agenda; implementation of the REF and fee structures
- Specific HE bodies e.g. SCONUL and JISC will influence Library strategy
- Utilisation of shared services to enhance the user experience
• Widening participation and developments to adult informal learning, such as moocs, preserving cultural memories and using these as an educational resource
• Pressure to improve benchmark level and league table position due to increasing competition in the HE sector

Regional factors
• Consortia agreements for book purchasing limit suppliers but provide greater discounts that could be negotiated as an individual institution
• Service development and benchmarking against similar institutions in the region
• Local economic and infrastructure developments

Institutional factors
• Academic Framework review and consequent changes to UEL programmes and courses
• Focus on the student experience and student satisfaction - NSS, PRES etc
• Establishment of a university wide research strategy
• Aspiration to remain an international university
• New UEL IT strategy

Social factors
• Changing users needs and expectations
• Personalisation of learning resources services
• Demand for ‘just-in-time’ learning resources and services
• Rapid pace of transition from print to electronic resources

Economic factors
• Fluctuation in currency
• VAT on electronic resources plus associated hosting and platform fees
• Reduced budget and efficiency savings

Technological factors
• Rapid changes making previous software and systems redundant
• Pressure to deliver library services and resources on preferred (variety of mobile) devices
3.1 SWOT analysis of current learning resources

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<td>Strong record in delivering customer focused solutions</td>
<td>Reluctance to move from print to electronic</td>
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<td>Subject librarians have detailed knowledge of subjects taught at UEL</td>
<td>Lack of mandate for Institutional Repository deposits</td>
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<td>Highly competent library staff</td>
<td>Lack of single sign-on</td>
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<td>State-of-the-art systems for management and resource discovery</td>
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<td>Unique archives</td>
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<td>Proven successful track records for funding bids</td>
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<td>Statistical data on e-resource usage</td>
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<th>Opportunities</th>
<th>Threats</th>
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<td>Under utilisation of free authenticated resources</td>
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<td>External and internal funding opportunities (including University’s strategic objectives)</td>
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4. Stakeholder identification with needs and expectations

Library and Learning Services is a highly customer focussed professional service and the service we provide is demand driven. This strategy recognises that the demographic of our users is constantly changing and their needs can differ dramatically. We need to evolve our learning resources to take into account constant change and to ensure we continue to provide a full range of delivery options in response to our users’ requirements. Below is a list of identified current stakeholders and their perceived needs and expectations:

**Stakeholders:** Students (all categories), Academic and Research Staff, Support and Professional Staff, Partners and collaborators, Suppliers, Community users, Schools and Further Education Colleges, National bodies (SCONUL, JISC, M25, DPC).

**Needs and expectations:** Our stakeholders’ expectations are high. Our users require high quality learning resources (both online and hardcopy), expert advice and support, training on accessing and evaluating learning resources, personalised services, up to date technology and resources.
5. Strategic Initiatives

5.1. Develop student focussed learning resources that meet the information needs of our diverse learning community.

- Ensuring learning resources are current and fit for purpose through proactive engagement with the Schools
- Provide core text purchasing guarantees where possible within budget restraints
- Adopt more widely evidence based acquisitions to provide better value for money and to reflect more accurately the needs of our user community
- Ensuring our learning resources reflect the diversity of our user community i.e. the collections are not biased towards one culture, gender or race.
- Learning resources are available in formats that are convenient for users to access.
- Seek user participation in developing learning resources collections

Key deliverable: (a) Improved student satisfaction with library resources, with an increase in satisfaction in areas with lower scores in the NSS when previously rated.
(b) Implement a promotional plan for learning and information resources.

5.2. E-content strategy

The demand and availability of digital content is growing at an exponential rate Therefore, LLS will endeavour to acquire as much high quality digital content as it can to meet the expressed and anticipated information needs of the UEL user community in the most cost effective manner.

- Where possible priority will be given to electronic resources
- Dispose of print learning resources where possible and appropriate, in favour of electronic content
- Set out best practice for digitisation and clustering of digital content
- Play a key role in the HE community in the development of e-content repositories
- Integrate open access e-books, e-journals and e-articles

Key deliverable: (a) Reduce print journal titles to the SCONUL average to enable purchase of more e-journal titles.
(b) Increase accessible number of high quality Open Access resources.
(c) Documentation of monthly statistics and monitoring of trends.
5.3 Management of Print learning resources: Work with Schools to acquire reading lists for each semester as soon as possible to facilitate early purchasing.

- Invest in the purchase of core texts to provide consistent access for students on taught courses.
- Purchase an electronic version of a core text if this is available.
- Use usage statistics as a key tool to drive purchasing.
- Deselect stock annually based on LLS defined criteria.
- Reserve the right not to add donations to stock.
- Keep holdings information correct and updated to reflect our extensive collections.
- Dispose of stock using sustainable methods and transparency.

Key deliverable: (a) Sustain a core text ratio of print books 1:10 students subject to funding availability. Ensure sufficient multi-accesses in case of core text e-book(s) we might need to reconsider the ratio!
(b) Use RFID to increase circulation and availability of book stock

5.4 Exploitation of Archives and Special Collections

Acquire and develop archives & special collections that compliment UEL archive and special collections and which support our strategic priorities. These contribute directly to teaching, learning and research. Priority will be given to archives (including live digital archives) that respond to the needs of UEL students and researchers and which have the potential to raise UEL’s profile.

- Preserve rare and unique material through digitisation and controlled access conditions
- Develop community engagement activities to promote archive material and support the widening access agenda
- Actively seek development of new archives in new and unique areas, such as the planned India Centre
- Enhance the BOA Library through digitisation, metadata and promotion to raise its visibility

Key deliverable: (a) Increase impact of our digital archives through embedding them in learning and teaching at UEL and within other HE institutions
(b) Further develop key strategic partnerships to enhance LLS Information resources
(c) Develop a new Archives Development and Preservation strategy and an Archives portal
5.5 Cutting edge Resource Discovery and other emerging technologies: LLS is able to utilise technologies to exploit e-content, gain efficiencies and improve the experience of our customers.

- Further exploit our Unified Resources Management System and discovery tools to provide seamless access to information resources
- Continue to work with Ex-Libris and IT Services to bring forward technical developments which benefit our users such as single sign-on.
- Provide the highest quality bibliographic information (including images) to allow users to make informed choices.
- Use recommender services to drive resource discovery.
- Develop personalised services.

Key deliverable: (a) A pilot of user and usage driven purchasing at journal article level is undertaken and evaluated.

5.6 Information Management: Metadata facilitates the discovery and use of information, and is an essential element of management of information resources. The consistent provision of metadata is crucial for the organization, identification, selection, access, retrieval, reuse, preservation, and management of physical and digital information resources.

- Endeavour to use common metadata and content format standards to increase interoperability and harvesting of our institutional content.
- Make content accessible on most commonly devices owned by our users.
- Employ Metadata standards currently in use including MARC21, RDA, Dublin Core, MODS, METS, EAD, XML etc. OAI-PMH is used for repository harvesting.

5.7 Capture, preserve and promote University’s research outputs
LLS play a key role in enhancing the reputation of the university. Some key priorities in this area include:

- Preserve research outputs by placing them in ROAR
- Investigate and bid for research data management system
- Influence to introduce a research outputs deposit mandate for the institutional repository

Key deliverable: (a) Increase research publications deposit by 10%
5.8 **Copyright, licensing and Compliance**
- Continue to negotiate licensing terms favourable to the user community and avoid where possible any restrictive licensing
- Observe copyright law when digitising materials and acknowledge the interests of rights holders
- Ensure extracts within ROAR comply with copyright and data protection laws
- Join initiatives which seek to clarify and/or challenge copyright law where appropriate
- Conform to national/international standards to ensure quality, consistency and interoperability of metadata
- Maintain expertise in copyright, licensing and other legal aspects of collections management

**Key deliverable:** (a) Ensure full compliance with copyright law through effective license management.
(b) Streamline license management information using Alma.

5.9 **Funding**

*Benchmark LLS collection usage, budget etc. with other new universities and London benchmark partners.*
- Continue to put forward convincing business cases to secure sufficient funding
- LLS is part of LUPC and will ensure significant discounts, high speed delivery and high quality processing of material benefits achieved

**Key deliverable:** (a) Maintain subscriptions and book spend at least 30% on books and 70% subscriptions
(b) Seek additional funding for information resources.

5.10 **Staffing strategy**

To deliver this ambitious strategy LLS will endeavour to develop, recruit and retain high quality staff.
- Maintain an ongoing dialogue with students and staff for feedback on learning resources and associated services.
- Subject librarians will participate in school board, and relevant committee meetings to respond to information needs and issues as they arise
- Members of staff will have opportunities to develop their skills set in order to exploit new technology.
• Ensure UEL is represented at relevant consortia & national committees to influence future collections initiatives.

**Key deliverable:** (a) Engage in scholarly communication and keep up to date with trends.
(b) Continue developing staff competencies to exploit emerging technologies
(c) Summary of programme committee feedback from Subject Librarian liaison

5.11 **Measuring the Impact of strategy:** The success of the strategy depends upon the positive impact it has on students’ learning, achievements, teaching, learning, research, and on UEL’s reputation. The impact would be measured using variety of feedback channels such as:

- Usage of information resources (print and electronic).
- Student satisfaction – NSS, ISB, Analytics.
- Academics’ satisfaction with the library learning resources.
- LLS CCC (Compliments, Concerns, Complaints) feedback.
- Annual Information Services report from LLS.
- Sustaining learning resources provision.
- Successful delivery of learning resources SLAs.

**Review Term**

This strategy will be reviewed in 2016 or in the light of significant changes in learning resources market.