Anglia Ruskin University Library
Information and Digital Literacy Strategy: Operational Framework 2016-2017

We support the implementation of our University's Learning, Teaching & Assessment strategy 2015-2017 through excellent library and learning resources, support for teaching and development of information and digital literacies. The operational framework maps University Library actions to owners: Academic Services Division (ASD), Customer Services Division (CSD), Central Services Division (Cen)

Strategy 1 Developing academic practice	Milestone targets 2016	Library action	Who
1.1 Ensure that our staff induction, mentoring, continuing professional development (CPD) and support processes provide all staff with the skills they need to meet our learning, teaching and assessment requirements.	1.1b 55% of all courses score 90% or higher overall NSS satisfaction.	Ensure academic staff are offered a personal induction to library resources, services and collaborative support for good academic practice, course development and delivery.	ASD
		Target action on modules achieving less than 88% for NSS Question 16 (library)	ASD
1.2	1.7b	Support teaching librarians to attend relevant teaching-related	ASD Subject Librarians

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Strategy 1 Developing academic practice	Milestone targets 2016	Library action	Who
Enable every member of staff with a role in teaching and / or supporting learning to develop and enhance their own classroom and online teaching practice to promote active student learning.	All core campus teaching staff complete at least three days learning and teaching related CPD (pro rata to their contracts).	CPD e.g. LILAC, ARU L&T workshops and conference. Subject Librarians will attend 2 external and all internal UL learning & development events.	
1.3 Ensure that all staff engaged in teaching and / or supporting learning are supported to achieve the HEA Fellowship category appropriate to their role and experience either via the PG Cert *Learning and Teaching in Higher Education* or through direct application to our CPD framework – the Anglia Professional Recognition Scheme for Teaching and Supporting Learning (APRS).		Subject Librarians who do not hold FHEA will achieve the appropriate level via the APRS or PG Cert.	ASD Subject Librarians
1.4 Provide support for academics undertaking CPD activities to achieve		Monitor feedback from new content for REfresh programme for academic staff	ASD Subject Librarians

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Strategy 1 Developing academic practice	Milestone targets 2016	Library action	Who
their learning, teaching and assessment-related objectives as determined through teaching review and appraisal			
1.6 Embed best practice in inclusive curriculum design and delivery in support of our corporate target to grow our work-based, distance, international, part-time and postgraduate student populations		Implement Anglia L&T guidelines on good practice for accessible learning and teaching. Support staff development through ARU CPD programme	ASD
		UL Operational plan 1.6 Resource Discovery: ensure that online resources are accessible for students with a disability. (*See also* Collection Development & Management Policy)	Cen
1.7 Enable academics to share their best learning, teaching and assessment practices through coaching, mentoring and teaching review at		Peer observation target for Subject Librarians, observe (2) and be observed for 2 learning and teaching sessions.	ASD Subject Librarians

Strategy 1 Developing academic practice	Milestone targets 2016	Library action	Who
individual and course level across the full range of delivery modes		SL's attend and support the AL&T ARU annual conference.	ASD Subject Librarians
		Present findings of AL&T project at external conference and publish in external journal.	ASD AL&T award holders.
1.8 Enable staff to improve and extend their digital literacy skills through the implementation of the Technology-enhanced Learning and Teaching (TELT) framework to provide a more engaging learning experience.	1.8b As part of the regular review of courses by course teams, use the barometer to measure the effective use of classroom and online learning technologies and levels of staff digital literacy skills. Head of Department to respond to staff development needs arising from appraisal, Teaching Review	Programme of staff L&D to develop online learning materials supporting student engagement with digital and information literacies.	ASD
		Implement digital skills audit and provide CPD opportunities to address gaps	ASD/CSD/Cen
		UL Operational Plan 2.1 Ensure UL approach is aligned with University Learning, Teaching and Assessment Strategy.	ASD/E-Development Group

Strategy 1 Developing academic practice	Milestone targets 2016	Library action	Who
	and/or Faculty requests.	Evaluate and introduce new technology for use in learning and teaching	ASD/E-Development Group
		UL Operational Plan 2.3 Student IT support: Improve levels of one to one support for students with IT related issues.	Cen

Strategy 2 Assessment and feedback for effective learning	Milestone targets 2016	Library action	Who
2.9 We continue to promote good academic practice among students through opportunities for formative Turnitin®UK submissions; understanding the Turnitin®UK Originality Report; and providing enhanced University Library and Student Services resources.	2.8b 64% of first degree students will achieve good honours degrees.	Support core service knowledge and information literacy skills for front line library team helping students on site, telephone and online support.	CSD, Cen
		Monitor feedback from library Study Skills Plus programme.	ASD
		Review and update all existing online GAP and Copyright resources developed by the UL.	ASD

Strategy 3 Student engagement	Milestone targets 2016	Library action	Who
3.2 Enable our students to acquire high level academic, information and digital literacies necessary for success in their courses and future careers.	3.3b Online tutorial support in academic, digital and information literacies, and internationalism is integral to all courses.	Use evidence of engagement with library support (Sconul figures) to discuss opportunities for supporting information and digital literacies with academic staff.	ASD
		Develop online tutorials to support information and digital literacies	ASD
		UL Operational plan 4.1: Contribute to the Student Engagement Dashboard (SED) to obtain data	Cen
		Use data from SED to identify non users and establish ways in which they can be "reached"	CSD, ASD

Strategy 3 Student engagement	Milestone targets 2016	Library action	Who
3.5 Ensure that disabled students with assessed learning support needs receive the identified reasonable adjustments to teaching, learning and assessment and that academic staff develop inclusive practices through anticipating any necessary adjustments.		UL Operational Plan 4.6 Disability support: Monitor impact of DSA changes and adequacy of support provided. Record requests for support to monitor any additional support required as a result of changes.	CSD
		Ensure that University Library learning and teaching materials comply with accessibility guidelines for students with disabilities.	ASD
3.6 Develop and implement, with our Students' Union and Student Services, an institutional framework for enabling students to be effective and		Ensure University Library engagement with student partners is aligned with the new framework e.g. through course committees.	ASD, CSD

Strategy 3 Student engagement	Milestone targets 2016	Library action	Who
fully engaged partners in as many of our academic processes as possible		UL operational plan 4.4 Investigate the feasibility of a Student Panel approach	CSD

Strategy 4 Quality enhancement	Milestone targets 2016	Library action	Who
4.1 Use quantitative and qualitative data to review and enhance the quality of learning, teaching and assessment as part of continuing module and course monitoring.	4.1b 70% of courses have overall NSS satisfaction of 86% or more.	Use quantitative data and qualitative feedback from NSS, MES and LibQual to improve library systems and support	ASD/CSD/Cen
	4.2b 88% of postgraduate taught students are satisfied with the overall quality of their course	UL Operational plan 4.4 Develop an Assessment Plan to establish how we gather feedback and action issues	ASD/CSD/Cen
4.2 Further improve learning support to enable students to develop as independent learners and researchers and enhance their 'capacity for analytical, critical and creative thinking' (QAA, 2012, CH B3: Learning and Teaching, p6) in order to succeed in their academic studies.		Embedded subject support.	ASD
		Online subject and skills guides	ASD/CSD
		Generic Study Skills Plus programme	ASD
		'Book a Librarian' and 'Book and IT Support Adviser' learning support.	ASD/Cen

Strategy 4 Quality enhancement	Milestone targets 2016	Library action	Who
		Front line Help Desk	CSD
4.4 Ensure our curriculum reflects the diverse and international nature of our students and their learning contexts.		International students policy	ASD
		Support students with disabilities, work-based and P/T learners etc. by providing learning materials and information resources in a variety of formats	ASD/Cen
4.5 Make our Virtual Learning Environment (VLE), learning technologies and digital media integral to course design and delivery to support and enhance the student learning experience in all contexts, including distance and work-based learning.	4.5b 90% of all modules have an online reading list.	UL operational plan 1.1 Continue to develop use of Talis Aspire Reading Lists. Undertake a pilot of RL@A "Review Process" and subject to outcomes use to assess resource implications of process.	ASD/Cen
		Work with academic staff to improve the quality and depth of reading lists using the NSS and Module Evaluation Survey responses	ASD

Strategy 4 Quality enhancement	Milestone targets 2016	Library action	Who
		Develop online learning materials and supporting LibGuides	ASD
		UL Operational Plan 1.2 Explore the Talis Aspire approach (Vital Source/Kortext collaboration). Evaluate e-textbook platforms and options.	ASD/Cen
		Contribute to assessment of new LMS (VLE) during procurement process.	Cen/ASD
4.6 Through course (re) approval and annual monitoring, we will ensure effective and consistent use of the VLE	4.3b 78% of modules receive 80% or more for satisfaction with	Attend University and Faculty QESC	UL and ASD SL's

Strategy 4 Quality enhancement	Milestone targets 2016	Library action	Who
and that its content is designed to improve 'the motivation of students to engage with learning and to learn independently' (QAA, 2012, CH B5: Student Engagement, p2).	the use of the VLE to support their learning.	Advocate for inclusion of online materials linked through Libguides to VLE, e.g. RL@A, skills guides	ASD
4.7 Work with Professional, Statutory and Regulatory Bodies and other stakeholders to ensure that our courses continue to be 'fit for purpose' and equip our students with the professional values, attributes and skills expected of them.…		Subject Librarian support for accreditation and validation events.	ASD
		Subject support designed for courses – review to align support with new Faculty and departments	ASD
4.8 Ensure that all our students have the opportunity, individually and collectively, to participate as partners in the quality assurance and quality enhancement of their educational		Improve use of qualitative feedback and quantitative data to inform planning and service development.	LMT

Strategy 4 Quality enhancement	Milestone targets 2016	Library action	Who
experience (QAA, 2012, CH B5: Student Engagement, p4).		UL operational plan 4.4 Investigate the feasibility of a Student Panel approach	CSD
		Focus groups.	Resource Discovery WG
		Space analysis and behaviour management, implement UX projects.	CSD