



Cambridge & Chelmsford

May 2011

Reading Resources Strategy

Executive Summary

The Reading Resources Strategy (RRS) has been designed to improve the means by which students access the reading resources they need to support their studies. It forms part of the University Library's Collection Management Policy which ensures that resources selected and managed by the library are relevant, support the curriculum, meet the needs of the community and represent good value for money.

The University Library (UL) supports our University's wider strategic objectives by ensuring that students and staff have seamless and timely access to a wide range of library services, excellent learning support and high quality information resources. The RRS is identified in the Corporate Plan and the Learning, Teaching and Assessment Strategy as a means of improving the student experience by improving their access to learning resources.

This proposal sets out a process by which library staff work closely with academic staff to identify the relevant reading resources required to support a module and the preferred means by which the student will access these resources. The agreed reading resources template is embedded within the module guide to assist with providing access, in a consistent way, to the information resources required by students studying individual modules. As part of this process academic and library staff work together to identify and address the information and digital literacy needs of the students.

The UL will commit to purchase or make accessible a broad collection of print and electronic resources and will work closely with academic staff to identify relevant digital resources including e-books. It will be the intention to link these digital resources within the VLE to improve ease of access for the student. The UL will purchase an e-copy of a designated key text if it is available. This prudent approach will ensure that students are better supported in finding, evaluating and presenting information in support of their studies.

Although a number of academic staff have engaged with this process we understand that there is more work to do in assisting all staff to fully maximise the resources on offer and ensure that the student experience in this area continues to improve. We look forward to continuing to engage with academic colleagues in support of the RRS in the future.

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