

Guidelines on the provision of information and IT learning resources for students on partnership programmes

Background

1. The purpose of this document is to provide guidance for those developing a new partnership programme which involves delivery with a partner. This document should be consulted early in the process of development and should inform the writing of the Business Proposal. Proposers are required, as part of the development process, to discuss learning provisions with colleagues responsible for learning resources. It is recognised that each academic partnership is unique and therefore the arrangements outlined in this document should be used to facilitate detailed discussions.

| Key areas for consideration | Contact |
|---|------------------------------------|
| Library Resources – Variable access dependant on licence terms and conditions, student status and HESA reporting, ability of the partners to provide resources, geographical location etc. | Chrissie Willis-Phillips (Library) |
| Blackboard – Number of students and potential impact on licence costs; access to UoR Blackboard and third party tools; support and training for students and staff in partner institutions; how will Blackboard -support course delivery at partner institutions (teaching model); roles and responsibilities for the day-to-day running of Blackboard at UoR and the partner institution | Maria Papaefthimiou (CQSD-TEL) |
| DTS – licences relating to software applications and network access | Steve Gough (DTS) |

2. This document should also support the management of expectations of the partner institution as to what the division of responsibility for providing information and IT learning resources is likely to be. Evaluation of the resources available at the partner and how these resources could be used on the proposed partnership programme should form part of the Business Proposal and, where appropriate, any site visit.

3. The University of Reading (UoR) is required to ensure adequate learning resources are in place for students studying for a UoR award with a partner institution. However, this does not imply that UoR is, in all such cases, responsible for directly providing those learning resources as in many cases it will be appropriate for the partner institution to take on delegated responsibility for the provision of some or all resources.
4. It is therefore necessary to determine what type(s) of access to UoR's learning resources students following partnership programmes might be provided with, based on the nature of the partnership. It should be noted that only some of the agreements with publishers for licenced e-resources allow access by students and staff at partner institutions by default. A list of these resources can be provided by the Library. All extended access is subject to renegotiation of the licence and, if granted, may incur additional charges which the School will be responsible for. Schools should indicate these additional costs in the financial planning section of the Business Plan.
5. Students on progression, articulation or double Masters programmes which result in a UoR award are likely to receive the same level of access to learning resource during their time at UoR as students who study solely at UoR as long as they are included in the UoR UK HESA return, but this cannot be guaranteed.

Working with the Library

6. The Library provides both physical learning resources and online access to a variety of e-resources. The Library is responsible for managing the licences governing the use of these collections and also liaises with colleagues to ensure UoR adheres to copyright licences.
7. Due to the variations relating to licences for materials, there are a number of factors proposers should consider;
 - a. What is the nature of the partnership arrangement?
 - b. What is the status of the students? (e.g. registered at UoR for the entirety or part of their programme?)
 - c. Are the students included in the UoR's UK HESA return or the Aggregate Offshore Record (AOR)? If in the AOR, what type/category will they be reported under?
 - d. What programmes are expected to run and therefore which resources are required?
 - e. What are the anticipated student numbers?
 - f. What resources are available at the partner, if any?
 - g. Will partnership staff teaching on the programme require access to the same resources? If so, what numbers of staff will require this?
8. Proposers should consider these factors and discuss the proposal with the Library as early as possible in the development process. The Library will negotiate any additional resource/access requirements with resource publishers and provide information about any costs. Programme Directors must indicate on the Business Proposal which resources the partnership programme will use. In addition, an annex report to the Form A should be included, indicating what Library resources UoR will provide and what resources the partner will provide. A representative of the Library must confirm in the report that categorisation has taken place in consultation with the Library and the Library has approved this categorisation.
9. Restrictions may apply to some resources, and this should be considered as part of the Business Proposal;
 - a. Membership of the Library for borrowing **hard copy resources** will be automatic for UK based students who have been issued with a Student University Campus Card. Access may also be

granted through reciprocal borrowing schemes at other UK academic libraries, such as SCONUL Access, under the same terms as for UoR based programmes for UK resident students. It should be noted that Associate Campus Card holders are not automatically eligible for free library membership, any requirements should be discussed with the Library. Associate Campus Card holders are not eligible for the SCONUL Access Scheme.

- b. For those programmes where students are registered with UoR, but students are based outside of the UK, negotiations should take with the partner regarding access to hard copy resources.
- c. For those programmes where students are not initially entitled to hard copy access but have students who may wish to access hard copy resources, negotiations need to take place with the Library to allocate funds to cover any appropriate membership fees.
- d. Reference only (i.e. non-borrowing) access to hard copy resources is available to all categories of student while they are physically present in the Library building. .
- e. Some publishers may enforce restrictions on some geographical locations in which resources can be accessed. .
- f. Restrictions apply to the provision of scanned material for courses run at a partner institution. All scanning requests must be handled by the Library in order to comply with UoR's CLA (Copyright Licensing Agency) licence. For programmes where students are based at the partner, the University's licence does not extend to the provision of scanned materials to these students from published print resources held by the Library on Whiteknights. The Library will endeavour to source alternative e-book options, but availability is not guaranteed.
- g. Students on programmes that involve a transfer element to UoR's UK based campuses will normally only receive full access to library resources once transfer and registration at UoR has taken place. For students to have access prior to transfer and registration at UoR, discussions must take place with the Library prior to submission of the Business Proposal. Extending resources to students prior to transfer may incur additional costs to the School.
- h. Joint awards with UK based partners may involve some negotiation on level of provision. This is governed by the factors outlined in point 7.

Access by staff of the partner institution

10. Some licence agreements allow access by partnership institution staff teaching or supporting students on a UoR programme and others may allow this if negotiated. This requirement should be considered as part of working with the Library as it may need to be included in any renegotiation with Service Providers.
11. Requests for staff training from the Library must be made with a minimum of three months' advance notice.

Further planning

12. For advice on:
 - what resources are available to students through nationally negotiated licence arrangements
 - investigating the availability of other resources through negotiation with individual publishers or providers

- how to address the resource needs of partner institution staff

Please contact Chrissie Willis-Phillips, Associate Director (Scholarship and Planning) c.j.willis-phillips@reading.ac.uk

Working with Blackboard

13. New programme proposers need to consider, at the planning stage, if, why and in which ways the proposed programme might utilise UoR's Virtual Learning Environment Blackboard. The following elements should be considered in discussion with CQSD - TEL:
 - Ways in which Blackboard might be used to support the delivery of the curriculum and the students' learning;
 - If the partner uses an alternative Virtual Learning Environment platform which could be used for the programme;
 - License implications; Usage by staff at the partner institution and authorised access;
 - Support for staff and students at the partner institution;
 - Timing of usage for students transferring from a partner to UoR (if it is the case).
 - Network access and access to third party tools integrated with Blackboard (see IT section)
14. Establishing if, why, and how Blackboard might be used for the delivery of the programme in the planning phase will determine what support and resources are needed in order for students at the partner institution to have a good learning experience with the programme.
15. UoR's licence for Blackboard might cover use by students at Partner Institutions. Blackboard is, however, priced according to the number of student number users as reflected in the HESA returns and any additional student numbers will need to be factored into UoR's Blackboard licence. Advice should therefore be sought from CQSD - TEL at the planning stage. Please note that:
 - a. Only registered students of UoR are allowed access to Blackboard and therefore consideration must be given to the timing that access will be given to students if there is a transfer element to the programme. E.g. students are not enrolled at UoR until part 3.
 - b. Access for staff at the partner institution might or might not be covered by the licence.
 - c. Access to Blackboard by staff and students at the Partner institution has to be authorised according to university user account processes (students need to be registered on RISIS and staff either on TRENT or manually), which may take time to set up.
16. The teaching and administrative model for the programme will inform how Blackboard can be best used and implemented to support the partnership. Consider the following questions:
 - a. Who is going to be delivering the teaching in the partner institution? Who is responsible for the content and assessment?
 - b. What is the objective of using UoR Blackboard to deliver the programme?
 - c. Does the partner institution use their own VLE and could this be used instead?
 - d. Who is responsible for creating the content and uploading it to Blackboard?
 - e. Is e-assessment going to be used and does it follow the UoR EMA processes?

- f. Is digital learning embedded within the programme? In what ways?
 - g. What are the T&L and administrator roles and responsibilities of UoR staff and staff at the Partner institution? How do these align?
17. Support for staff and students at the partner institution: Establishing the skills needed by staff and students at the partner institution will help determine what training and ongoing support needs to be provided to use Blackboard and implications for resource.
 18. UoR Blackboard is integrated with third party tools (e.g. YuJa) and access to those has to be considered separately including license implications and access (see also section on IT)
 19. At the planning stage and before the approval of a partnership programme, CQSD-TEL must be informed of:
 - a. The intention to use Blackboard
 - b. Projected numbers of students for first three academic years, indicating which period of time students will be included on the HESA returns (e.g. Part 4 only). If projected student numbers subsequently change in either direction, CQSD must be informed.
 - c. Number of staff at the partner institution needing access to Blackboard.
 - d. Plans on how the VLE Blackboard is going to be used to support the delivery of the programme including information in section 16 above
 20. If Schools opt to use a different Virtual Learning platform, Schools will be responsible for ensuring licence compliance and for providing support for use of the platform.
 21. A report from CQSD - TEL may be required to accompany the Business Proposal and Form A submitted to the University Programmes Board.

For further advice, please contact Maria Papaefthimiou, Senior Technology Enhanced Learning Advisor, Centre for Quality Support and Development, m.c.papaefthimiou@reading.ac.uk, ext. 7141.

Working with DTS

22. Any use of the University of Reading's IT facilities or systems by members of the partner institution will be subject to the University's Regulations <https://www.reading.ac.uk/imps/-/media/project/functions/information-management-and-policy-services/documents/regulations-for-the-use-of-the-universitys-it-facilities-and-systems-v12.pdf>.
23. Software applications which are provided under a site/University-wide licence to UoR are restricted to use by staff and students of UoR. Such software must not be used by staff and students at partner institutions. DTS can provide further advice on usage limitations.
24. Some software licences also have additional restrictions covering where the software can be used. For any new programme involving a partner institution, the proposer must identify which software is required and contact their DTS Business Relationship Manager to check the usage limitations for any current site licence
25. If students in the partner institution need to use UoR Blackboard service or e-resources outside of the partner institution, local network restrictions may limit access. It is best to seek advice from DTS after determining which resources the students will be accessing.

26. A report from DTS may be required to accompany the Business Proposal and Form A submitted to the University Programmes Board.

Please contact your DTS Business Relationship Manager or Steve Gough, Director of Cyber Security and Digital Assurance, Digital Technology Services, s.m.gough@reading.ac.uk, ext. 6212.

Monitoring of resources

27. Evaluation of learning resources provided by both UoR and the partner once the programme has commenced will take place in line with University policy through a combination of:
- a. Student evaluations of modules
 - b. Partnership Annual Review Forms and the Partner Programme Sub-Reports

Document Control

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