

Learning Resources Policy



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Approved by	Stanley College Academic Board
Authorised Officer	Registrar
Supporting documents, procedures and forms of this policy	Learning Resources Procedure Learning and Teaching Plan Policy and Procedure on Scholarly Activity and Professional Development for Academic Staff Course Development and Review Policy and Procedure Student Progress Policy and Procedure Student Support Policy and Procedure
Related Legislation	Tertiary Education Quality and Standards Agency Act 2011 Higher Education Standards Framework (Threshold Standards) 2015 Education Services for Overseas Students Act 2000 Copyright Act 1968
Audience	Public

1. PURPOSE

1.1 This policy provides guiding principles for the selection, use and review of learning resources used in Stanley College higher education courses.

2. SCOPE

2.1 This policy applies to all learning and teaching resources supporting the content and objectives of higher education courses at Stanley College.

3. DEFINITIONS

Authoritative Resources	An authoritative resource is one that has been created by an expert who is recognized in his or her field of expertise. The information is verifiable and usually supported by other sources. Credentials and authority of the author are also verifiable.
Collection Development	A process of selecting, deselecting and curating learning resource collections according to defined purposes.
Learning Resources	Learning Resources are educational materials, applications or activities that are used in teaching a course and support students' achievement of learning outcomes.
Open Access	For scholarly work Open Access means making peer reviewed scholarly manuscripts freely available to support educational and academic objectives.
Peer review	Evaluation of scientific, academic, or professional work by others working in the same field.
Scholarly Resources	Content of a scholarly publication is written by experts in a particular field of study - generally for the purpose of sharing original research or analysing others' findings.

4. POLICY PROVISIONS

Principles

4.1 Stanley College will commit appropriate funding for the acquisition and dissemination of quality learning resources. Funding will be calculated according to the Build/Consolidate/Develop strategic path which currently determines institutional priorities and growth plan over the next 3 years:

- a. **Build:** Resources and programmes that are fit for purpose and as expected of the *Higher Education Standards Framework (Threshold Standards) 2015*;
- b. **Consolidate:** Evaluate and consider:
 - i. Acquisition of new resources or development of additional support services after data from initial cohort reviewed; and
 - ii. Resources are curated according to reviewed institutional and course outcomes relative to graduate data, especially with respect to employment results.
- c. **Develop:** Establish a business case for implementing specific learning resource solutions based on student needs, student numbers, and objectives of the learning resource policy. Examples of initiatives to consider are:
 - i. Library management system or a solution to integrate all resources within a single access and discovery layer

- ii. Self-learning software which supports specific learning outcomes e.g. online English language skills development tools.

Integrated Learning Resources

- 4.2 Learning resources used at Stanley College must support course content, and students' achievement of learning outcomes and the Stanley College graduate attributes. They will also support the development of student capabilities either developed specifically by the course or as part of student self-directed learning in the exercise of academic freedom and enquiry.
- 4.3 Learning resources are selected as appropriate to the various teaching methods. Equivalent resources are expected for any course regardless of any varying teaching styles.
- 4.4 Learning Resources also support the scholarly activity and professional development of staff at Stanley College.

The Selection of Learning Resources

- 4.5 Stanley College selects learning resources based on the principles of UNESCO *Textbooks and Learning Resources: A Global Framework for Policy Development*. The overarching strategies are:
 - a. **Accessibility:** providing learning materials of good quality to all learners, across boundaries created by distance, age, language, ethnicity, gender or ability;
 - b. **Quality:** harnessing the power of both old and new technologies to support quality learning processes in constructive and meaningful ways throughout life;
 - c. **Efficacy:** setting standards for textbooks and learning resources that fulfill their potential to foster peace and global citizenship.
- 4.6 Learning resources at Stanley College are selected:
 - a. At an appropriate level and authority to promote scholarly research and the development of academic culture.
 - b. Reasoned discourse based on evidence, research and referencing of information sources used to prepare assignments
 - c. Research using multiple authoritative resources
 - i. Reference management is supported by Zotero
 - d. Integrity
 - i. Aware of issues regarding ethics, plagiarism, copyright
 - ii. Respect regardless of gender, ethnicity, socio economic background
 - e. Freedom of Enquiry
 - i. Principles relating to the freedom of expression and respectful academic engagement
 - ii. Curiosity, innovation and discovery
 - f. Information Literacy
 - i. Skills in evaluating of information and recognising authoritative sources
 - ii. Skills in information seeking and deep research
 - g. Communication, discourse and debate
 - i. Respectful and reasoned discussion using advanced forms of English

Learning Management System

- 4.7 Stanley College uses a Learning Management System (Moodle) to deliver higher education courses. The LMS is the primary point of access for electronic learning resources.
- 4.8 All students receive full training and support in the use of the Learning Management System.

Collections of learning resources

4.9 Stanley College campuses contain appropriate infrastructure and learning spaces for study and learning and that are appropriate to the number of students undertaking higher education courses in face to face delivery. These spaces also support academic discourse outside of formal teaching.

4.10 Collections at Stanley College are classified as:

a. Prescribed Resources or textbooks

- i. Resources, textbooks or materials designated by the course unit outlines as necessary for students. These materials are included in the course materials fee and are provided to the students.

b. Course Readings

- i. Readings indicated by course unit outlines and necessary for students to read in preparation for classes. The readings are available via the Learning Management System.

c. Suggested Readings and Resources

- i. Materials suggested for students to consolidate learning, and are available through subscribed databases, online or in the library.

d. Course Reserve

- i. Hardcopy books or information sheets in high demand and accessible via short term loans.

e. Student Development Materials

- i. Other materials curated to support student advancement, including English language materials and work or life skills resources. May be used in sessions designed to promote academic discourse or communication.

4.11 Stanley College subscribes to peer reviewed and publisher curated scholarly content.

4.12 The Stanley College library staff are responsible for resource collection development policies developed in consultation with the Academic Board. The library and academic functions at Stanley College are closely aligned.

4.13 Stanley College supports the Open Access Strategy Group objectives to increase access to global knowledge and therefore curates authoritative open access resources to supplement subscribed content.

Reviewing and Updating Learning Resources

4.14 All Stanley College learning resources are reviewed according to the *Collection Development Policy*.

4.15 The Librarian at Stanley College is responsible for ensuring that learning resources are up-to-date and remain applicable to learning outcomes of the course. The process is outlined within the accompanying *Learning Resources Procedure*.

Format of Resources

- 4.16 Stanley College will generally favour electronic versions of published material where the electronic format enables multi user access from off campus locations. However critical textbooks will be held in the library to support access and offer advantages associated with physical formats.
- 4.17 Resources selected must be in English.

Roles

- 4.18 Stanley College employs a full time librarian who supports students in using academic resources. The librarian also develops programmes that support students in developing skills related to:
- a. Developing academic skills;
 - b. Confidence in speaking and volunteering information and thoughts;
 - c. Conversation games;
 - d. Reading and speaking sessions;
 - e. General study and research skills;
 - f. Essay writing skills;
 - g. Work Integrated Learning sessions focussing on 'every day' language skills for interacting with colleagues and for understanding Australian workplace relations and social norms;
 - h. Body language awareness in Australian culture; and
 - i. Social clubs focusing on discourse to promote language skills development in a fun and personalised setting.
- 4.19 Academic staff and the librarian are responsible for selecting and reviewing resources. Any staff member or student may suggest learning resources, which will be evaluated for suitability and cost.
- 4.20 The librarian at Stanley College reviews and recommends additional resources based upon student and staff course objective requirements.
- 4.21 Recognising that current trends and advances in industry are often published via web resources, the Stanley College librarian curates authoritative web resources for dissemination to students and lecturers. Content may be sourced from industry bodies and interest groups, professional blogs and forums, online articles and papers, opinion pieces and news.
- 4.22 ICT staff ensures appropriate infrastructure and support for access and security regarding Stanley College online resources. Access to subscribed resources is via authentication.

Access

- 4.23 Learning resources at Stanley College must be available to students without incurring unexpected costs or barriers to access.

Support

- 4.24 Training sessions are run either by the library or Support Services to provide academic support or training in the use of learning resources.
- 4.25 Transition programmes ensure that incoming students are prepared and have a clear understand of course expectations regarding the use and referencing of scholarly sources of information used in assignments, and written communication styles used in examinations.

Figure 1: Student Support Timeline

SUPPORT TIMELINE
Key Transition and Support Milestones

