

LIBRARY AND LEARNING DEVELOPMENT PLAN

2022/23 – 2024/25



CONTENTS

SECTION A – Vision and mission	3
Vision	3
Purpose.....	3
Principles	3
Links to other Strategies and Plans.....	4
SECTION B – THEMES	4
Theme 1 – Learning, Teaching and Assessment	4
Aims:	4
Theme 2 – Student experience and achievement	5
Aims:	5
Theme 3 – Research and knowledge exchange.....	6
Aims:	6
Theme 4 – academic portfolio.....	7
Aims:	7
Theme 5 – academic staff development	7
Aims:	7
Section C – Governance, Monitoring and Reporting	8
Key Performance Indicators.....	8
SECTION D – Implementation	10
Action Plan	10
Document control	11

SECTION A – VISION AND MISSION

VISION

Towards 2030 articulates a clear vision for the future where the University will focus on “Transforming lives and livelihoods through learning, applied research and practice – for now and for our future generations” and through our mission we will ensure we are “Inspiring and equipping our graduates, communities, economy and environment to thrive.” This plan is aligned to the themes of the Academic Strategy and encompasses the intent and direction for our future library and learning development activity to achieve the University’s vision and mission.

PURPOSE

This plan outlines the ways in which we aim to be a library that is at the heart of the learning experience for our university and wider communities – supporting the T2030 statement that “We care about our students, graduates, staff, university, communities, region, environment, and world.”

This plan aims to raise the profile of the learning development support that Library Services provides to our students to help fulfil their potential and to be able to acknowledge and articulate the skills, knowledge and experience that make a difference to their personal and professional lives and to their communities of practice.

This plan will also provide a shared understanding of our priorities and direction, contributing to a working culture of collaboration, respect, creativity, transparency and commitment.

PRINCIPLES

The following principles underpin and inform our approach:

- We support the development of the “whole student” through the provision of an appropriate balance of student informed and co-developed digitally, and physically, accessible services, spaces and resources.
- We seek out and act upon the student voice to challenge, develop and improve our services.
- We collaborate with academic institutes and professional services across the university and invest in relationships with our wider communities.
- We engage in the wider academic library sector to make relationships at local, national and international levels to inform our service development and delivery.
- We think ahead and embrace digital in all that we do.
- We provide resources, spaces and services that facilitate and enrich learning, teaching and research for our varied mix of places, programmes and modes of delivery, and for academic partnership and campus developments (e.g., Imperial College/Cumbria School of Medicine, Barrow and Citadels and potential TNE partners).
- We recognise that each University of Cumbria campus has a distinctive identity and history and we will work in partnership with IT and Estates to maximise and refresh the

physical environment and digital infrastructure so that each of our campus libraries contribute to student satisfaction, local vibrancy, culture and community.

- We are welcoming and create safe, inclusive spaces that provide all people with a sense of belonging.
- We inspire people from all backgrounds to engage with our collections.
- We advocate for the open and free sharing of knowledge to benefit the university, the community and the world.
- We are proud of the university's research outputs and scholarly publications and we work collaboratively with Research & Knowledge Exchange to support their creation, dissemination and discoverability.
- We ensure return on investment by using engagement intelligence and through negotiation with suppliers.
- We create opportunities and encourage our staff to thrive and develop in a safe and inspiring working culture.
- We seek to demystify specialised academic terminology and to remove barriers to accessing knowledge and learning opportunities.
- We develop students' and apprentices' confidence and ability to operate effectively and with academic integrity as critically reflective practitioners in academic and professional contexts.
- We focus on sustainable activities that meet and then exceed the expectations of our community.

LINKS TO OTHER STRATEGIES AND PLANS

- Academic Strategy (link tbc)
- Student Support & Wellbeing Plan (link tbc)
- [Skills@Cumbria Framework](#)
- [Open Access Policy](#)
- [Library Collection Management Principles](#)
- [Reading List Principles](#)
- Digital Strategy (link tbc)
- University Learning, Teaching and Assessment Plan (link tbc)
- Research & Knowledge Exchange (RKE) Plan (link tbc)
- Apprenticeships Strategy (link tbc)
- Student Experience and Outcomes (link tbc)
- Estates Strategy (link tbc)

SECTION B – THEMES

THEME 1 – LEARNING, TEACHING AND ASSESSMENT

AIMS:

- Ensure, where practical, essential reading is available 24/7 in electronic form.

- Provide sector leading support services for all our students and apprentices, factoring in the additional challenges apprentices can face due to study location and workplace requirements.
- Work alongside students and apprentices, recognising the strengths, experiences and challenges they bring to their university studies.
- To deliver high quality university-wide academic and information literacy teaching through an active learning approach.
- To demystify practices and processes that can create hidden barriers to learning.
- To support students and apprentices to operate effectively and with academic integrity as critically reflective practitioners in academic and professional contexts.
- To promote student awareness of good academic practice and the consequences of engaging in academic malpractice including plagiarism and contract cheating.
- To assist students to navigate increasingly complex world of AI tools (eg ChatGPT) and to discern tools and practices that support learning from tools and practices that may jeopardise academic integrity.
- To support students and apprentices to develop effective approaches to learning to better manage areas that are new and challenging to them.
- To collaborate with staff, students and apprentices to contextualise learning development within a subject specific context.
- To encourage staff to share learning materials, such as exemplars, to scaffold a learning experience that supports students and apprentices to become independent learners who understand how to achieve their academic goals.

THEME 2 – STUDENT EXPERIENCE AND ACHIEVEMENT

AIMS:

- Provide interoperable information systems enabling seamless, friction-free access to library resources, both physical and electronic.
- Ensure library collections meet the needs of academic programmes.
- Provide library resources to support student and staff wellbeing and development.
- Regularly communicate relevant timely information as students' progress through their course.
- Offer flexible services and resources to support the diversification of our student body and to reflect where and how they access resources and services.
- Provide welcoming, inclusive, flexible, digitally enabled, inspiring, accessible, comfortable and safe learning environments, both physical and virtual (e.g. virtual library tours).
- Ensure a culture of consideration for others in our libraries.
- Explore 'sensory' and 'green' enhancements within library spaces.
- Involve students in events and displays.
- Ensure that library staff are more visible and consider pop-up library events in non-library spaces.

- Collaborate with other professional services teams to enhance the student experience with the physical and virtual Student Enquiry Points.
- Ensure that print and physical resources are available to borrowers with minimal delay and are stored and managed to enable students to locate and borrow them easily.
- Respond positively to feedback from library users to improve and develop services
- Work in partnership with the Student Union.
- To enable students and apprentices to recognise and fulfil their potential through our learning development approach to student support.
- To empower students and apprentices to develop their academic and professional competencies and the confidence to shape their university experience.
- To liaise with academic and professional services colleagues to connect with students and apprentices who would benefit from accessing library and learning development services.
- Enable student choice in the selection of library materials.
- Expand the diversity of reading lists to provide an inclusive learning experience.
- Explore use of library and special collections in teaching, research and community engagement.
- Promote Equality, Diversity, Inclusion and Wellbeing through our displays, events and schemes.

THEME 3 – RESEARCH AND KNOWLEDGE EXCHANGE

AIMS:

- Assist researchers to obtain scholarly resources required in pursuit of their research.
- Support RKE with open access REF compliance.
- Support researchers in the open publication of their scholarly output (including monographs and research data).
- To work alongside RKE to provide general publishing guidance to staff and researchers.
- Manage and curate the research outputs repository (Insight).
- Work with RKE to develop research systems for the administration of research activity and dissemination of outputs.
- Support PhD thesis deposit and dissemination.
- Support the use of responsible impact metrics as expressed in The Declaration on Research Assessment (DORA).
- Support researchers to develop skills in methodical literature searching.
- Engage with national negotiations (JISC) to achieve affordable and sustainable read and publish agreements.
- Provide Research Data Management Plan advice.
- Provide ORCID identity advice.

THEME 4 – ACADEMIC PORTFOLIO

AIMS:

- To work with academic staff to integrate and embed learning development sessions into the curriculum at times that better support students and apprentices to rise to the challenge of and meet assignment requirements.
- Respond to portfolio development to ensure library collections meet programme requirements.
- Ensure Reading List Principles are embedded within the validation process.
- Advise on resourcing, licensing and support for collaborative partnerships, including transnational education (TNE).

THEME 5 – ACADEMIC STAFF DEVELOPMENT

AIMS:

- Provide guidance to maximise legally compliant use of licenced material.
- Provide guidance on creating and maintaining reading lists using the OneList system.
- Support staff to make scholarly content more readily accessible to students via the digitisation and scanning service.
- Promote the range of books in the library which are written by and reflect the experiences of people from diverse backgrounds to support academic staff when creating curriculum content.
- Encourage academic staff to use our spaces for private study, research and events (e.g. research seminars, book club events).
- Provide guidance on how we can work with academic staff to support students developing library and academic skills via the Skills@Cumbria Framework.
- Promote and champion the publication of books written by our academic staff.

SECTION C – GOVERNANCE, MONITORING AND REPORTING

This plan will be reviewed yearly, with an update reported to Student Success and Quality Assurance Committee.

KEY PERFORMANCE INDICATORS

Library Services Indicators	Theme	Baseline 21/22	22/23	23/24	24/26	25/26	T2030 Alignment and Associated Academic Strategy Indicators
NSS Library Question Q19	All	Sector: 83 UoC: 84	Maintain and grow above sector score	Our National Student Survey scores which will be consistent, improving and be in the upper quartile by 2030			
PRES Library Question	All	Sector: 84 UoC: 93	Maintain and grow above sector score	Post Graduate Research Experience Survey - Student Satisfaction Target			
Increase in full-text article requests	Library Resources	1,451,547	5% increase	5% increase	5% increase	5% increase	Exceeding Condition B1: Academic experience. This section references “up-to-date” resources. Condition B2: Resources, support and student engagement.
Increase in section requests for electronic books	Library Resources	738,973	5% increase	5% increase	5% increase	5% increase	
Increase in unique title requests for electronic books	Library Resources	270,560	5% increase	5% increase	5% increase	5% increase	

Increase in Essential-Reading list citations in electronic format	Library Resources	tbc	5% increase	5% increase	5% increase	100%	This section is concerned with ensuring that, however many students a provider chooses to accept, they provide sufficient resources to enable cohorts of students to have a high quality experience and to achieve successful outcomes.
Increase of embedded academic and information literacy workshops in programme, subject group, module curricula timetable.	Learning Development	440	470	500	530	565	Exceeding the University-level B3 thresholds for continuation, completion and progression
Increase in student engagement with Skills@Cumbria workshops, webinars and videos.	Learning Development	10K+	10.5k+	11k+	11.5k+	12k+	Progressive improvement in our Teaching Excellence Framework rating leading to 'Gold' by 2030.

							Achieving the University Key Performance Indicator targets related to student outcomes
Increase research outputs deposited in Insight	Research Support	4,588	+3%	+3%	+3%	+3%	Post Graduate Research Experience Survey - Student Satisfaction Target SF2-KE outputs will demonstrate clear practice and regional impact SF2- growing as a research active university
Increase of full-text Open Access Insight deposits with no embargoes	Research Support	70%	+2%	+2%	+2%	+2%	
Increase in global downloads of Insight outputs	Research Support	789,141	+5%	+5%	+5%	+5%	

SECTION D - IMPLEMENTATION

ACTION PLAN

Library Services rolling action plan is openly available via the SharePoint document library on StaffHub:

https://unicumbriaac.sharepoint.com/:x:/r/sites/LIB/SharedDocuments/Library_Services_Action_Plan.xlsx?d=w1ae7c6636653443a8e730e79bb02072c&csf=1&web=1&e=dQaPDA

DOCUMENT CONTROL

Revision	Date	Author	Approver	Summary of Changes
0.1	09/10/2020	James Stephens	Academic Board	University of Cumbria Library Strategy 2019/20 – 21/22
0.2	19/12/2022	James Stephens, Sandie Donnelly, Jane Robinson, Michael Stanning	n/a	Draft – for pre-committee consultation feedback
0.3	24/01/2023	James Stephens, Sandie Donnelly, Jane Robinson, Michael Stanning	n/a	Final draft for SSQAC committee approval
0.4	27/02/2023	As above	SSQAC – Chair endorsement to go to Academic Board	Three actions following Feb SSQAC: Consultation with Academic Reps, Graduate School and Registry (regarding academic malpractice)
1.0	09/03/2023	As Above	Academic Board	
Next review date: 19/01/2025				