

# Reading Lists

## Service Level Statement

### 1. Introduction

A module reading list, where employed, plays a key role in guiding self-study, helping students understand the boundaries and key concepts of a topic, and acquainting them with its leading authorities. However, NSS and module survey feedback indicates students encounter a variety of problems *where lists have not also been communicated to Library Services and/or where contents are not dynamically linked with the resources themselves*.

### 2. Purpose

To provide a standard University framework for the management and communication of online reading lists, thus ensuring that stakeholders recognise their respective and collaborative responsibilities towards improving student access to supporting learning resources.

### 3. Principles

- The primary<sup>1</sup> means of managing, communicating, and accessing lists will be the University's **Leganto**<sup>2</sup> software (presented to students as *Reading Lists @ Abertay*) and integrated with the VLE.
- Lists should employ the standard terminology outlined in section 4.1 directly below and explained further in the Appendix.
- Lists should be ready to use as soon as the associated VLE module becomes accessible to students, taken into account the lead-in times required for purchase and processing of new content, outlined in 4.2 directly below.

### 4. Process

#### 4.1 Format

- So that students are clear on what is expected of them the following standard definitions will be used to categorise the readings on each list: '**Essential**', '**Recommended**' and '**Further**'.
- Consistent use of these categories will enable Library Services to purchase any print items required in suitable quantities and to assign the appropriate loan period (as per the associated Purchasing matrix for print books on reading lists, published on the Library's website).
- The University's current referencing convention(s) should be used to format items on lists. More information about the referencing styles in use at Abertay is available [here](#).

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<sup>1</sup> It is recognised that some tutors may wish on occasion to *reproduce* information from Leganto in handouts etc. but the details on Leganto must always be kept up to date and remain the primary means of providing access to content, otherwise the intended benefits of the agreement will not be realised.

<sup>2</sup> Leganto significantly improves student access to the required resources when compared to use of static lists presented in formats such as Word, PowerPoint etc., as well as providing a 'joined-up' means for academic and library staff to carry out their respective responsibilities.

## 4.2 Timing

- It is recognised that the contents of reading lists will evolve over time, and that identification of new or different resources can occur both before and during term.
- While Leganto will help the Library to automatically identify any items that need to be purchased, academic staff should take into account the following acquisition and processing lead-in times:
  - o E-books: usually within 2 working days
  - o Digitised book chapters: within 5 working days
  - o Print books: on average 2-3 weeks but can take much longer<sup>3</sup>
- These lead in times must be taken into account if students are to be asked to read/use the listed resources by a specified date.

## 5. Responsibilities

### 5.1 Academic staff should...

- Use the short [guide on getting started](#) for assistance in creating and uploading their first lists on Leganto. Alternatively, staff can contact their Academic Librarian to arrange a short 1-2-1 or group induction.
- Adhere to the agreed standard headings shown in 4.1 above and explained in the Appendix.
- Review existing lists on Leganto before each term to ensure that that all items listed are relevant, up-to-date and accurate.
- Take into account the lead-in times outlined above if new content needs to be required and is needed by the start of term or other specified date.

### 5.2 Library Services will...

- Manage the service on behalf of staff and students, including integration with the VLE and rollover of lists from one academic year to the next.
- Help staff to get started using the system and provide subsequent support and advice.
- Use the system to automatically highlight items that the University needs to purchase.
- Remind academic staff of lead in times for acquisition of new content well before the start of each term, and the need to review existing content.
- Purchase material in an appropriate format, with any print items assigned the appropriate loan periods and ratios to student numbers.
- Provide a digitisation service enabling staff to obtain scans of book chapters and journal articles which comply with the Copyright Licensing Agency Higher Education Licence (CLA) and provide a link to the scanned chapter that can be embedded in the reading list.

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<sup>3</sup> All Scottish Universities are contracted with a number of designated suppliers, which offer discounted rates. While 'rush delivery' is sometimes possible, this will not be possible in all cases, especially if the title is out of stock, out of print, or has just been announced.

## Appendix: explanation of the standard categories to be used in reading lists

CATEGORY	EXPLANATION <b>NB</b> - <i>exact interpretation of each category will vary depending on the specific assessment brief</i>	NOTES
<b>Essential</b> (must read)	Material which is an essential part of the module and which students are expected to draw on as a core part of their learning experience and in order to complete assignments satisfactorily.	<ul style="list-style-type: none"> <li>- Students may be encouraged to purchase if a particular text will be used for the duration of the course.</li> <li>- However, the cost to students for essential purchases of resources to enable their learning should be considered at the programme level as well as at the module level.</li> </ul>
<b>Recommended</b> (should read)	Materials which supplement or enhance core reading. It is expected that students <u>will</u> read at least <u>some</u> material from this category, to broaden and deepen understanding of the subject beyond the basic, and thus enhance performance in assessments.	<ul style="list-style-type: none"> <li>- Many items listed may be alternative sources covering the same subject matter</li> </ul>
<b>Further</b> (could read)	Materials which supplement or enhance core reading. It is expected that students <u>may</u> read at least some material from this category, to broaden and deepen understanding of the subject beyond the basic, and thus enhance performance in assessments.	<ul style="list-style-type: none"> <li>- Many items listed may be alternative sources covering the same subject matter.</li> </ul>