

Procedure 5.7 Reviewing Learning Resources					
Prepared by	Ian Fleming	Reviewed by	Canan E. Celik Ercan Erkus	Approved by	Canan E. Celik
Review No	6	Next Review Date	August 2022	Approved on	07/08/2021

Procedure Issued : April 2014

Procedure Owner : Principal / CEO

- ❖ This procedure is shared with our students and/or can be obtained:
 - on our website <https://docklandsacademy.co.uk/policies-and-procedures>,
 - on the desktops of all computers in the library on the top floor,
 - by emailing us at info@docklandsacademy.co.uk.
- ❖ Also, our students are informed about the main aspects of the procedure in the Student Handbooks, Induction Seminar and Learning Agreement.
- ❖ The procedure is reviewed and monitored on a regular basis for currency and fitness as part of our Annual 1.9 Policy and Procedures Review.

1. Introduction

The Academy provides access to a variety of resources to promote and support learning. It is the aim to ensure that:

- resources are conducive to individual and group learning
- the range of resources will enable a variety of learning styles and reflect the additional needs of some learners
- ILT plays a major role in resource provision
- staff will be trained to ensure that they are proactive and responsive to both organisational and curriculum change
- the monitoring of learning resources will form part of annual monitoring

2. Aims and objectives

2.1 It is the aim of the Academy to ensure that all students have access to resources that effectively support their studies and increase education opportunities. The resources, both in hardcopy and electronic format, should serve to support the development of students' skills, knowledge and understanding and encourage personal and independent learner development. IT resources should be an integrated part of teaching and learning delivery to support students to complete their assessments.

2.2 As appropriate, staff should receive training to ensure that they understand how to interact with and operate online learning resources.

3. Responsibilities

- 3.1** Review of learning resources forms part of the Self-Assessment and Annual Monitoring Process (see Procedure 2.6). Programme managers should review learning resource requirements annually and lists of key texts and other requirements passed to the Academic Head who will review these and then forward to the CEO / Principal for authorisation.
- 3.2** The budget for learning resources is held by the Board of Governance. Resource requirements that represent significant expenditure will require authorisation by the CEO / Principal.

4. Operational expectations

- 4.1** Students will have access to resources for effective study and to resources which increase learning opportunity. The provision of study areas, resources and computer suites will be a central feature of the Academy's accommodation strategy. Room layouts will provide flexible environments including space for students to work on their own or in groups and for quiet study. A sufficient range of resources to suit all learners will be provided
- 4.2** The Academy will provide a supportive and welcoming environment and an atmosphere conducive to learning. Tutors will support and extend students' skills, knowledge and understanding and encourage personal development. Teaching and academic support staff will provide information and guidance concerning resources and encourage students to become independent in the use of resources in relation to their programme of study. Resource provision will take into account individual learners' needs.
- 4.3** There will be a programme of continual updating and the withdrawal of resources will be conducted on a planned basis. All students and staff will be encouraged to suggest new items for the library. All stock will be recorded on the central catalogue which will be made available to students and staff.
- 4.4** IT resources will be an integral feature of curriculum delivery. Learning resources throughout the Academy will offer access to a wide range of information learning technologies including information via the Internet, broadcasting networks, email and our Virtual Learning Environment. Staff will receive training to ensure that they are proactive and responsive to curriculum change.
- 4.5** All students and staff will be offered an induction to the learning resources relevant to their programme of study. There will be assistance in the use of computer software, online services and other electronic and printed sources of information. User guides to learning resources will be made available as necessary.
- 4.6** All students will be able to participate fully in resource-based learning regardless of their age, disability, gender or sexual orientation, marital status, race, religion or beliefs.

5. Related Documents

5.1 Policies

- 2 Academic Management
- 3 Teaching Learning Assessment
- 4 Admissions
- 5 Student Support, Engagement and Learning Resources
- 7 Information

5.2 Procedures

- 1.5 Equal Opportunities
- 1.9 Review and Revision of Policies and Procedures
- 2.13 Access and Participation Statement
- 3.1 Expectations of Staff in Teaching Delivery
- 3.3 Encouraging Independent Learning
- 3.8 Feedback to Students
- 3.9 Remote Learning
- 4.6 Student Induction
- 5.1 Student Code of Conduct
- 5.2 Welfare Services and Pastoral Care
- 5.3 Equality, Diversity and Special Needs
- 5.5 Library Procedures
- 7.1 Review and Sign off PI
- 7.4 HE Public Information

5.3 Terms and Conditions

5.4 External Reference Points

- Office for Students (OfS) Requirements and Guidance at <https://www.officeforstudents.org.uk/advice-and-guidance/regulation/>
- UK Quality Code Advice & Guidance – Admissions, Recruitment and Widening Access at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access>
- UK Quality Code Advice & Guidance – Assessment at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/assessment>
- UK Quality Code Advice & Guidance – Concerns, Complaints and Appeals at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/concerns-complaints-and-appeals>
- UK Quality Code Advice & Guidance – Course Design & Development at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/course-design-and-development>
- UK Quality Code Advice & Guidance – Enabling Student Achievement at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/enabling-student-achievement>
- UK Quality Code Advice & Guidance – External Expertise at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/external-expertise>
- UK Quality Code Advice & Guidance – Monitoring & Evaluation at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation>
- UK Quality Code Advice & Guidance – Learning and Teaching at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/learning-and-teaching>
- UK Quality Code Advice & Guidance – Student Engagement at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/student-engagement>
- Higher Education Code of Governance (Committee of University Chairs, December 2014) at <https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>
- Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers at <https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf>
- OIA The Good Practice Framework for Complaints and Appeals at <https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/>
- OIA The Good Practice Framework: Handling Students Complaints and Academic Appeals at <https://www.oiahe.org.uk/media/1859/oia-good-practice-framework.pdf>
- Pearson Recognition of Prior Learning Policy [at](#)

https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf

- **UKCISA Code of Ethics** at <https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics>
- **Equality Act – 2010** at <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- **Related QAA guidance: Understanding assessment: its role in safeguarding academic standards and quality in higher education: [Sept 2012]**