PEARSON College London

	Identification & Provision of Learning Resources

Learning resources are identified at the **Institutional, Programme** and **Modular** level and can be categorised as **content, applications, services, learning platforms, and facilities.**

Table: Examples of Resource Identification & Provision

	Institutional	**Programme**	**Modular**
Facilities	• *Learning space*	• *Computer labs* • *Placements/workplace learning facilities*	
Content	• *Copyright licenses* • *General library databases (e.g. ebook aggregators)*	• *Subject-specific library databases (e.g. EBSCO Business Source)*	• *Recommended reading e.g. textbooks, web resources, copyright-cleared materials etc.* • *Simulations*
IT Applications	• *General applications*	• *Specialist applications*	
Platforms	• *Learning management system* • *Lecture capture* • *Eportfolio*		
Services	• *Library user services* • *Copyright clearance* • *Technical support* • *Print services* • *Wifi services*		

Facilities

The College's overall estate must be reviewed annually and the capacity and balance of overall learning space requirements considered at the institutional level through the Executive Committee, [and, via the annual budgeting process, with the wider Pearson].

The requirements for lecture theatres, seminar rooms, learning common space are to be decided with reference to benchmarking such as HEFCE Space Management Group benchmarks[1] and must take account of both student feedback in staff-student committees and any issues (and arising actions) identified during the annual monitoring process.

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[1]   HEFCE Space Management Group (SMG)
http://www.smg.ac.uk/index.html

Specialist Facilities

The decision to approve a new subject area is made at institutional level the Academic Board and Executive Committee and includes consideration of both additional call on overall resources as well as any specialist resources required.

At the programme level learning resources are discussed at the Design Concept Team. This ensures that the views of employers, external academics and students can be heard alongside those of the internal academic team. Pearson College's internal validation process requires a statement of resources to be presented which must have been signed off by the Executive Committee.

A programme requiring the use of external resources (eg clinical placements) must include the criteria by which these will be approved in their programme documentation.

Specialist resources must be reviewed on an annual basis through the Annual Programme Monitoring Report.

Where possible students are to be consulted and involved in the planning and fit-out of space to ensure that it will meet their needs and to incorporate their ideas for improving the learning environment with the aim of fostering creativity, engagement and collaboration within and between courses.

Content

Learning resource content is considered at the module design stage. The learning design process must ensure particular attention is paid to the identification of learning resources at the modular level and embed resources that facilitate students in achieving the learning outcomes as well as the comprehension and contextualisation of their learning.

The **Subject Matter Expert**, supported by the **Learning Designer, Curriculum Development Lead** and other members of the Learning Design team identify appropriate learning resources that facilitate the student achieving the learning outcomes.

These may include general resources that support the entire module such as library resources, websites (e.g. government websites), videos (either produced inhouse or YouTube) as well as commercial products such as FT.com or MyLabs.

At the topic level recommended reading is distinguished as either **Essential Reading** or **Further Reading**. Essential Reading is considered essential to the learning process and there is a strong expectation (which must be communicated to students) that students will have engaged with these resources in preparation for a class whereas Further Reading will be provided for students who wish to explore the subject further.

To ensure maximum flexibility for students all resources must be accessible online. In evaluating resources the team must take the following into consideration

- **Pedagogic Value -** *does the learning resource help the learner understand the learning outcome? Is it engaging? Is it of an appropriate academic level?*

- **Accessibility** *- Is it accessible online? Can the student access it from most devices? How would students with disabilities access it?[2]*

- **Copyright Permissions** - *Can we use the resource within Pearson College's copyright licenses?*
- **Cost** - *if there is a cost is this affordable and proportionate?*

Applications

General applications such as word-processing, presentation, spreadsheets etc. are considered at the institutional level by the Chief Information Officer and Learning Resources in consultation with the relevant stakeholders. These are to be reviewed in light of student feedback in staff-student committees and the annual programme monitor

Platforms

Platforms such as learning management systems, lecture capture, Eportfolio tools etc. are considered at the institutional level by the Chief Information Officer and Learning Resources in consultation with the relevant stakeholders. These are to be reviewed in light of student feedback in staff-student committees and the annual programme monitoring process.

Services

Services such as library user services, copyright clearance, technical support, printing and wifi are considered at the institutional level by the Chief Information Officer and Learning Resources in consultation with the relevant stakeholders and capacity expanded in line with the growth of the College. Again these are to be reviewed in light of student feedback in staff- student committees and the annual monitoring process.