Allocation of Learning Resources

This paper outlines how the University ensures that the learning resources for courses are appropriate and monitored.

A) Course Planning and Approval

1. The first stage of course planning and approval (the 'Outline Plan' Stage) requires that course developers submit a business case detailing *inter alia* staffing resource requirements, requirement for any new materials, equipment or accommodation, necessary start-up costs (eg library resources), any impact on existing resources, and a budgetary breakdown of proposed expenditure against projected income (eg from fees). The outline plan is submitted to a group of senior University staff including those responsible for oversight of budgets and resources that may be affected (eg The Provost & Deputy Vice-Chancellor (Academic), The Chief Operating Officer, The Director of Library Services, and The Director of Student Services and Registrar. The outline plan has to be agreed by all stakeholders before submission to the Vice-Chancellor for final approval.

2. Following the approval of an outline plan the next stage of course planning and approval ('Detailed Planning') involves the production of a full student handbook including specific sections on available physical and staffing resources and detailed library resources (down to the modular level). The detailed planning stage involves consultation with five internal stakeholders, including one responsible for space allocation and one responsible for library resource allocation (The Deputy Registrar (Academic) and Director of Library Services respectively) and two external advisors, all of whom are welcome to comment on any aspect of the proposed course including resources.

B) Following Approval

1. Following approval (or, if necessary, alongside approval depending on the time of year) budgets for each course are established as part of the annual budget round. The budget is ultimately approved by Academic Board and Governors.

2. Each year, subject annual monitoring takes place and, as part of this, subject teams are invited to comment on any course development needs (including resources). These are considered by School Boards and feed into School annual monitoring reports taken by the University's Academic Quality and Standards Committee (AQSC). The School annual monitoring reports draw out any resource requirements highlighted by subject monitoring. Following receipt of those reports the Chair of AQSC convenes a small sub-group of

AQSC to specifically identify the resource needs highlighted and present this information to Academic Board as part of the budget allocation discussions for the subsequent year.

3.   Every 5 to 6 years all courses undergo 'Periodic Review' by a panel including external members. Resources required for learning is explicitly identified as an area for scrutiny within this process.

C) Other

1.   It is important to note that, where necessary, resources can be allocated quickly if any problems affecting the student experience are identified (by whatever means, including feedback from students). Deans of School hold capital equipment budgets and budgets for part-time staffing that can be used flexibly. All teaching staff are able to book additional or alternative physical space as and when required through a web-booking system. In addition, the University's Chief Operating Officer ensures that there is an appropriate degree of contingency in School and University budgets.