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Behind the scenes of an implementation:
Fear the change but create the workflow anyways

Natalia Gordon MA FHEA
Information Services Librarian

Leeds Beckett at a glance

- **12 Schools**
- **2 campuses:** Leeds City Centre & Headingley
- VLE **– MyBeckett (Blackboard)**
- **Range of courses:** UG, PG and Research
- **Delivery:** accelerated, full-time, part-time, full year (Long thin year), etc.
- **Central fund:** (Share-B) for items on reading lists
- **4,722** - Total Reading Lists for 2018-19

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Background

Reading Lists at Leeds Beckett

2013-14

Rebus:list chosen as RLMS

First reading list inputted

2015-16

1,000th list inputted into the system

2016-17

All lists inputted with 97% coverage across subject areas

2018-19

New RLMS chosen: Talis Aspire

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Implementation of Talis Aspire

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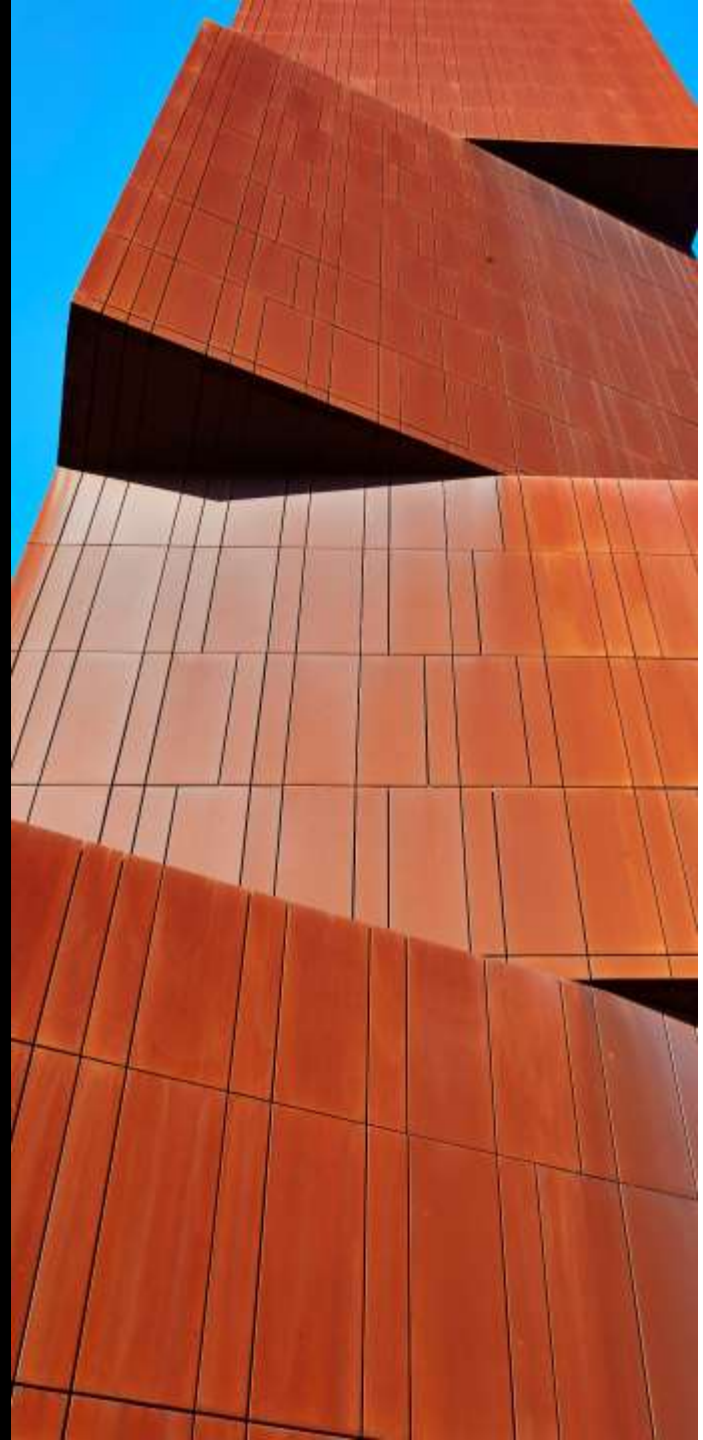

Implementation

Who and what will be affected?

- Who: Key stakeholders
- What: Reading List and Acquisitions processes

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Who?

Key Stakeholders

- Students
- **Academics/Course teams**

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Who?

Online Shopping Approach

- Familiarity
- Contextualisation
- Make use of the technology available

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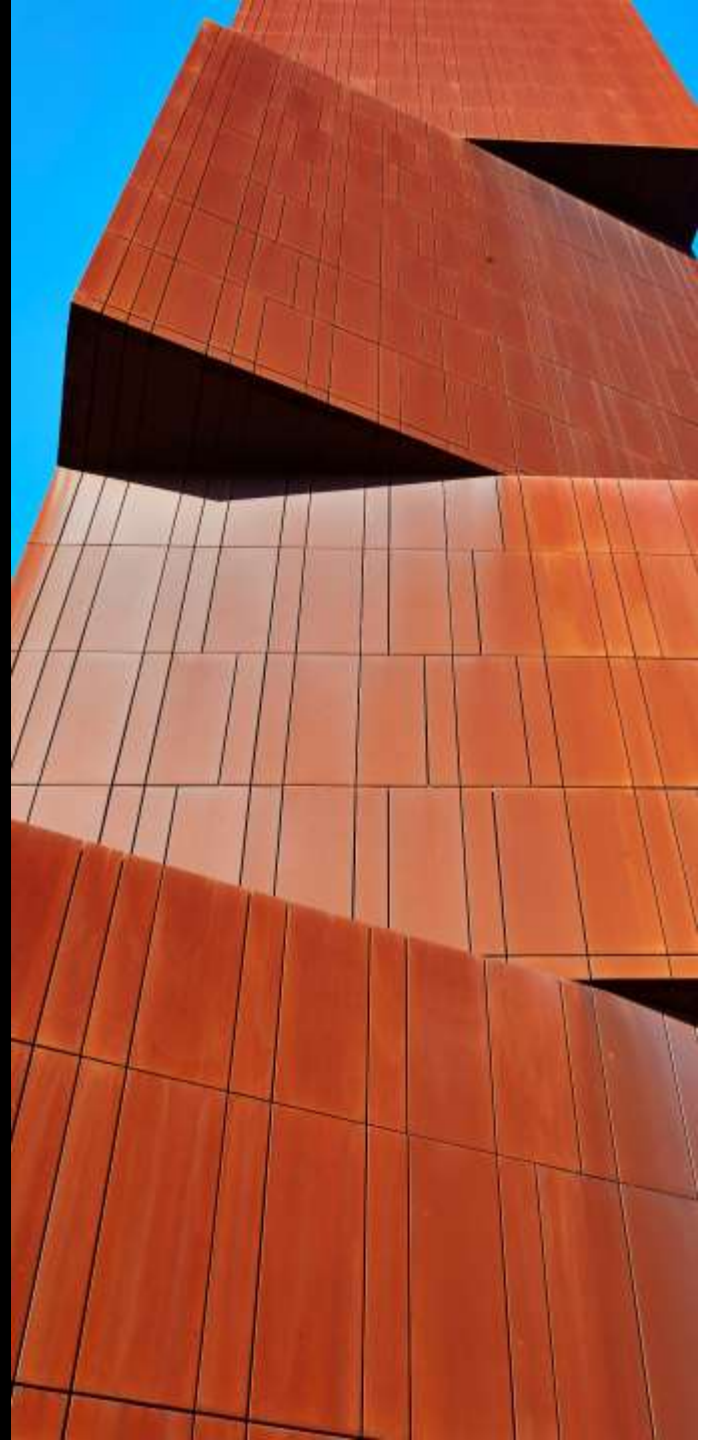

What?

Reading List and Acquisitions Processes

- Talis Orders Workshop Project

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Talis Orders Workshop Project

Project Roadmap

1. Map out current processes
2. Identify areas of improvement
3. Identify new technology
4. Create the workflow
5. Review

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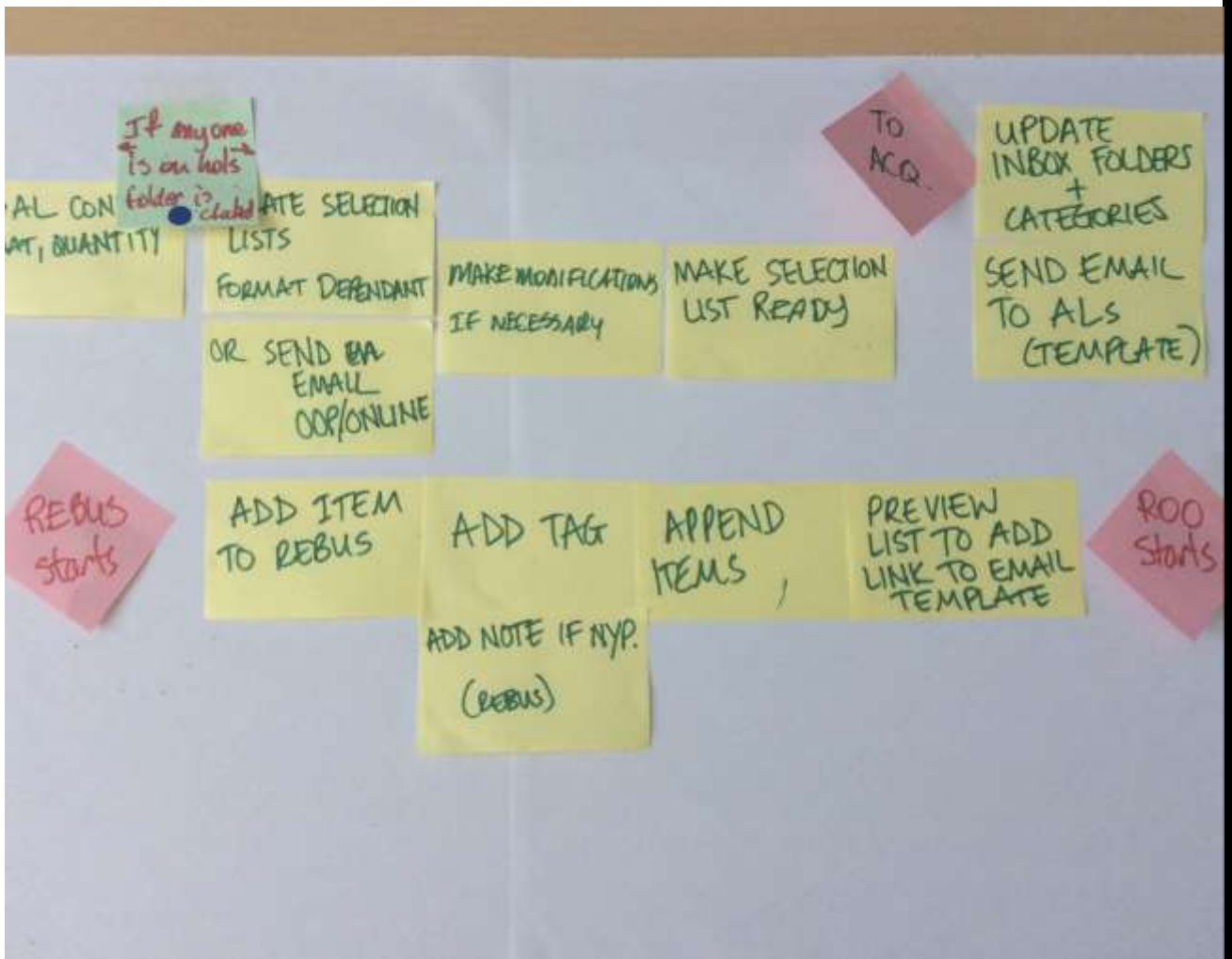
Talis Orders Workshop Project

Map Current Processes

Process mapping exercise with the objective:

To identify **key elements** of the **current** collections and acquisitions ordering processes for **reading list items.**



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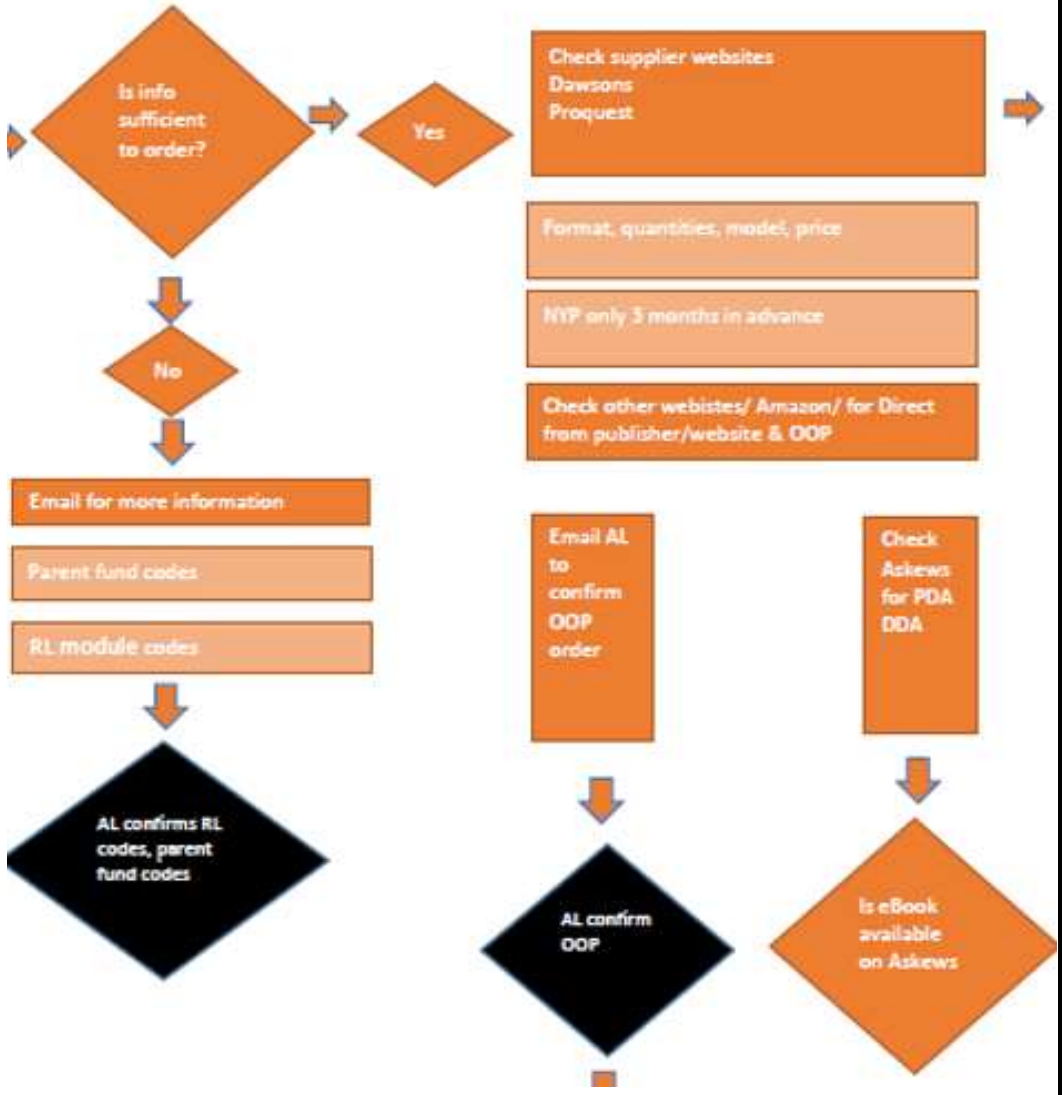
Talis Orders Workshop Project

Areas of Improvement

- Lack of module information
- Duplication of work
- Long decision-making time
- Needless processes



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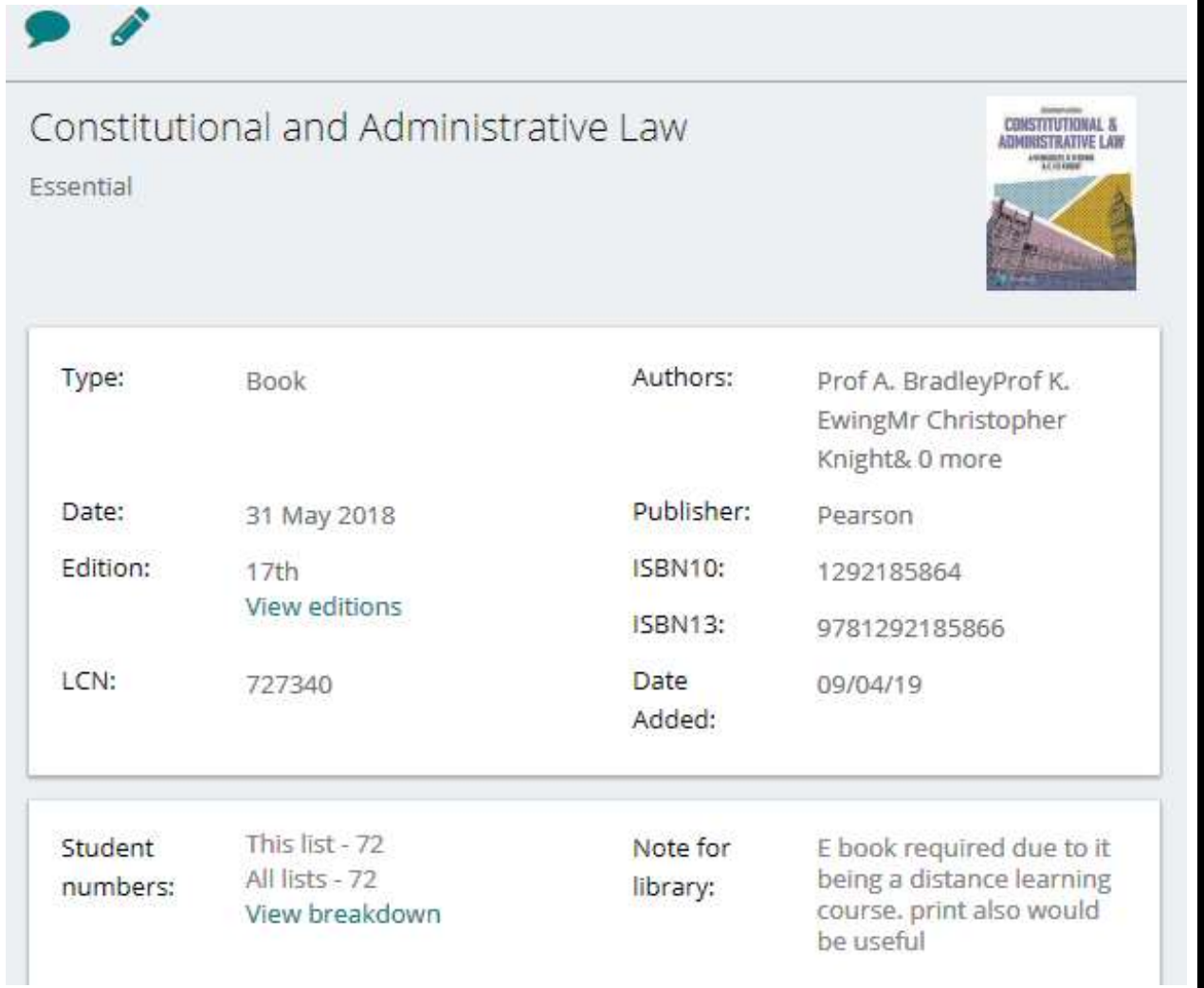
New Technology

- Supplier APIs & enhanced integration
- Student numbers attached to Reading Lists
- Reviews = broad overview of stock



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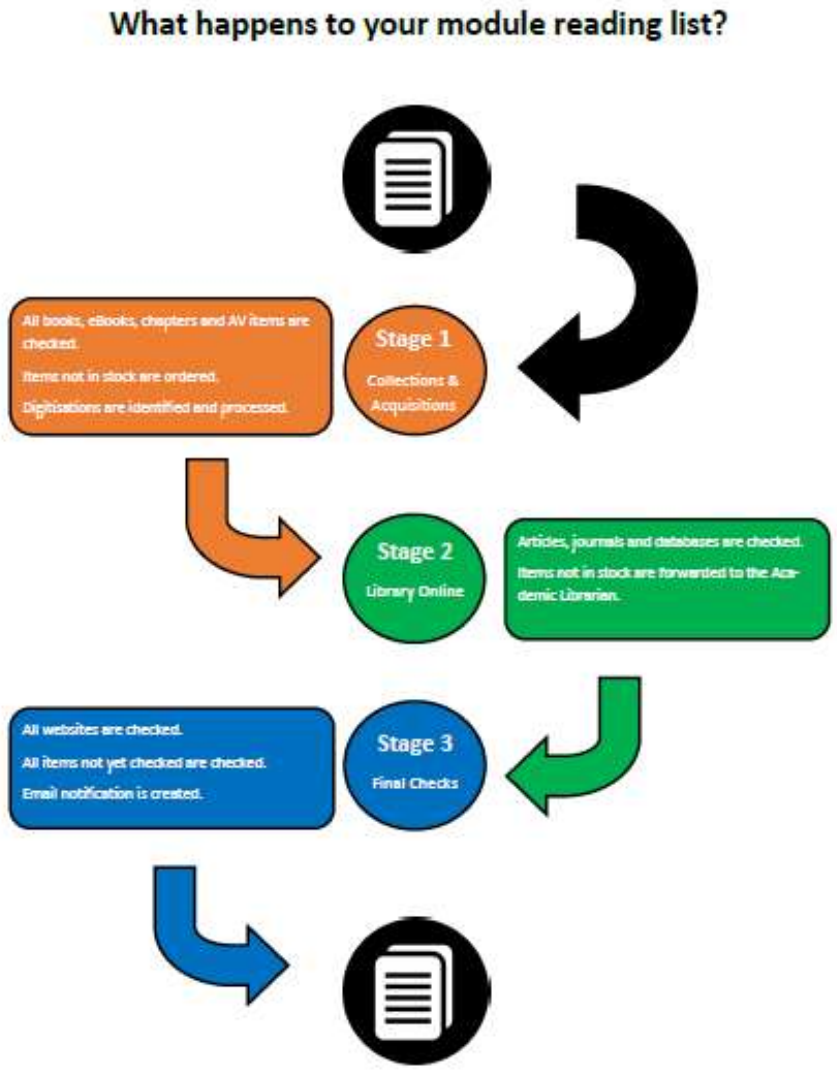
Talis Orders Workshop Project

Create the Workflow

- Simple was best
- Order directly via reading lists
- Student numbers directly from Banner
- Use a purchasing ratio
- Streamline OOP, PDA/DDA
- Incorporate Digitisation into the process



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Results of implementation

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Results

Positives

- Knowledge sharing
- Staff felt more empowered
- Staff impact on the quality of the lists
- Staff were able to concentrate on teaching

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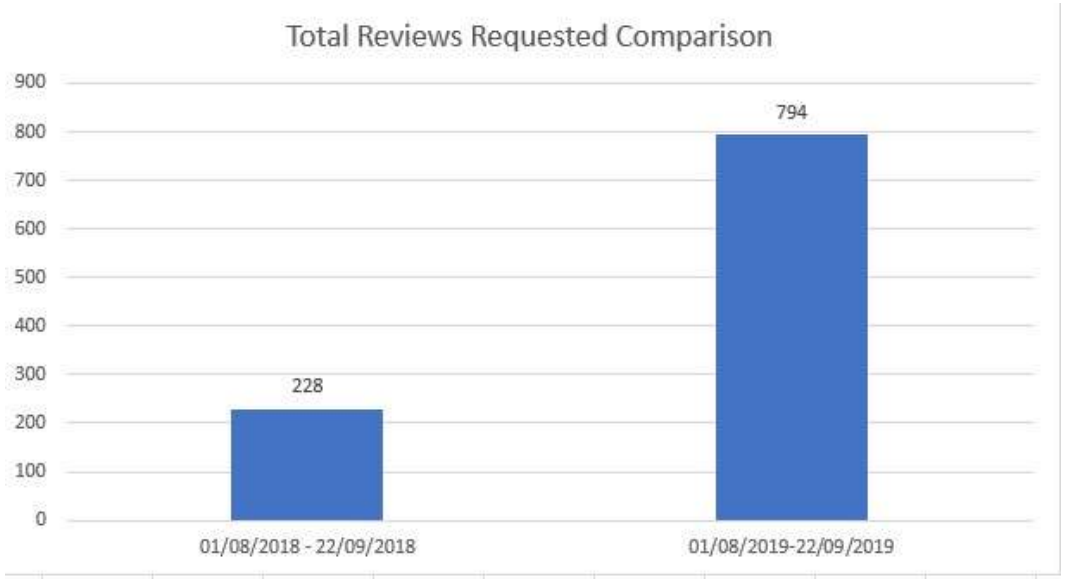
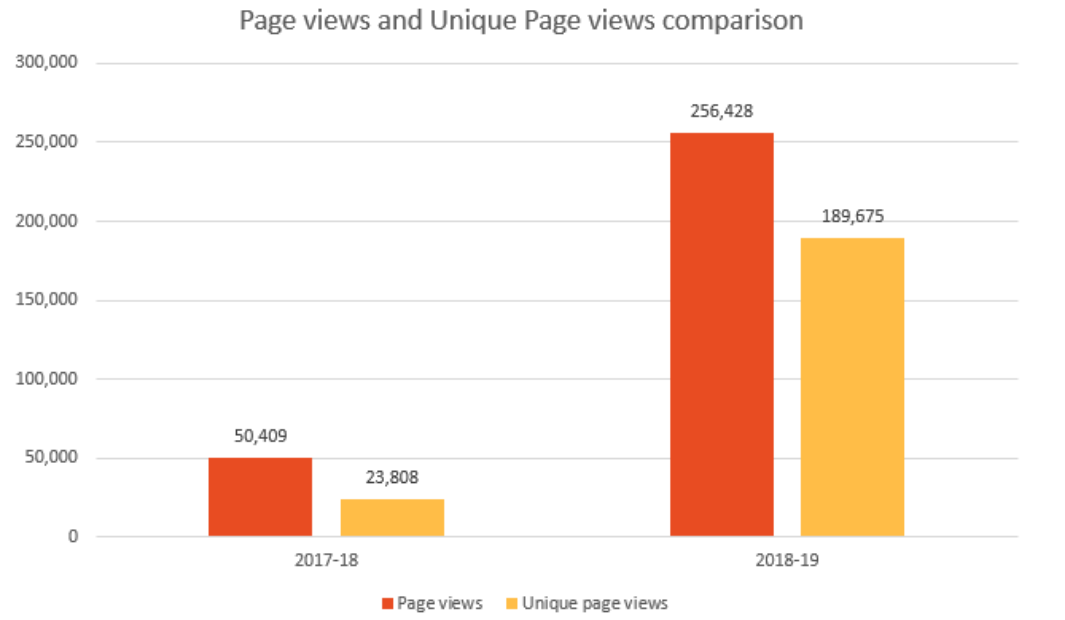
Results

Positives

- A more streamlined process
- Ordering via RLMS was seen as a benefit (for engagement)
- No items on the high demand report during the first term
- Increased engagement by both students and staff overall





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Results

Some issues…

- Increased engagement needs increased support
- Managing staff and student expectations
- Technical issues - how the different systems work together

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Looking forward

- Include Alternative Formats within workflow (improve accessibility)
- Measure possible impact on NSS
- Working more closely with other academic support teams across university
- Investigate the use of APIs
- Work with academic colleagues and the Student Union to diversify the curriculum

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Thank you

Any questions?

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