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# Integration of Talis Aspire Reading Lists Online into current acquisition's workflow processes

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# What are online reading lists?

- Online reading lists is a web based tool for accessing reading/resource lists and their contents online. The most popular online reading list software being Talis aspire.

## Advantages of online reading lists:

- Overall investing in these services gives students quick and easy access to resources which will enhance their student experience with the library
- Improve your student learning experiences, and support teaching and learning strategies
- Also allow staff to meet accessibility and learning strategies

# Overview

- In 2013 Talis Aspire online reading lists was implemented into the acquisitions workflow at LSBU
- We hired 2 temporary staff to create online reading lists from printed reading lists
- Acquisitions immediately began to use Reading lists online to review lists
- In 2015 we began beta testing Reviews 2 for Talis
- 2017 still documenting workflow procedures for reviewing lists with reading lists online

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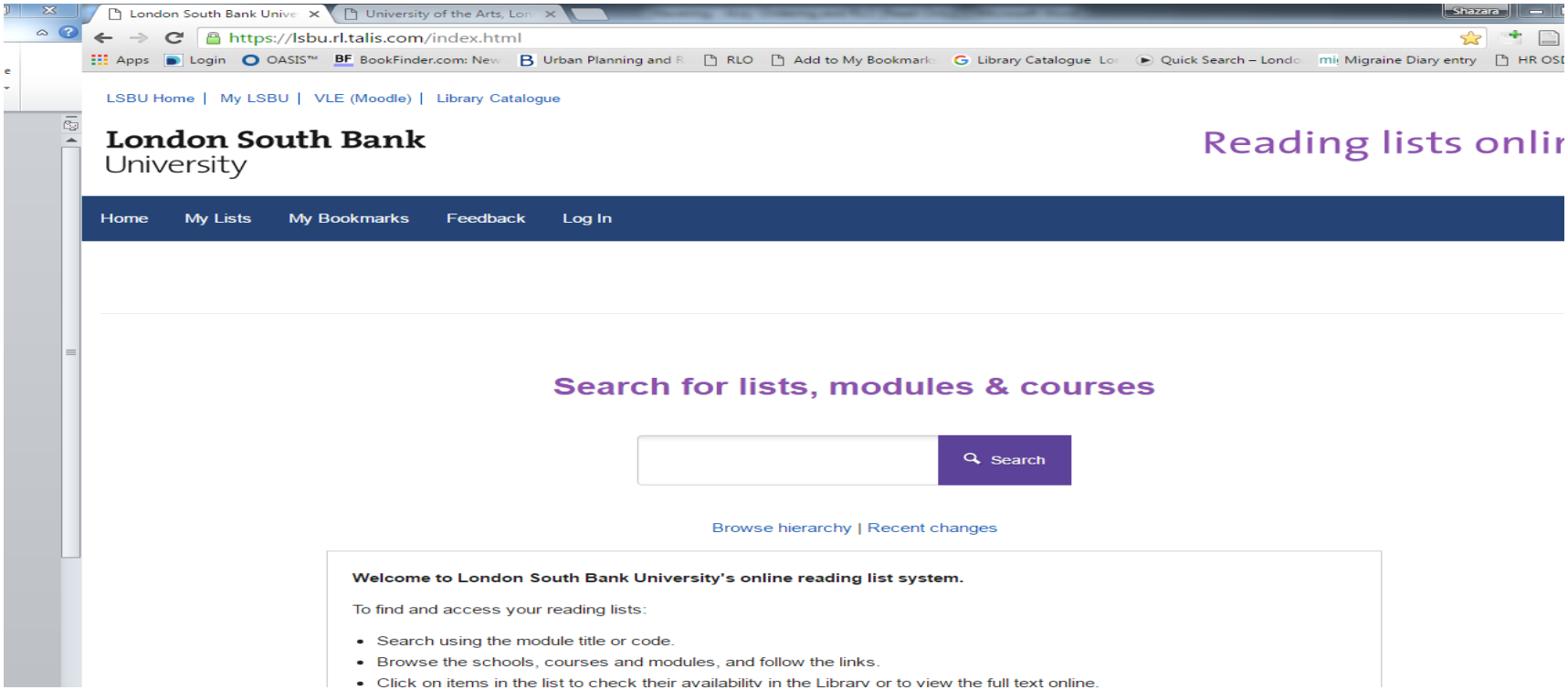
Acquisitions @ Perry Library


# The past – printed lists & module guides

# Workflow – manual reviewing

# Issues with manual reviewing of lists:

- Each list was reviewed independent of each other
- You needed to spend time sorting and filing reading lists.
- You needed to spend time consulting other websites to check for new editions and student nos.




# Currently- Reading Lists Online (Aspire)

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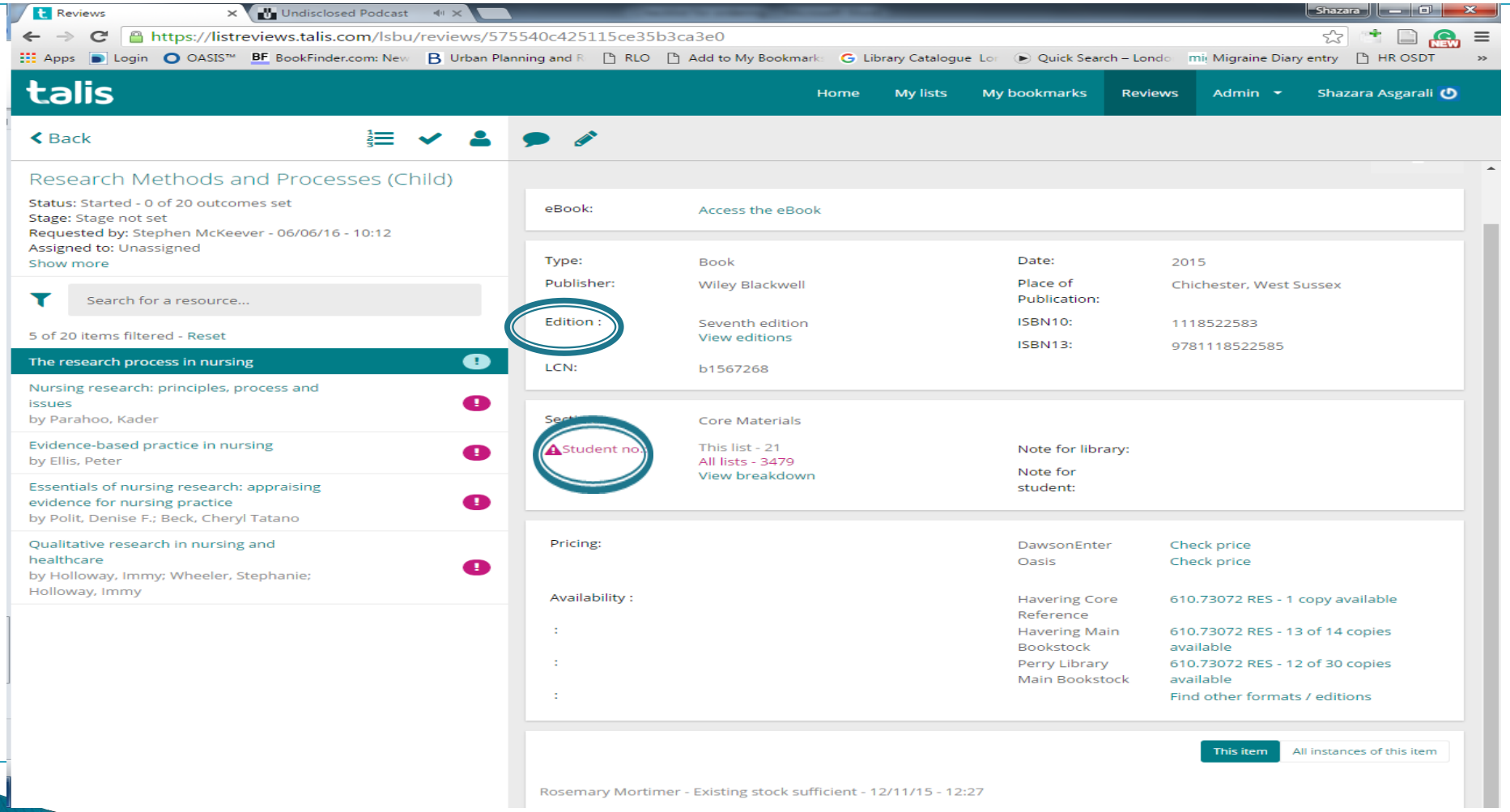
Acquisitions and Metadata at Perry Library



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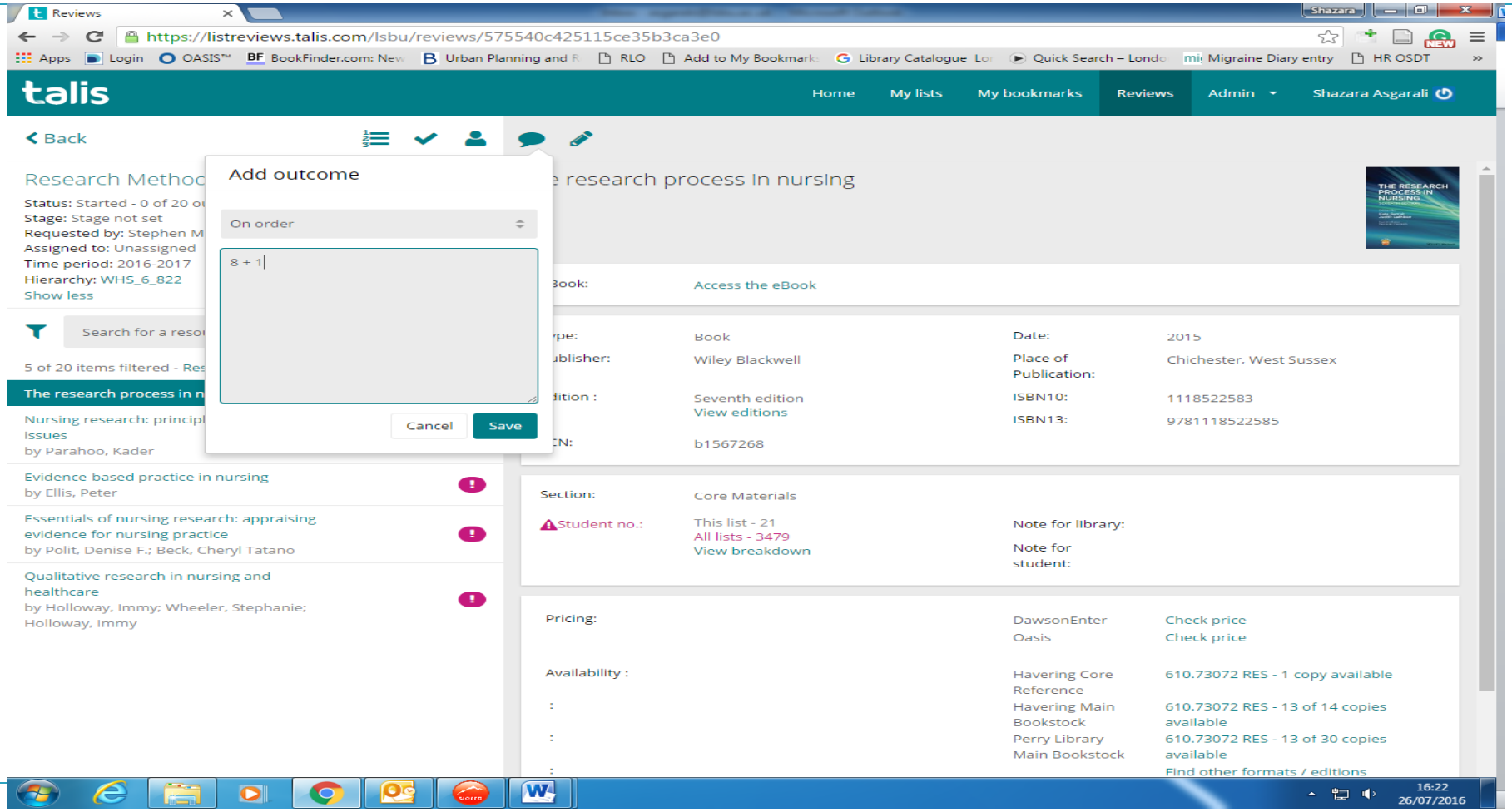
Acquisitions and Metadata at Perry Library



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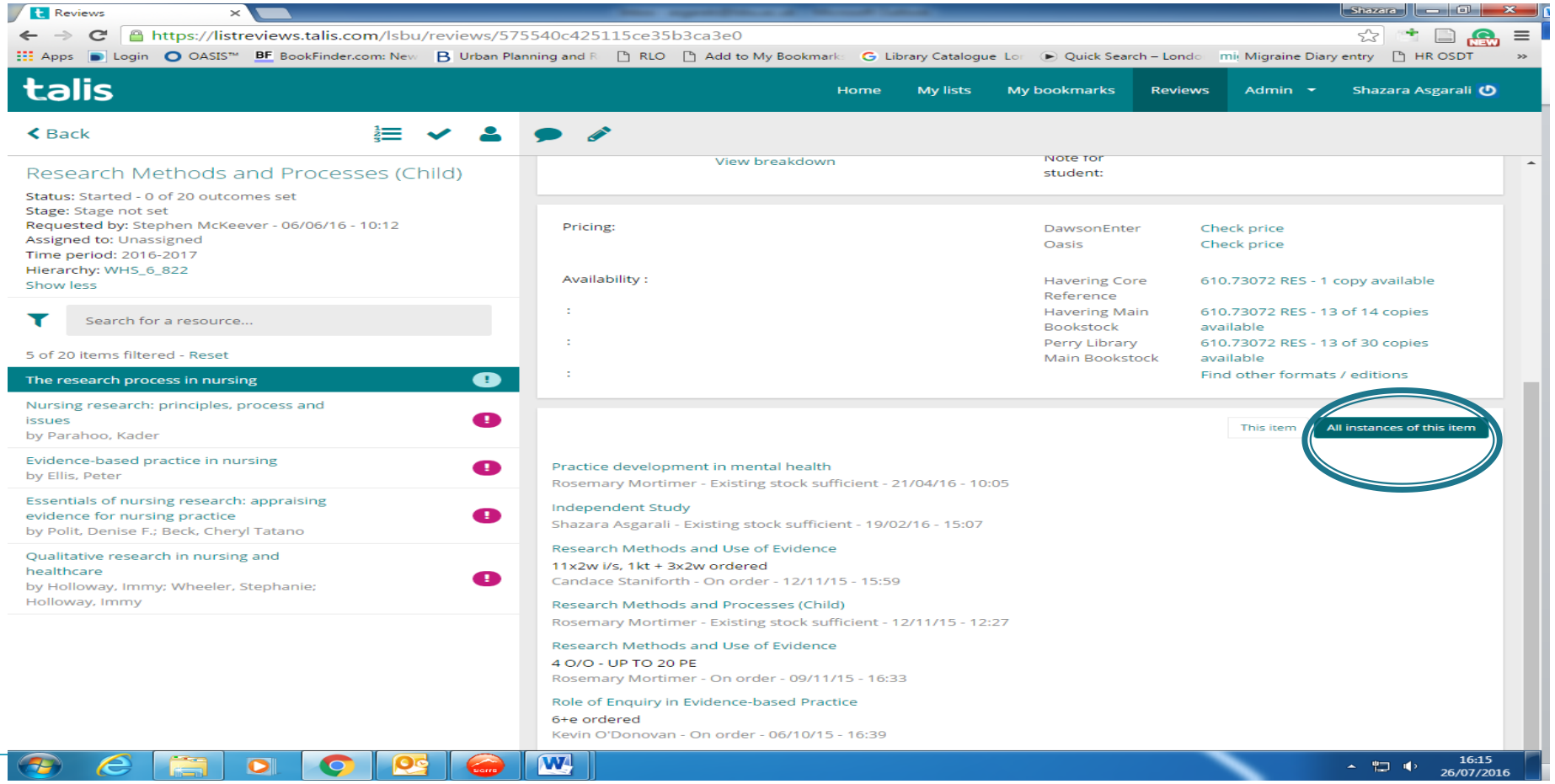
# Acquisitions and Metadata at Perry Library



< Back to results


**Occupational therapy for people experiencing illness, injury or impairment : promoting occupation and participation** / edited by Michael Curtin, EdD, MPhil, BOccThy (Associate Professor, Associate Head, School of Community Health, Charles Sturt University, Albury, New South Wales, Australia), Mary Egan, PhD, OT Reg. (Ont.), FCAOT (Professor, School of Rehabilitation Sciences, University of Ottawa, Ottawa, Ontario, Canada), Jo Adams, PhD, MSc, DipCOT (Professor of Musculoskeletal Health, Professional Lead **for Occupational Therapy**, Health Sciences, University of Southampton, Hampshire, England) ; foreword by Elizabeth Townsend, PhD, OTRegPEI, FCAOT (Professor Emerita, Dalhousie University, Halifax, Nova Scotia, Canada)

Printed material | Elsevier | 2017 | Seventh edition.

Available at Perry Library Main Bookstock (615.8515 OCC) plus 5+ more

Additional actions:

## Items

only show available

| Location | | Class Number | Loan Type | Status |
|---|---|---|---|---|
| Perry Library Main Bookstock | View map | 615.8515 OCC | 2 WEEK HEALTH | AVAILABLE |
| Perry Library Main Bookstock | View map | 615.8515 OCC | 2 WEEK HEALTH | AVAILABLE |
| Perry Library Main Bookstock | View map | 615.8515 OCC | 2 WEEK HEALTH | AVAILABLE |
| Perry Library Main Bookstock | View map | 615.8515 OCC | 2 WEEK HEALTH | AVAILABLE |
| Perry Library Main Bookstock | View map | 615.8515 OCC | 2 WEEK HEALTH | AVAILABLE |

Show more items

## Copies on order

1 copy ordered for Perry Library Main Bookstock - Library Use Only on 06-06-2017.

## Details

| | |
|---|---|
| Publication Info. | Edinburgh : Elsevier, [2017]<br>©2017 |
| Edition | Seventh edition. |

## Search Results

Next result:
Occupational therapy evidence in practice for mental health ...

## Other Sources

View in classic catalogue

245 View MARC display

Reading Lists:
**RLO:** Advanced Beginner Student Practitioner (PP3 - 8 weeks)
**RLO:** Assessment of Occupational Performance MSc/PG Dip
**RLO:** Contemporary Practice of Occupational Therapy
**RLO:** Enabling Occupational Performance 1
**RLO:** Enabling Occupational Performance and Participation I
**RLO:** Enabling Occupational Performance and Participation III
**RLO:** Environment, Participation and Long Term Needs
**RLO:** Human Function and Occupational Performance
**RLO:** Introduction to Occupation
**RLO:** Introduction to Occupational Therapy and Occupational Science
**RLO:** Introduction to occupation focused practice
**RLO:** Novice Student Practitioner Placement 1
**RLO:** Occupational Therapy Practice 2
**RLO:** Occupational Therapy Practice 3
**RLO:** Occupational performance analysis and

- Advantages

  - Produce specialized reports
  - Speed up the ordering process
  - We can order holistically

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## Acquisitions and Metadata at Perry Library

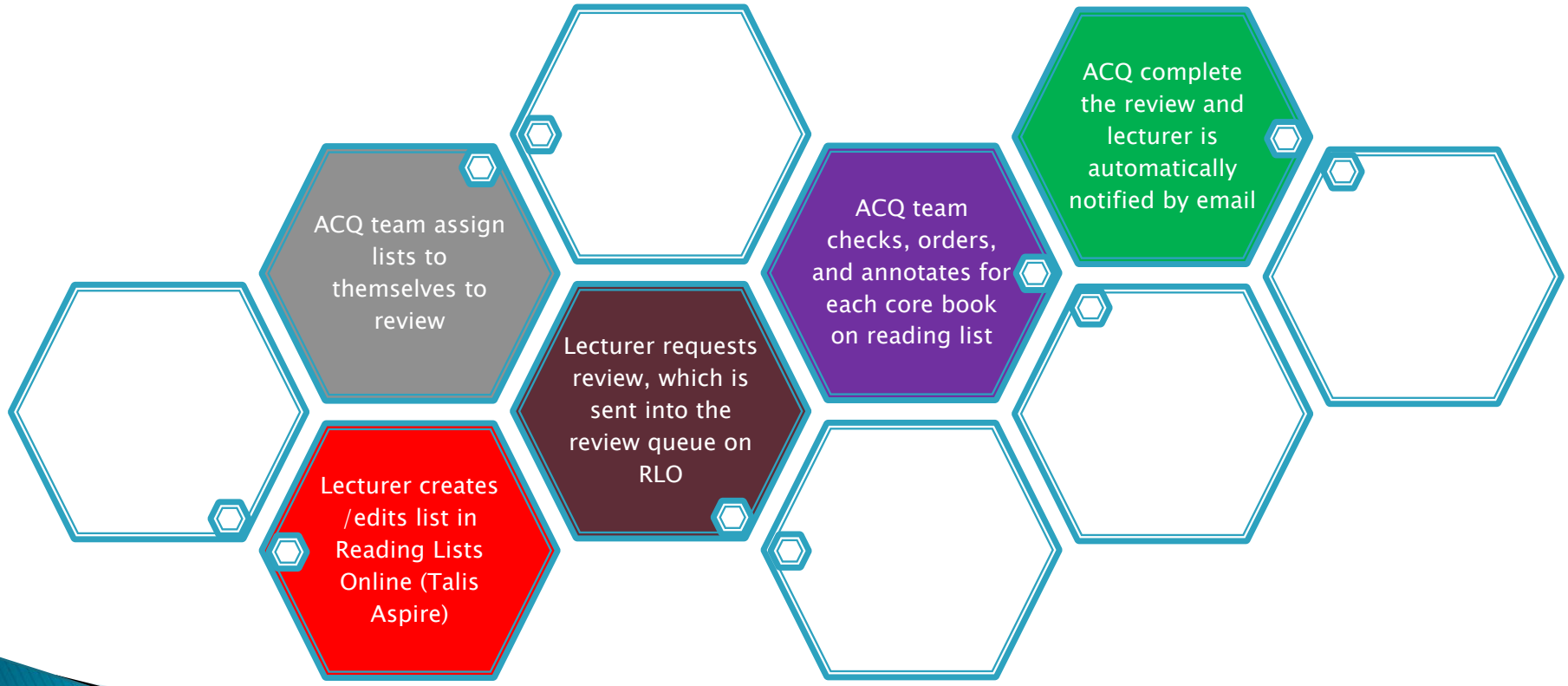
| Department | School | Total Expected 2013-14 lists | Awaiting Lists | Inputted Lists | % complete | Claimed | Not Claimed | % claimed | S2 | S2 Inputted | % Inputted | B | B Inputted | % Inputted | Reviewed | % of modules reviewed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Accounting & Finance | B | 119 | 10 | 109 | 92% | 109 | 10 | 100% | 61 | 55 | 90% | 16 | 15 | 94% | 77 | 65% |
| Business Studies | B | 61 | 15 | 46 | 75% | 46 | 0 | 100% | 33 | 21 | 64% | 5 | 5 | 100% | 36 | 59% |
| Management | B | 149 | 22 | 127 | 85% | 124 | 3 | 98% | 76 | 65 | 86% | 27 | 22 | 81% | 66 | 44% |
| **Total - Business** | **B** | **329** | **47** | **282** | **86%** | **279** | **3** | **99%** | **170** | **141** | **83%** | **48** | **42** | **88%** | **179** | **54%** |
| Adult Nursing & Midwifery | H | 132 | 15 | 117 | 89% | 117 | 0 | 100% | 57 | 46 | 81% | 18 | 17 | 94% | 58 | 44% |
| Allied Health Sciences | H | 117 | 6 | 111 | 95% | 111 | 0 | 100% | 36 | 34 | 94% | 42 | 39 | 93% | 86 | 74% |
| Children's Nursing | H | 55 | 4 | 51 | 93% | 51 | 0 | 100% | 25 | 24 | 96% | 11 | 10 | 91% | 33 | 60% |
| Institute Of Vocational Learning | H | 40 | 16 | 24 | 60% | 24 | 0 | 100% | 16 | 9 | 56% | 3 | 2 | 67% | 11 | 28% |
| Mental Health & Learning Disabilities | H | 47 | 11 | 36 | 77% | 36 | 0 | 100% | 15 | 12 | 80% | 14 | 11 | 79% | 18 | 38% |
| Primary & Social Care | H | 106 | 15 | 91 | 86% | 90 | 1 | 99% | 44 | 36 | 82% | 21 | 17 | 81% | 36 | 34% |
| School Of Health & Social Care | H | 8 | 8 | 0 | 0% | 0 | 0 | NO LISTS | 0 | 0 | NO LISTS | 8 | 0 | NO LISTS | 0 | 0% |
| **Total - Health & Social Care** | **H** | **505** | **75** | **430** | **85%** | **429** | **1** | **100%** | **193** | **161** | **83%** | **117** | **96** | **82%** | **242** | **48%** |
| Creative Technologies | I | 79 | 23 | 56 | 71% | 44 | 12 | 79% | 27 | 18 | 67% | 13 | 10 | 77% | 23 | 29% |
| Arts & Performance | I | 64 | 14 | 50 | 78% | 46 | 4 | 92% | 27 | 19 | 70% | 7 | 4 | 57% | 18 | 28% |
| Film & Media | I | 58 | 16 | 42 | 72% | 37 | 5 | 88% | 29 | 22 | 76% | 6 | 6 | 100% | 10 | 17% |
| **Total - Arts and Creative Industries** | **I** | **201** | **53** | **148** | **74%** | **127** | **21** | **86%** | **83** | **59** | **71%** | **26** | **20** | **77%** | **51** | **25%** |
| Chemical & Petroleum Engineering | N | 46 | 10 | 36 | 78% | 36 | 0 | 100% | 20 | 14 | 70% | 5 | 5 | 100% | 12 | 26% |
| Electrical & Electronic Engineering | N | 67 | 2 | 65 | 97% | 65 | 0 | 100% | 30 | 29 | 97% | 17 | 16 | 94% | 44 | 66% |
| Computer Science & Informatics | N | 64 | 6 | 58 | 91% | 57 | 1 | 98% | 29 | 25 | 86% | 2 | 2 | 100% | 42 | 66% |
| Mechanical Engineering & Design | N | 52 | 2 | 50 | 96% | 49 | 1 | 98% | 20 | 19 | 95% | 16 | 15 | 94% | 17 | 33% |
| **Total - Engineering** | **N** | **229** | **20** | **209** | **91%** | **207** | **2** | **99%** | **99** | **87** | **88%** | **40** | **38** | **95%** | **115** | **50%** |
| Construction, Property & Surveying | R | 95 | 2 | 93 | 98% | 91 | 2 | 98% | 44 | 44 | 100% | 13 | 11 | 85% | 50 | 53% |
| Architecture | R | 33 | 3 | 30 | 91% | 26 | 4 | 87% | 12 | 10 | 83% | 9 | 9 | 100% | 22 | 67% |
| Civil & Building Services Engineering | R | 89 | 2 | 87 | 98% | 85 | 2 | 98% | 28 | 27 | 96% | 34 | 33 | 97% | 45 | 51% |
| **Total - The Built Environment and Architecture** | **R** | **217** | **7** | **210** | **97%** | **202** | **8** | **96%** | **84** | **81** | **96%** | **56** | **53** | **95%** | **117** | **54%** |
| Human Sciences | S | 54 | 5 | 49 | 91% | 49 | 0 | 100% | 22 | 20 | 91% | 10 | 8 | 80% | 28 | 52% |
| Food Sciences | S | 38 | 1 | 37 | 97% | 36 | 1 | 97% | 20 | 20 | 100% | 2 | 2 | 100% | 18 | 47% |
| Psychology | S | 50 | 0 | 50 | 100% | 50 | 0 | 100% | 15 | 15 | 100% | 13 | 13 | 100% | 24 | 48% |
| **Total - Applied Sciences** | **S** | **142** | **6** | **136** | **96%** | **135** | **1** | **99%** | **57** | **55** | **96%** | **25** | **23** | **92%** | **70** | **49%** |
| Education | W | 57 | 4 | 53 | 93% | 46 | 7 | 87% | 24 | 23 | 96% | 17 | 17 | 100% | 33 | 58% |
| Law | W | 79 | 11 | 68 | 86% | 59 | 9 | 87% | 41 | 36 | 88% | 2 | 1 | 50% | 51 | 65% |
| Social Sciences | W | 60 | 5 | 55 | 92% | 35 | 20 | 64% | 26 | 22 | 85% | 8 | 7 | 88% | 4 | 7% |
| Department Urban,Environmental & Leisure Studies | W | 125 | 42 | 83 | 66% | 73 | 10 | 88% | 63 | 38 | 60% | 8 | 4 | 50% | 19 | 15% |
| **Total - Law and Social Sciences** | **W** | **321** | **62** | **259** | **81%** | **213** | **46** | **82%** | **154** | **119** | **77%** | **35** | **29** | **83%** | **107** | **33%** |
| **ALL** | | **1944** | **270** | **1674** | **86%** | **1592** | **82** | **95%** | **840** | **703** | **84%** | **347** | **301** | **87%** | **881** | **45%** |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| **Data from RLO: 13/06/2017** | | | | | | | | | | | | | | | | |
| **Data from QLS: 13/06/2017** | | | | | | | | | | | | | | | | |

- Issues

  - Capturing more lists means we budgets are being spent rapidly
  - Not all lecturers engage with their lists
  - We had to introduce new processes to maintain the integrity of lists

# Workflow for online reading lists

# Workflow for online reading lists



- New workflow procedures

- Subject librarians need to submit template before we start reviewing lists at the start of the semester
- Lists need to rollover for the new year
- Quality checking data with lists
- Running weekly lists – core not in catalogue and item importance lists
- Running progress reports for Director and subject librarians
- Running hierarchy updates weekly

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