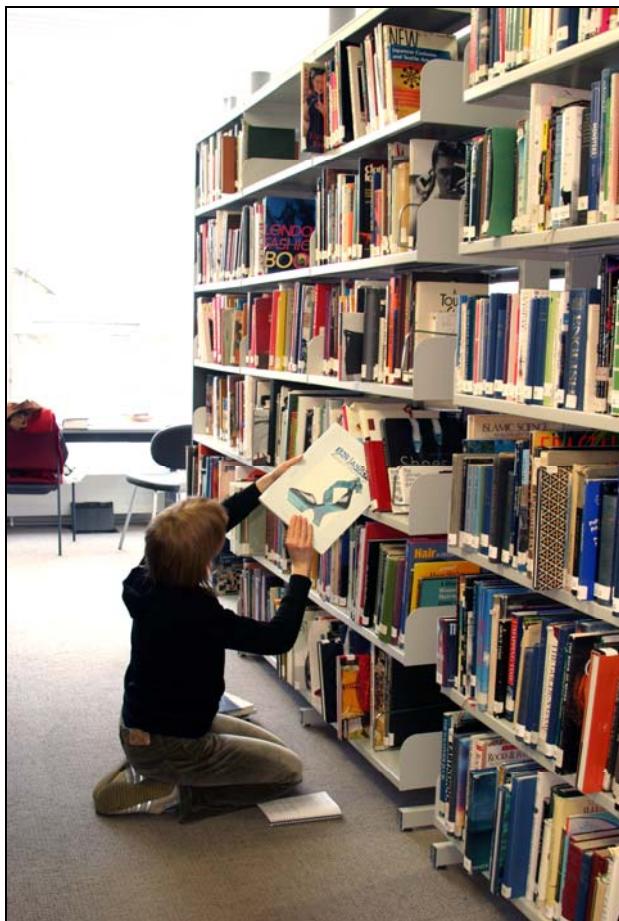


University of the
Arts London *

Teaching and Professional Fellowship 2007-2008

Make the Numbers Count

**Improving students' learning experiences through an analysis of
Library and Learning Resources data**



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**FINAL REPORT
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1. Executive Summary

Feedback on Library and Learning Resources (LLR) services and support at the University of the Arts London (UAL) is received from a very extensive range of sources. However, although a considerable quantity of information is available for analysis, it remains very difficult for LLR staff to extract meaningful data from these numerous sources, which can reveal, in depth, the true, individual student experience of LLR services.

LLR is aware that there is a lot that is not known, or is not being asked of our students, about their individual experience, which could prove extremely helpful for effective decision-making and service design and delivery. In particular, LLR is interested in identifying and resolving issues of access and support for students currently studying at UAL who are from under-represented groups in higher education.

'Make the numbers count' has enabled the Fellowship Team to move beyond looking at usage figures, gate counts, numbers of issue and renewal transactions, borrower numbers and percentage satisfaction levels, and to extend and add to our knowledge-base of what students at UAL really think and feel about academic libraries. It has enabled us to explore how individual students make use of the services and support provided by LLR. The qualitative data collected through this project has been compared to existing sources of information and to staff experience and understanding of the issues raised, to see if the findings of our research challenge or correlate with other evidence which relates to LLR use and non-use.

The focus of the Fellowship has been to explore the particular experience of students who are the first in their family to go to university and who are currently studying at Camberwell, Chelsea and Wimbledon (CCW) and the London College of Communication. Research has shown that this group of students is important amongst the range of students who are now entering higher education through the expansion of participation in university and tertiary-level study. Talking to 'first generation' students was a key element of the project and the greatest source of learning for the Project Team.

The Project Team also undertook a literature search of these topics in order to inform our research. We sought, through this review, to reflect on how the issues raised, the research findings, and the outcomes of the project were aligning with current external experience and best practice.

The Fellowship took place over three academic terms 07-08. Data generation and analysis from the Library Management System (LMS) was based on statistics for 06-07 and part of 07-08. The project was led by Jan Conway, *Assistant Director (Academic Services)* and the Project Team comprised Tania Olsson, *Assistant Learning Resources Manager* at Chelsea and Nick Veale, *Assistant Information Services Librarian* at LCC with contributions from other LLR colleagues including John Humphreys, *System Manager (Resources & Systems.)* The Fellowship supervisor was Pat Christie, *Director of Library and Learning Resources*.

1.1 Findings and analysis

This Teaching and Professional Fellowship, through the Project Team's research journey and the data generated, has proved very wide-ranging in terms of the diverse topics raised and then examined. It has entailed analysis of existing and new sources of staff and student feedback. Key issues to emerge from the Fellowship interviews with students have been clustered into the following broad themes and topic headings.

- First impressions of libraries and of LLR and individual **first generation student** experiences of the provision of on-going learner support through induction and information skills provision while on-course. Student expectations and responses to reading and books.
- Gatekeepers and guides, relationships and people – the key role and importance of UAL **staff**, including study support staff, progression managers and academic staff as conduits of information and pivotal points of referral for students to LLR and its' services
- Assumptions, perceptions and obstacles that create **barriers** to learning. The impact and effect of issues relating to cultural capital, academic literacy and tacit knowledge as barriers to access. Transitioning to higher education in terms of student experience of academic shock, their expression of their learning style preferences and the importance to them of the learning environment. Perceptions of first generation students, including assumptions made by LLR Staff. The use of jargon, signs and codes by the library professions. Perceptions of libraries and librarians – assumptions made by students
- **Enablers** – ways that LLR can improve and enhance services for all students through a better understanding of individual student experiences. New ideas and suggestions for amendments and developments for LLR services, including proposals for new pilot services. Reflections on student library and information resource needs and expectations and the specific requirements of disabled students

These headings (first generation students, staff, barriers and enablers,) have been used to group information in the final report, which follows this Executive Summary.

1.2 Outcomes and recommendations

The Fellowship gave the Project Team a real opportunity to **Make the numbers count** by enabling us to listen directly to what students were telling us and by allowing us the time and space to reflect on our understanding of individual student experiences. The title of the project reflected our aspirations for the Fellowship, which was to enable us as LLR staff, to hear the student voice and to get to know and learn about real people and not just look at the numbers!

Following the Fellowship, pilot studies to trial new and enhanced services will be investigated and undertaken in 2008-2009. These pilot studies will entail a text messaging service and the offer of one-to-one information skills support for students through 'Subject Librarian Surgeries,' initially on a small scale. The further recommendations of this final report will be taken forward to the Senior Management Team of LLR for prioritisation and our hope is that they will be implemented through the operational plan of the new LLR Medium Term Strategy.

Information about this Fellowship will be disseminated across LLR and to UAL colleagues and students and final project outcomes will be presented to the Senior Managers' Conference in November 2008. It is anticipated that in due course there may also be opportunities to share findings and outcomes of the Fellowship with the wider UK academic library community.

Recommendations from this study include an overarching aspiration that everything LLR does and offers should be made as quick, easy and uncomplicated as possible, for all students and staff to access and use. They are rooted in the belief that LLR will continue to put users at the heart of all its' services. The following aspirations, recommendations and actions for LLR seek to support the University in achieving its vision to 'provide a learning environment in which originality is recognized, difference is respected and excellence is pursued.'

Specific recommendations and aims are as follows:

A **First Generation Student Support**

Recommendations for LLR services and user information programmes for first generation students. These recommendations will support the aim that LLR explores a range of options to ensure that all UAL students develop knowledge and skills which enable them to maximise their use of LLR and equips them to be successful on their course and to develop as independent learners and adept researchers.

- Explore all possible options to enable all students to be offered a local induction tour
- Provide a combination of induction/information formats e.g. printed guides and audio tours
- Research the provision of printed and audio guides and staff support in languages other than English
- Seek ways to ensure that all new UAL staff are contacted, offered and provided with induction and library tours for themselves. This may entail LLR monitoring reports to be produced accordingly. New staff guides will also be developed.
- Ensure that students are offered some form of course-based user information skills programme as they progress on their course, developed in liaison with course and support staff. This might simply be the provision of useful web-links on Blackboard and printed guides or it could be a

programme of tailored information literacy and resource sessions offered by LLR staff

- Consider appropriate review processes in order to reflect on and revise user education programmes and materials, including on-line and published guides, on e-resources and Athens working with UAL colleagues, such as the Centre for Learning in Teaching and Design (CLTAD), to develop information skills packages and learning materials tailored for UAL students
- Research the effectiveness of roving support or student Welcomers at appropriate stages of the academic year e.g. Pathfinding Weeks
- Offer specialist practical sessions and/or published guides at each site on peripheral equipment e.g. on use of photocopiers and printers
- Offer one to one sessions with Subject Librarians e.g. individualised surgery sessions at each site and advertise these across LLR (Pilot study)
- Engage with Student Union on a 'Never used the library – join now' campaign
- Engage with teaching staff in local schools for outreach activities based on relevant and timely projects in liaison with Widening Participation and Progression Staff (to build prior-experience of academic libraries)
- Ensure that welcoming and informative LLR pre-entry information is sent out in admission packs to all new students
- Explore opportunities to develop a fully online registration system for new students with the Registry and the Library Management System supplier
- Work closely with the Blackboard and Student Portal teams to develop and promote LLR resources
- Continue to develop the library management system to meet the needs of our diverse student community, in terms of information offer and screen design

B Staff

Recommendations for LLR staff. These recommendations will support the aim that LLR staff are enabled and supported to work appropriately with and deliver services effectively to, a diverse range of learners. A further aim is that LLR staff are empowered to contribute to academic liaison, outreach and widening participation activities at UAL as appropriate

- Undertake an audit of LLR staff who have current experience of working with young people and of supporting outreach activities, in order to assist staff development planning and also to inform the creation of a new CLTAD learning module designed for LLR staff
- Ensure the internal staff development programme includes opportunities for LLR staff to develop and enhance skills and experience of diversity issues, including supporting students with disabilities and to increase their awareness of research and best practice relating to library provision for non-traditional students.

- Ensure the internal staff development programme includes opportunities for LLR staff to increase their awareness of UAL activities in widening participation and outreach and to extend their knowledge of student services and study support both at UAL and externally
- Use the forthcoming review process for the Subject Librarian role to consider how to enable these post-holders to support widening participation initiatives as needed and to develop and support this role
- Identify Subject Specialists and communicate what they can offer to Course Teams
- Ensure opportunities for ongoing dialogue with students are supported and relationships with UAL colleagues are strengthened – including involvement as active members of the course team e.g. in curriculum planning, validation, review and course monitoring.
- Research funding opportunities/options to resource a study support and widening participation liaison librarian at each college and explore the potential requirements of the person specification for this role.

C Barriers

**Recommendations for removal of barriers to LLR access and use.
These recommendations will support the aim of enabling LLR staff to challenge and remove barriers to access and use, in relation to the provision of LLR services for all our students**

- Continue to develop strategies and policies for collection development and management LLR-wide, in terms of copy numbers, loan types, missing books and replacement policy, media and formats particularly audio provision
- Demystify jargon in spoken and written communication with students and consider the creation of a glossary of LLR terms for students to be made available through Blackboard and on the i page as well as in the form of a printed guide
- Maximise opportunities for pre-entry orientation and support for students
- Feed in information about the LLR environment and space gathered through this research to Director of LLR for future strategic planning
- LLR to ensure a joined-up approach in terms of the creation and use of signage, based on knowledge of best practice. Ensure that information about current and new signage pilots are shared LLR-wide and implement staff development activities to promote awareness of the specific needs of students with disabilities, particularly of the needs of dyslexic students
- Inter-site returns service to be continued and the current pilot integrated into mainstream service
- As part of the on-going monitoring and review of opening hours, look at how extended hours might be targeted at points of most need and consider whether additional user education programmes and information skills sessions should be run in the evenings and at the weekends and how this might be resourced.

D Enablers

Recommendations for enabling on-going LLR service improvement. These recommendations will support the aim of continuing project learning and enabling the findings and outcomes of this Fellowship to be embedded throughout LLR. This aim includes the aspiration that the suggestions offered by students and staff will be given further consideration and also that LLR will explore options for further research on these issues in the future

- Research how the further targeting of resources and services at peak times might be achieved, e.g. through ongoing opening hours reviews and the monitoring of open access use and IT provision, including printer capacity, at key pre-hand-in and examination times
- Explore the use of Voyager data and QL information to identify non-users and late entrants to target for induction and LLR information
- Explore the use of Voyager data and QL information to create a social profile of students on selected courses, to examine whether there is any correlation between success on the course in terms of retention and achievement and social class and use or non-use of the library
- Formulate and implement an LLR Communication Strategy which recognises the diverse needs of learners at UAL
- Investigate options for including course specific LLR information on some Blackboard sites
- Implement the agreed recommendations of existing and new UAL strategies, as well as key actions, when agreed, from the LLR Entitlement Working Group
- Investigate the feasibility of a pilot text messaging service to a targeted group of students in 08/09
- Use the learning from this Fellowship to feed into staff development strategy for ADQ which will enable LLR staff to develop their engagement with professional research activities, e.g. Fellowships
- Implement SLA's between LLR and IT which are recommended through the OAIT working group
- Develop LLR strategy in relation to the student feedback process and survey practice, in line with emerging UAL policy
- Follow-up information contributed to the Fellowship from other University Libraries, in relation to outreach activities, public access schemes and targeted library user support, particularly in relation to the new 'Academy' through further research
- Continue to build and strengthen LLR/UAL staff collaboration and relationships developed through the **Make the numbers count** Fellowship

LLR is already doing many of the things recommended above. However our research has led the Project Team to believe, that the actions noted against the recommendations above should be prioritised, as key areas for continued progress and development. These activities will need to be achieved on an incremental basis, as there are a number of dependencies and risks associated with these tasks. There will be resource and capacity constraints

to work within and around. LLR does not work in isolation. It is dependent upon colleagues and other service areas across the University for many aspects of its service provision.

The Project Team suggest that by continuing to work collaboratively across the University and by implementing the recommendations identified above, LLR will be able to promote an inclusive approach to supporting students and will empower its staff to recognise, respond to, sustain and celebrate the diverse learning communities of the University of the Arts London.

2. Introduction

This Fellowship began with a conversation.

LLR has been aware for some time, that although we generate, gather and analyse large quantities of information about student interactions with our services, this extensive data set can only provide a limited and partial indication of what students really need, want and use in the UAL libraries and what they feel about their experience of the library service and their contact with LLR staff.

The library management system (LMS) provides useful data to show what resources students on a particular course have borrowed and when and where they borrowed it. Student surveys provide an indication of levels of satisfaction. JISC and other reports signal the expertise and expectations of the ‘Google Generation.’ (CIBER, 2008) These sources are helpful guides but we still need and want to know more, particularly now, when there is less opportunity for one-to-one human interaction between library staff and students in our increasingly technology-rich information environments. How can we find out what it is ‘really’ like for our students navigating their way through our academic libraries, virtual and physical so we can ensure that LLR does all it can to enable all our students to be successful and to fully support teaching, learning and research at this University?

This learning journey began at a workshop on Using research to enhance widening participation at UAL which was led by Dr. Penny Jane Burke (Head of School of Educational Foundations and Policy Studies, Institute of Education, London.) At the end of a very thought provoking morning Liz Leyland (Academic Senior Project Co-ordinator LCC Quality Assurance and Marketing) Jacqui McManus (Head of Widening Participation) and Jan Conway (Assistant Director – Academic Services) started talking about how helpful it would be for Library Staff, for Progression Managers and for NALN colleagues, especially when targeting resources, to seek the answers to questions which were not being asked about how our increasing diverse student community at UAL felt about academic libraries.

Liz, Jacqui and Jan all agreed that there was potential for a valuable research project at UAL to explore what learning materials students, coming to the University through widening participation, found useful. Conversely it would also be helpful to know what library services they didn’t use and what the obstacles and barriers to access library and learning resources services might be. We felt that a qualitative research project was needed to illuminate the impact of the ‘Library’ on the student journey at UAL and to help Library Staff really get to know and understand more fully, the requirements of some of our very diverse and individual users.

2.1 Purpose of the research

Preparations for a subsequent Central Services Review exercise in June 2007, compounded these feelings, that although LLR had large quantities of feedback from students, e.g. from Annual Course Monitoring, the National Student Survey, UAL Internal Surveys and the LLR Annual Survey, the questions asked through these activities were too ‘narrow’ and too ‘top-level.’

The Library Management System (LMS) ‘Voyager’ also provides a range of ‘usage’ or transaction logs and management reports. Again, these only present a partial picture of the student experience. For example at the beginning of the Autumn Term 07/08, LLR established that there were 20067 student records in the LMS. A further analysis on 12th December 2007 established that, some 87.4% of these students had enrolled in the library, 12.6% had enrolled on courses but not (yet) in the library, and 3% of the student records were no longer importing, possibly because the students had left the course or the University. Whilst such figures are important, in **‘Making the numbers count’**, we wanted to listen to people’s stories and experiences, in order to hear and understand the student voice more clearly.

Gathering and collating the data for the review really confirmed LLR’s view that although LMS and Student Survey data is a rich source of information about LLR in many ways, in terms of really understanding our students, their experience and their perceptions of libraries and their information requirements at UAL, these current sources of feedback were not meeting all our needs.

LLR has on the whole, tended to take a ‘historical’ approach to the collection of information about its’ users, based on long-standing practice in each of the college libraries and LLR-wide through our shared systems, such as the Library Management System. The University has now added a further institutional strategic layer to student feedback, through the implementation of its own internal surveys and participation in the National Student Survey. It therefore seemed timely to think in more depth about how LLR should get the information and data it needs to enhance services, make sound strategic planning decisions and improve the student experience. In responding to a consultation exercise by the Learning and Teaching Support Network in 2004, which culminated in a guide to good practice on collecting and using student feedback, institutions referred to the ‘main purposes’ of student feedback as:

- Enhancing the students’ experience of learning and teaching
- Contributing to monitoring and review of quality and standards.

Other purposes cited included:

- Ensuring the effectiveness of course design and delivery
- Enabling a dialogue with students
- Helping students reflect upon their experiences
- As part of the teaching and learning process
- Identifying good practice
- Measuring student satisfaction

- Contributing to staff development (Brennan & Williams, 2004, p.11)

As this was going to be the first Teaching and Professional Fellowship undertaken by LLR, we felt that an important part of the learning from the project would be the increased knowledge and experience gained by those of us working on it, particularly about student feedback, its real use and purpose, and how we might approach ‘talking to our students’ and ensuring an ongoing dialogue with all our users, in the future. See **Appendix i** for a list of sources of feedback from staff and students at UAL currently used by LLR.

The Government has recently been placing increasing importance on listening to the ‘student voice.’

...as evidenced by the introduction in 2005 of the National Student Survey and more recently by the appointment in October 2007 of the first Minister for Students and the formation of an independent National Student forum which will advise ministers on student issues. (Imeson, 2008)

The quote above is from a new strategy paper, [Developing a student support strategy for the University of the Arts London](#) by Rob Imeson, Dean of Students, UAL 2008. This document details the external and University context for student support. It notes that at UAL “we need to clarify the focus and parameters of ‘student support’ in relation to everyday pedagogic approaches which encourage dialogue with students.” This recently published strategy will offer valuable guidance and information for LLR staff as they continue to develop their professional practice and implement the learning outcomes of this Fellowship.

Another fundamental objective of the Fellowship was to identify any challenges and barriers to access and services, which might be particularly experienced by students at UAL, who were from under-represented groups or from non-traditional backgrounds. The focus of the research therefore centred on students who were the first in their family to attend University (first generation) currently studying at Camberwell, Chelsea and Wimbledon (CCW) and at LCC.

These ‘first generation’ students comprise a very diverse group of young, mature, home and international students and it was felt that by seeking to understand their individual and particular experience, which might also well be a ‘first’ experience of an academic library, we could learn how best to improve LLR and its services for the benefit of all our users. This group of students and their experience of higher education as well as their expectations of ‘academia’ are currently the focus of a growing community of international researchers who are studying issues of access and retention as well as the potential impact of parental educational background on students’ access to and success in higher education. (Thomas and Quinn, 2003)

We sought, in this project, to use the information and data gathered from LLR management reports and from the Fellowship, as well as feedback from other UK Universities, together with ideas revealed from the literature search. We wanted to identify a pilot service to trial at UAL, with the aim of enhancing

current LLR provision. The pilot services we chose to ask students about were: buddying or mentoring schemes; the provision of roving information support; taking library services into the student environment; using Web 2 and emerging technologies to provide virtual guides to information discovery. See **Appendix ii** for more information about the options considered and the number of students indicating their preference for each potential pilot.

Overall we were seeking to identify ways in which the library, its staff and its services might need to change to remove barriers and obstacles to use, rather than expecting students to change in order to meet the requirements of the library, its systems and conventions.

2.2 Methodology

A detailed description of the methodology employed for the Fellowship and a profile of each of the Project Team, appears in **Annex 1** at the end of this Final Report. Qualitative research methods were used to create the main data resource for this project.

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretative, material practices that make the world visible. These practices transform the world. (Denzin & Lincoln, 2005, p.3)

The chosen methodology was to use semi-structured student interviews and staff ‘conversations’ to probe and clarify individual experiences of using LLR. The aim was to stimulate reflection and exploration of recurring themes and to help us to learn, as interviewers, about students’ use of current services as well as their perspectives and feelings about LLR and potential pilot service enhancements. A key element of the project was ‘talking’ and listening to students.

A total of 12 recorded staff interviews and 7 ‘noted’ staff conversations took place, as well as 11 student interviews. A total of seven hours of student interviews were recorded for transcription. The overall profile on the student interviewees was as follows:

- Six students from CCW
- Five students from LCC.
- The students were on a mixture of courses, including FE, Foundation, Undergraduate and Postgraduate.
- Four of the students used LLR every day, six every week and one used LLR occasionally

Further details of the student profile, including, gender, age, first language, mode of attendance, year of course and use of LLR are noted in **Appendix iii**.

2.3 Initial project observations

Early in the project, Jan contacted the National Arts Learning Network (NALN) Progression Managers at Chelsea (later CCW) and LCC to ask for their assistance, and with their help identified five courses at each college where Progression Managers had previously worked with students through NALN progression agreements. These courses were used as an initial sample for basic statistical reporting using the Library Management System (LMS) Voyager. Courses identified as an initial sample case study were:

<u>Course</u>	<u>College</u>
FdA Design for Graphic Communication	LCC
FdA Interior Design	LCC
FdA Surface Design	LCC
BA Surface Design	LCC
FdA Media Practice	LCC
BA Fine Art	Chelsea
BA Textile Design	Chelsea
BA Interior and Spatial Design	Chelsea
BA Graphic Design Communication	Chelsea
Graduate Diploma in Interior Design	Chelsea

These courses were used as a small sample, in order to run some basic queries through the library management system and to generate some ‘top-level’ reports on library usage. A summary of standard statistics quantifying issue and renewal transactions 2006-2007 for the selected courses, by issue site and course was completed, see **Appendix iv** for further information. By running these management information reports, we were able to establish some very “crude” figures to indicate levels of borrowing of library materials on these courses.

We were aware that many of our students do not ‘borrow’ items from the libraries. Students often use learning materials in the library itself, for example, for visual reference. This pattern of non-borrowing relates particularly to the subjects specific to UAL and the project and practice-based nature of many of our courses. UAL LLR does not tend to see ‘traditional’ patterns of library use through analysis of transaction data. Indeed, whereas the trend in other academic libraries is to see a drop in visits to the library, the ‘footfall’ of our libraries has continued to rise, as it has elsewhere in the art and design sector. It would appear that, based on a rudimentary analysis of issue and loan transactions totals for the identified courses, that the Graduate Diploma were significant ‘borrowers’ of library resources with an average of 22 loans each over the academic year, while the lowest issue and renewal student average was BA Textile Design with an average of 15 items each per year. The Project Team noted that it might prove of value for LLR to explore such course variances as revealed by basic library management reports through academic liaison routes and through further research outside of this project.

We were also interested to note, that 70 students did not enrol with the library at all and that out of the 663 students who were eligible to use LLR only 552 borrowed materials through the library computer system. This seemed to indicate that some 111 did not interact with the library computer system during the year. This is nearly 17% non-use, which did appear high. This was the first time we really began to look at such particular figures from our library management system data. These figures may well be explained by factors such as students leaving the course early, or progressing on to other courses in the University. We also noted that out of the 663 eligible students, 95 had a disability flag - a proportion of 14.3%. It appears that across the whole of our current library membership the proportion of users with declared disabilities is 16.2%.

The Project Team feel that it would be helpful to know more about this relatively substantial percentage of 'non-users' from this very small sample of courses and believe that LLR should establish whether this pattern is replicated across all UAL courses. We would like to know why these students do not join LLR while studying at UAL and what this means for them, in terms of retention and achievement.

One of the recommendations of this report is that LLR start a dialogue with the Academic Planning Unit and with the Registry, in order to plan for and generate some new reports, which will commence in the new academic year. We would like to work together to produce composite reports for a range of courses. These reports could identify students who are active borrowers and students who do not enrol with LLR and analyse these by social profile to see if there is any relationship between this data and retention and achievement data recorded for these courses by the University. We would also like to suggest that LLR arranges to run reports to identify late applicants and students who do not become active borrowers, as well working with Human Resources to identify new staff in the University, in order to approach these students and staff individually to offer induction and LLR orientation and support.

3. Findings – Key Themes and Issues

The students we talked to were very open, in their discussions with us. They frequently offered and shared solutions with the interviewers, seeking to resolve the difficulties that they described. They provided positive affirmation of the strengths of LLR and its' staff as well as candid criticism of some areas of the service and operation. We were struck by their willingness to share their experiences in the anticipation that the information we gathered during the Fellowship would be used to 'make things better' and improve the student experience of all UAL students in the future.

We asked students about their prior-experience of libraries, before coming to UAL. We talked to them about their introduction to LLR and their first impressions of the libraries they used. We asked them which services and collections proved most useful to them, how they found out about these, and what they felt was good and bad about LLR. We discussed whether they thought that LLR and its services had any impact on their success on their course, and asked for their views on a potential pilot service. (See **Appendix v** for the questions, which were used to frame the student interviews.)

The conversations ranged far and wide and a broad range of topics emerged. Several issues recurred during these conversations. The key themes, which the Project Team identified through these interviews, include the following:

- the importance of orientation pre-entry and induction at the commencement of courses
- the importance of tutors as the pivotal point of referral to the library and to reading for the course
- the impact that assumptions of 'tacit knowledge' or the lack of it can have in terms of creating a barrier to academic library use
- the need for 'comfort' in relation to space to work and study and the importance of the learning environment to students
- varied expectations and perceptions about books and reading and what constitutes independent learning
- diverse perceptions and expectations of libraries and librarians
- lack of awareness of online information and e-resources
- frustration with technology and IT
- confusion about the use of jargon and signage in UAL libraries
- the specific needs of students with disabilities and in particular, dyslexic students.

We also established that there were a startling number of important 'facts' about LLR provision which the students did not know about at all, which immediately began to raise questions about the effectiveness of current induction arrangements, the accessibility of staff and about communication methods between LLR and its users.

We began to examine these findings by exploring them further in conversation with a range of LLR and other UAL staff and talked about the effective use of

our libraries and the skills of our library staff. We then looked at these issues as described and analysed in the literature of these subjects. We were then able to cluster the information we had gathered into four broad topic areas as follows:

- A First Generation Students**
- B Staff**
- C Barriers**
- D Enablers**

Section A of our findings groups together information and themes relating to pre-entry orientation and on-course support; first impressions of libraries and of staff; induction provision at course commencement; information skills programmes and services; LLR promotion and communication; learning environments and space; characteristics and needs of first generation students, as well as the specific requirements of students with disabilities.

Section B clusters information and analysis relating to the key role and importance of LLR staff, academic staff and support staff at UAL as pivotal points of information and referral for students. It also includes comments on student requirements for significant relationships, the importance of continuing dialogues between LLR and students, models of customer service and UAL staff collaboration and mutual support.

Section C looks at assumptions and obstacles that create barriers to learning such as, the assumption of tacit knowledge; the impact of cultural capital; issues of academic literacy and academic shock; perceptions of first generation students and of librarians and libraries.

Section D considers ways of enabling the removal of different obstacles and barriers to LLR services and facilities. Many of the staff and students interviewed offered positive suggestions for improvements to LLR and its current provision and we also learned a great deal from looking at models and examples of different practice from other UK universities and from the literature of these subjects.

A First Generation Students

The principle characteristic of students, who are now entering higher education through the drive to widen participation to university study, is that they comprise an extremely diverse group. They may be mature students, or studying part-time, they could be distance learners, international students or students with disabilities. They may also be from a lower socio-economic background or they may be entering education through (relatively) new routes, such as access courses. Students who are the first in their family to come to university are often defined as 'non-traditional' entrants to higher education. However the term 'non-traditional' can carry negative connotations;

...[I]t is worth reflecting on the term "non-traditional students." It is an awkward term, largely because it is not good practice to define any group of people by a negative. It immediately implies a lower status than those "traditional" students who, presumably, form the core of UK further and higher education. Yet such an inference would be quite incorrect. (Heery, 1996, p.3)

Another reason that the term 'non-traditional' is not a helpful descriptor is because different national education systems define the socio-economic status of their 'non-traditional' or 'under-represented' entrants to tertiary level education in different ways. Some definitions are based on employment and income, some on geography and some on parental education, or any combination of these descriptors. 'Consideration of these variables reveals that the way in which socio-economic status is defined, gives differential weight to economic and cultural capital.' (Thomas, 2006)

Bursaries and 'Access to Learning Funds', which includes support for 'first generation' entrants, are now offered by some UK universities. For example the University of Nottingham provides scholarships for students who are the first in their family to attend university. Their definition of 'first in family' is as follows:

To be classed as the first in your family to attend university, no adult member of your household can have studied for an undergraduate level (or above) qualification at either a UK or an overseas University, Polytechnic or Higher Education College. You can apply if you have brothers or sisters who have studied at University as you are still of the first generation to attend.
(University of Nottingham Scholarship Application Form, 2007-2008)

At the University of the Arts, the University awards a number of bursaries for students in receipt of a maintenance grant, with priority given to those who are first in their family to enter higher education and those living in areas of low participation in higher education.

There is a wealth of literature describing and identifying the characteristics and concerns of first generation students. Some of the most frequently cited references derive from the United States and Canada and we have noted these in the accompanying bibliography. Current research is revealing that first generation students are an important group amongst non-traditional

entrants to higher education in terms of research to understand issues of access, retention and achievement.

These studies suggest that parental education has a significant impact on determining access to higher education. Horn and Nunez (2000) found that even after factoring in issues such as family income, first generation students in America were less likely to participate in academic programmes resulting in HE enrolment. Parental influence also affects the transition to HE and has a bearing on the student's integration into the university environment. Parental education and cultural experience has a wider reaching influence than simply financial, it also relates to the transmission of tacit knowledge of 'cultural capital' through the family. (Reay, 1998)

Thomas (2006) in her review of the literature of first generation entry higher education suggests that in relation to widening participation, access and success, parental educational background is likely to influence:

- expectations about participation in HE
- achievement in compulsory education
- decision to progress to HE
- providing access to relevant information and advice and influencing choice of programme and institution
- transition and integration in HE, in particular expectations and knowledge about HE, academic skill, identity as a learner, degree of social and cultural similarity and integration with peers, positive or negative support, informed or non prescriptive support, demands and expectations of the family, and living on campus or at home.

Thomas asserts that there is strong evidence for establishing first generation entrants as a key target group for widening participation policy. In terms of research to underpin future LLR policy and strategy the choice of 'first generation' students for the purposes of this Fellowship was therefore multi-layered. It provided a positive terminology for a discourse with and about 'widening participation students,' it provided a lens with which to view 'first experiences' and it also provided a route into considerations of factors such as assumed knowledge and academic literacy and their affect on student learning and achievement in the context of library access and use.

The Project Team's review of the literature of 'first generation' students and higher education indicates that at present there is very little current UK research into the first generation student experience of academic libraries. The Fellowship team therefore concluded that for the range of reasons noted above, a specific study of the first generation student experience of LLR at UAL would provide a rich source of information for consideration, and could guide enhancements and improvements which would potentially benefit all our students and this has indeed proved to be the case.

A.1. The Google Generation and electronic information

The first generation students we talked to during this study were very much part of the 'Google Generation.' (Sykes, 2007, p.23/CIBER, 2008, slide 7)

Seven of our interviewees were in the age range 16 to 24 years and three were aged 24 to 34 years. Only one of the students in our sample was aged 35 to 54 years old. Almost all of the students mentioned their use of Google when asked about their interaction with library electronic resources.

Yes. I have heard about it (electronic resources) I have come across that in the past. But I just keep forgetting. I think it is much easier to Google it and find whatever I need when I am doing some research. (Student TO6)

Yeah, that is probably the first port of call, Google. Sometimes it is Wikipedia, but I know some people edit themselves, so it is not actually the facts as in going to a book (Student TO5)

They were also quite aware of emergent technologies and the strengths and weaknesses of different information formats:

... [I]t is the digital age and audio and digital stuff seems kind of ... it's appealing in some way. Books are... I don't know what it is. It is tactile isn't it? There is a thing coming out on Amazon, an electronic book tablet that is supposed to look like paper. Better for reading, because it is quite hard to read off a screen, or print out or whatever. (Student TO3)

One disappointing discovery revealed by our research however, was that although these students were technologically-aware, they had very little understanding of, or experience of electronic information resources. The students we talked to did not use LLR e-resources available via the **e-library** or through Athens for off-campus access. This resource comprises over 30 subscription databases, as well as access to over 9000 full-text journals. This is a significant resource, which appears amongst this survey sample, to be very under-used. All but one, of the students we interviewed, had never used any of these sources of information. One student spoke about Athens in the context of the difficulty of using it and the difficulty of accessing the full-text content that it offers:

Yes, XX actually introduced us to this Athens. And the only thing I can say, I am sure some of the students still find it very difficult to understand, including me. ...if you ask the staff how many of them have got an Athens account, very few. (Student TO6)

This comment was supported by staff opinion too:

I see a lot of evidence that students don't know about Athens (Staff TO1)

Much of the recent literature would have us believe that all students are busy researching online and combining subscription full-text sources with other web-based source material. For example, The Deserted Library by Scott Carlson (2001) challenges readers with the premise that a decline in visits to libraries is due to the proliferation of online resources in the United States.

Today's university students, most of them born in the 1980s, are hyper information-sensitive, their daily lives since childhood awash in a flood of data and sound. They were "born with the chip" (Houlihan 2000 p. 8)

Whilst this may be true to some extent, in libraries that support ‘traditional’ notions of academic teaching and learning, it may be argued that models for art design and communication research and practice are very different.

A Joint Information Systems Committee (JISC) and SCONUL Library Management Systems Study published in June 2008 looked at the differences between disciplines and perceived a ‘clear gap between science and humanities, with users in science related disciplines interacting predominantly electronically, and humanities and arts still relying to a large extent on print.’ (JISC & SCONUL, 2008, p.11)

Further observations from this report suggest:

- That a large proportion of Art and Design students may be dyslexic, which can have a serious impact on their effective use of library resources
- That Arts and Humanities based users still have a heavy reliance on printed materials which may be in danger or being overlooked as the emphasis of the discussion moves towards e-resources (JISC & SCONUL, 2008, p.11)

It then went on to conclude that in terms of barriers to library use:

Libraries noted a number of barriers to students in the existing institutional and library set up. A Russell Group university reported that ‘students, including academic staff, are having problems in distinguishing the e-journals we list and those with full text access. Not enough information is displayed to help them to understand what they are able to have access to. More is less in this case, as they lost their way in the maze of resources. Students are still not conversant with searching strategies’ A Midland university put it this way. ‘People tend not to think in terms of library concepts/flows, i.e., bib searching and then using multiple additional tools to find out where the material is and to access it. They want fast, accessible results which will suffice (good enough) not a fragmented utility for deep and exhaustive research’. Libraries and library systems tend to categorise and provide access to resources such as books, print journals, e-journal, thesis, databases etc by *format*, which is not the way users typically view the world. (JISC & SCONUL, 2008, p.10)

Several students we talked to remarked that they felt electronic information was complicated and difficult to use.

I think the e-learning is quite complicated, in fact. I have talked to quite a lot of other students about Athens or Oxford Journals, accessing documents off site. Mostly people can’t. They are mostly first years I am talking to, who have tried and not succeeded. (Student TO3)

Indeed, some of the staff interviewed agreed with these views of the e-library:

If I can’t use it, students can’t (Staff TO1)

In response to this perception of electronic resources and Athens being 'difficult' there seems to be a definite trend for our students 'if in doubt,' to 'Google' it! This is backed up time and time again in the literature of the field:

Since students often find library sponsored resources difficult to figure out on their own, and they are seldom exposed to or interested in formal instruction in information literacy, they prefer to use the simplistic but responsive Google. (Lippincott, 2005 p.57)

The actual way that we in LLR present information therefore needs careful consideration. Robinson (2006), summarising Prensky, identifies research strategies of 'digital natives' as follows:

They have been conditioned by the digital technological environment to expect immediate responses to information inquiries. They prefer random (or non-linear) access to information, have a preference for image over text based content, and are comfortable engaged in several tasks at once. (Robinson, 2008, p.68)

One of our respondents talked about adding Google-like features such as spell checks, as well as visual presentation of information to the library catalogue and searching facilities. Another noted:

Loads of the time I just type in 'Images', get the illustration (Student NV4)

Students generally are used to the multi-layered and visual nature of web-based information and want information quickly and preferably in bite-sized chunks.

If you go on to a Mac and you go on to MySpace and put it on full screen, and it shows you the bar moving along, in the bottom left hand corner there are three circles, not joined together, and if you click on that the screen changes and you have a little bubble with You Tube, not MySpace, You Tube, with that thing you were just looking at, with the name underneath it, if you mouse over that you get four more bubbles coming out of the outside of it, which are related to that one. Then, if you go and click over one of those it kind of goes zzzhhuumm, and you get another twenty bubbles coming off that. (Student TO3)

As Lippincott states: 'Libraries also need to be more cognizant [sic] of Net Gen students' reliance on visual cues in using the Internet and build Web pages that are more visually oriented.' (Lippincott, 2005, p.57)

In terms of first generation student experience an American source suggests that first generation students 'have had less access to computer technology than their peers' and that they may need 'additional assistance in the basics of computing that underpin the use of the technology for research-related activities' (Tyckoson, 2000, p.88)

This is interesting when considered in conjunction with comments by Hull, who talks about the digital divide in the UK and other developed economies, linking social class and wealth to PC use. She maintains that, '[r]ather than

discouraging LRC use, ownership of a PC appears to increase the use of LRC electronic resources' (Hull, 2001, p.384) Most of the students we talked to had a PC or a Mac or had easy access to one, but not all had access to the internet outside their college.

As part of the interview we asked students what they would prefer in terms of suggestions for a pilot new LLR service. The results were clear-cut. All of our respondents would like SMS texting services. As one of our staff respondents pointed out, this is a 'classless' medium. Current research would back this up presenting the majority of our student body as 'millennials' or 'digital natives.' (Robinson, 2007, p67)

One-on-one services offered electronically should be tailored to students' characteristics, such as their propensity to work late hours and use a variety of technologies, including laptops and cell phones. (Lippincott, 2005, p. 58.)

And further:

[T]he first generations to grow up with . . . new technology...have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other tools and toys of the digital age . . . Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives. (Prensky, 2001, p.1)

Certainly the majority of the students we interviewed would fit this generational profile. However, it is interesting to note that when asked about the library using 'Facebook' or blogs to communicate with our students, one 'Millennial' student admitted to not knowing how to download podcasts, but added:

But that (Podcast) is good, because a lot of the younger generation have i-Pods, so most people will know how to use that and we would do that because it is more contemporary and more cool to have it on your i-Pod.
(Student TO2)

Some of our student respondents did talk about not feeling very digitally-minded:

No, I try and stay away from technology as much as possible. Like Blackboard, I don't use it...because I am not a very computer person... staring at a screen drives me nuts. But the other girl who sits next to me is going into computer-aided design, and she just loves stuff like that. (Student TO2)

Many of the negative comments, which students made during the interviews, related to technology in some way. For example there were a number of statements made and opinions given relating to:

- Not enough PCs in the libraries
- More power points for laptops required in the libraries
- Printers not working, particularly at crucial 'hand-in' times
- Network slow

- Requirement for more photocopiers

And the printer in the library is always in trouble. (Student NV3)

OK, computers, they need to be maybe running faster, because there's PCs in there and the PCs are OK, because I know not everyone knows how to use a Mac but it would be really good to update the software and the computers. Most of the time the printers and stuff have faults, so most time we print out our work, we maybe have to go elsewhere, when we should be really able to do it in college. (Student TO5)

One student noted the benefits and the disadvantages of IT and LLR provision of electronic resources:

But it is a fantastic service. To me, a lot of electronic data stuff is very appealing. I say computers promise a lot, but deliver very little. (Student TO3)

A.2. Disability and dyslexia

Two of the eleven students we interviewed mentioned difficulties with carrying books, due to physical disabilities, and noted that this restriction to some extent, framed their borrowing practices. Several others referenced dyslexia and how this affected their learning preferences and their use of the libraries.

I visited a few times to go to Blackboard, but I never managed to Athens. I just couldn't get there for some reason but as I said before, I am not very good with computers, memorising the things. (Student TO2)

This observation is useful in terms of understanding how many of our students prefer to work and to learn. Two out of our eleven respondents revealed that they were dyslexics, indeed it is widely accepted that there is a higher incidence of dyslexia amongst the art and design and creative communities.

In LLR all students flagged as declaring a disability through the UAL registry system are given a status on the library management system, which entitles them to longer loans. The majority of these students are dyslexic. This academic session (07/08) 16.2% of library members have been given this status. This may also have an impact on our (UAL) students' perception and use of the library.

A staff respondent talked about dyslexics being scared of the library:

I work mainly with dyslexic students and I think the library is quite often a forbidding place for them. Even just visually, just seeing lots and lots of books as the dominant feature of a library, you know there is lots of other stuff there but it is the books that seem to have the importance. (Staff TO2)

One of the first generation students we interviewed was dyslexic and talked openly about problems experienced with reading and how thinking about academic reading felt 'spirally'. Another student explained about a friend of hers who had particular needs of the learning environment:

... [B]ecause she is dyslexic and it is really nice for her to have quiet space to just sit down and write. (Student TO1)

LLR staff need to be aware when designing induction or information skills programmes, that it is very important to be clear about the meaning and purpose of these sessions and also about how they convey key information to students in terms of their use of jargon and acronyms. This is even more important if the student is dyslexic:

I had to look up how to spell essay first, then look up what does it mean.....what is the structure of writing an essay? Then I am deep in trouble because I am dyslexic and don't have the reference tools or the education to kind of hold that information for very long. (Student TO3)

Students also asked for one-to-one contact when this was possible and welcomed the presence of study support staff in the library to offer them help:

I would rather appreciate it if they had someone in the library just to sit there on a daily basis for drop-ins. Rather than travelling all the way there to see one person and keep on booking and booking. (Student TO4)

In summary, in terms of IT the students we spoke to had diverse needs, interests and levels of engagement with electronic information and all that goes with it. The key is ease of use, supported by coherent and accessible user education and guidance. LLR therefore needs to be flexible, open-minded and responsive in order to meet some of these varying demands. At UAL we also need to consider the best and most appropriate format for the delivery of information that meets the expectations and demands of our particular subject-focused user groups.

Librarians need to be able to reach NetGens on their devices of choice, which operate on a wide range of standards and formats. If virtual reference doesn't meet NetGens' expectations, we should explore ... other communication technologies that allow us to deliver good quality, interactive, remote information services.' (Abram & Luther, 2004, p.35)

A.3. Induction

Inductions to the library for UAL students are offered at the beginning of the academic year in all six colleges of UAL. The format, delivery and content of induction sessions can vary from college to college depending on factors such as size of student cohorts, availability of library space, number and types/levels of courses at the college. Out of 11 students interviewed 10 had received an induction at the start of their course and 1 had not.

Further discussion with the students confirmed that one crucial issue which impacts on the success of inductions to LLR, is timing. Most induction sessions will, by their nature, take place at the beginning of a course when students are new to everything, have a lot of other things to attend and many choices to make in order to prioritise effective use of their time. Information

overload at this time is a real problem. As one student reported, the library induction happened within the first week of college along with everything else:

... [I]t was the first week of being in this college. We had induction to the workshops, we had induction to the library, and we have seen everything in one week. So that is why it probably was too much. (Student TO 6)

Academic and study support staff made several suggestions about induction and how to make it work better for the students that they worked with:

I think, ideally, it should not be done in any kind of detail in what we call induction week, because there is too much information there. So I think being able to step outside of that would be very helpful (Staff TO1)

...[A]t the beginning of courses students are having information thrown at them from so many directions, already, and be honest they don't see the point of coming to the library...I think it should be short, it should be subject specific, and it should be engaging as far as possible. (Staff JC1)

Librarians put a lot of time and effort into these sessions and try to maximise the opportunity that induction sessions offer by covering as much ground about the library, its services and resources in one go. This is also because, in many cases, this is the only time that the Librarian can be sure that they will see these students, as many cohorts are not booked in for additional information skills sessions later in their course. Follow-up sessions are arranged at the discretion of and in liaison with the Course Leader. Some courses will not have a 'window of opportunity' in the curriculum schedule to return later in the academic year for additional library sessions. There is perhaps a pressure to overload induction, when an incremental approach would prove a lot more effective. One student who was very positive about their experience of induction to LLR still commented 'but I don't remember what was said at all.' (Student TO1)

It has emerged through the interviews that students are not aware of a number of core library resources and services. For example, students did not know about DVDs or e-resources provision, they were unaware of particular library spaces, collections and opening times. Whilst highlighting these resources and services does not fall only within the remit of induction sessions, this lack of awareness of basic LLR facilities and resources does raise questions about the current induction arrangements. People learn and remember information in such different ways, it is challenging, if not impossible, to meet the needs of a diverse group of students through induction alone. This is why accompanying guidance documents and online help as well as follow up sessions are so important.

I don't think it was explained very well, because I didn't understand that the library catalogue showed all the University of the Arts libraries, not just LCC, so I was like.....what's CSM? Things like that. (Student NV2)

Ideally inductions should be seen as level zero, one part of a bigger and ongoing, incremental user education programme. Perhaps Information Services Librarians should consider whether the content of initial induction

sessions could be reduced and covered later in the term. The University of East London has certainly found through experience that an incremental programme which develops knowledge and skills through a small bite-sized approach to delivering new information skills, has proved very successful.

An experienced member of library staff commented during interview that,

I still think it is probably too long. I think as long as you get across the fact that you are here. You know, you can get about two points across, and also get students to know their passwords and get them logged on. But how you get them back, how you make that incremental ... And I know that library staff tend to overwhelm students, because they think – this is the only time we have got you here, scheduled here. But that might be as off putting as it is enabling, for some. (Staff JC2)

A parallel issue which emerged as a problem with the current provision is that of students attending inductions and being shown one aspect of the library and then not realising or making the connection that they can also make use of the rest of the resources available in LLR and all of the library space. This can be seen from one student's reaction to being shown the project reference books for their course.

...[H]e was really helpful, showing us where our section is for our course. But the section, I found it like, it was not as ... it was a small section that we got for our studies, and I just think it should be level, for other courses, so everything should be the same. Because when you have got one strip of a shelf for a course, so you just feel a bit – oh, is that it? (Student TO 4)

The reality is that there is not just one shelf of books available for this student's course. But this student did not realise they were only being shown where the reference copies for their course were housed. They were totally unaware that there would be loan copies for them to use, as well as a large range of other resources within the collections of UAL LLR as a whole.

While refinements to the current arrangements for induction may be considered, the importance of providing opportunities for orientation and of students attending induction sessions remains clear. This can be seen in the experience of the one student interviewed who did not have an induction. This student's first experience of LLR came around three weeks into the course and involved looking around the library with a friend. The impact of not having an induction was wasted time and a demonstrable inability to use resources. As this student says,

...[I]t took me two or three months to get a photocopier card, and to get my card updated to take out books and those sort of things. I would have liked it if that was already done the first week or first two weeks or something like that. (Student NV1)

This also highlights how difficult it can be to use the library if you are not aware of the different procedures and rules. If no one told you, would you expect to need a card to photocopy? Would you know that you need your ID card activated to borrow books? There would certainly seem to be scope for

this kind of information to be sent out in pre-entry packs as well as being covered in inductions.

The student comment noted above also points to problems with LLR registration and how this could be improved. As Sykes argues, 'libraries should liaise with their registries and MIS departments well before new students arrive, so that even before they register with their departments they can start using the library.' Sykes also suggests libraries maximise the use of 'online registration facilities where possible so that they (students) can register before they arrive on campus.' (Sykes, 2007, p.28)

LLR will continue to look at ways to make library registration easier and collaborate and work with registry and college administration units to ease this process for all students as much as possible.

Library inductions are in most cases the first experience a new user will have of their library and they create a lasting impression for the student (this is the case with most of the students interviewed.) These are important first experiences and first impressions of the library, its resources, the library space and also, very importantly, the student's first interactions with library staff.

It's important that LLR staff are friendly and welcoming and that they realise the importance of their role in induction. These staff have a particular opportunity to help students become familiar and comfortable with the library and to make the most of the services that it offers.

I don't know, but the idea of induction and the student experience is fundamental to everyone's job, everyone's role and I think it is fundamental that it is opened up for discussion for all staff really. (Staff JC2)

Inductions are an opportunity to market, highlight, and promote the library, its staff, their role to help and to raise awareness of Librarians' skills. Sykes argues that inductions and first experiences are a good place to impose a strong library brand and image – 'getting off to a good start with new students can help to ensure that the library brand is strong' Sykes also suggests that 'new students can also be welcomed with some useful bags of goodies' stating that 'if the products have the library logo on them, the impact will be greater.' (Sykes, 2007, p.28) LLR already gives away bookmarks and pencils with URL addresses and is now considering a range of new publications both in hard copy and on memory sticks.

Physical library tours were very popular with the students interviewed who had participated in them.

Yeah, on that first day, when we had that big walk around and we were shown where everything was. It was really good actually. (Student TO1)

Students who did not have a tour (mainly those interviewed at LCC) commented that they would have found them useful.

I would have liked a tour of the library, obviously, just to know where everything is, and I would like to be told everything that would be included in the library, like the photocopy card and taking out books, or ...some kind of information sheet telling you this is that or whatever. (Student NV1)

... [W]e didn't get a library tour. That probably would be good, because I did get a bit lost when I came in here. Because there is that middle section in between. I got a bit confused. I think a tour would be the best option. (Student NV4)

One student suggested that they would also be interested in organised tours of other UAL libraries.

Yeah, I am, but if they organised something like that it would be good, and I think I would use a different library for other things if they had things that this library didn't have, for example. I don't know if there are different things. (Student NV4)

For libraries that have difficulties offering physical tours it would be worth thinking again about the possibility of an audio tour. Mawson describes the experience of the University of Sheffield in creating an audio tour of the Main Library, which can be downloaded onto an iPod and listened to by students whenever they want or need this information. Students were involved in creating an informal tour 'with the aim of conveying key messages about library services, as well as helping to navigate the Main Library.' (Mawson, 2007, p.114)

Five students mention being given handouts or printed information during their induction. The documentation provided will vary from college to college and seems to be a mixture of information handed out by staff on opening times, guides to services, borrowing rights and collection strengths. Some students kept the information and some did not refer to it again.

I remember when we had our induction we had the leaflet. We were given leaflets and handouts, how to use the library. And I still have it. (Student TO6)

She gave us, I think, a packet with stuff in it. I don't remember exactly what was in it. (Student NV4)

A number of students suggested that practical sessions on equipment kept in the library such as how to use the photocopiers, would have been useful as part of the induction. As one student said;

I only just found out this week, probably my fault, but how to use the photocopiers and stuff. I didn't do that in college. And I had to come here and I didn't really ask the librarian, I just asked someone else. (Student TO 5)

The last line also highlights a recurring theme of not asking or realising that library staff are there to help. It is also important to appreciate that not all students are going to be excited about attending a library induction, although

recognising that it contains information that they will need. As one student declared:

I found it quite boring, but then again, it had some stuff which you need. So even though it was a lot to take in, I think, the first time we done it, but yeah... (Student TO 5)

Another told us:

Yeah, I think it should have been compulsory. I think everyone should have definitely gone. I am not sure as in how to make it better. Maybe it is one of them necessary things, and not everyone is going to like it. (Student T05)

Students are clear that the information provided by LLR through induction and information literacy skills guidance and support, must be 'worth-it' and at the right level, if they are to invest their time and energy in it.

My personal view of that is, if you are going to do an activity you have got to make sure it isn't a sort of "kiddish" kind of thing, because we are in Uni and that would be a bit patronising. (Student NV1)

A.4. Information Skills and Information Literacy

Information skills sessions covering use of LLR's electronic resources, e-Library and ATHENS are currently provided at each college. The majority of the eleven students we interviewed do not use electronic journals or electronic databases and are not aware of the e-library. This raises questions about how effective the information skills sessions we provide for induction and about e-resources currently are, and whether LLR should be targeting teaching staff as much as students when communicating information about electronic resources.

Nick's personal experience as Assistant Information Services Librarian, is that the information skills sessions tend to lean towards demonstrating a resource or interface - how to access information not how to use it or how to ascertain its' relevance to the user. Sometimes we 'sell what we think our users should want, rather than provide for a genuine need.' (Murtagh and Williams, 2003, p.103)

LLR has recently been offering additional, new e-information demonstrations and workshops for staff and has been reviewing its overall support of the development of information literacy skills. LLR will continue to reflect on current practice and will respond to research such as that by Barrett, who states that information literacy is 'the higher order thinking skills of analysis, synthesis and evaluation' (Barrett, 2003, p.6) and Helton and Esrock who argue that information literacy includes 'not only identifying the need for information and learning where to find it, but also how to evaluate, manipulate, and synthesize the information.' (Helton and Esrock, 1998, p.2)

A recurring theme in the literature of library user education and guidance, is making sure that whoever is devising the information literacy programs understands the needs of the students and produces materials and sessions that meet these needs. A good example of successful practice is the 'InfoSkills' project which ran at Manchester Metropolitan University (MMU) Library. The project ran from Dec 2002 to Feb 2004 and provided a strategic approach to information skills delivery 'by developing staff knowledge and skills in designing and delivering training, and improving the format and content of all training materials.' (Murtagh and Williams, 2003, p.101)

The 'InfoSkills' project piloted an 'information skills programme to selected cohorts of students, working closely with academic colleagues. This included delivering taught sessions and WebCT tutorials embedded within the curriculum.' In essence, they discovered what their users wanted, they created and delivered what they needed, and they 'sold' it back to them. (Murtagh and Williams, 2003, p.101)

Apart from understanding the needs of the users, the key thing about this project was the library working with teaching staff to create 'embedded' information skills sessions within the curriculum. As Murtagh and Williams (2003) state, 'central to InfoSkills is what motivates students most; their latest assignment title.' (Murtagh and Williams, 2003, p.109) Other institutions have devised sessions working with students as well as academic staff, in order to ensure that the programme is meaningful, relevant, effective, and a valued part of the curriculum of specific courses.

It is clear through undertaking this Fellowship and listening to what staff and students are telling us about their experience and knowledge of LLR and its services, that there is a need for focused, embedded curriculum based LLR support. The next questions for LLR will be how do we roll this out across all colleges and all courses and what format or formats will this support take? One pathway forward would be to consider what students told us when we asked them about enhancements to LLR services which we might pilot in the new academic year. A large number of the students interviewed said they would welcome the opportunity to attend one-to-one sessions with a Subject Librarian which were focused on a piece of coursework or a project they were doing at the time (sessions would have to be timed well and appropriately curriculum based.) What students wanted was specific help tailored to their individual needs. For example,

Sometimes you just need help and guidance in what you need, where everything is, I think. Like I do, when I am doing certain projects it is nice to know exactly where the books are, so you know whereabouts they are and what other things relate to them. So I think yeah, definitely, that would be a good thing, definitely. (Student NV2)

I guess that tailored type feeling. Because they would know more than you about where to find things. And you would feel more confident in feeling you have got the information. (Student NV4)

I think that is a good idea. I have two or three books that I am working from for this project, but I can always do with more. Definitely. I have heard other girls in the class say they don't even know where to get this information, and they don't know what they are looking for, they just know what they are looking about, and what they are looking about is not necessarily the title of the book, so they were kind of going – how do I get this information? So yeah, that would be useful. (Student TO1)

This proposed pilot would generate information which could be fed into both the development of new learning 'materials' and also into staff development and training programmes for LLR staff.

A.5. UAL Staff Induction

Through information gleaned from the staff interviewed and from the personal experience of the Project Team it was confirmed that there is currently very little take-up of any library induction programme set up for new or existing members of University Staff. Any inductions to LLR for new staff seem to happen informally with an individual coming into the library, approaching staff for help and joining the library because they choose to. Existing staff tend to rely on ongoing, good relationships between their school or course and the relevant Subject Librarian.

A whole University approach would improve the flow of communication about LLR and the support it offers. LLR needs to think about targeting induction sessions at all members of University Staff. All University Staff - cleaners, administrators, buildings staff and technicians as well as academic staff need to know that they eligible to use LLR, and can make use of any site across the University. The Project Team will recommend that LLR explore and establish a process with Human Resources, to ensure that local LLR teams are informed when new staff join the University, in order to send them relevant information about LLR and its' offer to them and to their students and to create early opportunities to make contact with them.

There is an apparent issue with regard to the timing of Staff Inductions, particularly for some academic staff. As with the students it is: when is the best time for this introduction to take place? Lots of staff have very limited time, as one member of college staff said:

I mean actually I think people, probably a bit like me, you go in at the beginning, and then imagine you are an AL, I am full-time, but if you are an AL only in for half-day a week, you may never go into the library again. (Staff TO2)

One solution would be to target known formal staff development weeks for LLR sessions. These sessions would need to be presented in a supportive and accessible way:

I just thought maybe in admin week, a little open session, for staff to go and ask questions they have been longing to ask but maybe they were afraid. Because people forget things, don't they? And they think – oh I can't go and ask about i-page they will think I'm.... (Staff TO2)

...[A]ny member of academic staff you talk to will tell you how valuable the library is and how they would like to use it more, but don't seem to find the time. So I would say there would have to be an element of obligation to it as well, whether it is part of the probation process or part of a staff development week. (Staff JC3)

Due to time constraints staff inductions need to be focused, they need to be hooked in with a personal interest - as one member of staff puts it:

Obviously guidance in how you use systems and just basic information and guidance on how to use it. But I suppose, in a way, it is like students, it is when you focus down on to someone's personal interests, that is how you get people in. (Staff TO5)

Inductions need to emphasise the importance of staff realising the wide range of resources, services, spaces the libraries have to offer which can help them and their students:

..[W]ell I think what is useful is getting a sense of the scope available, material for students, in terms of the projects you are setting, reading lists and so forth. (Staff TO6)

Staff inductions can be seen as the first stage of developing a good relationship between LLR and University staff. If staff are 'on board,' then inroads can be made to make LLR student support embedded within the curriculum. LLR is also very much aware that students are frequently very 'time-poor.' Midi and Nesta (2006) suggest that this is the single biggest factor used by students in judging whether the library service is effective or not. If they believe the library and its' services are relevant and important they will make time to attend library induction and follow-up sessions, if not they simply won't go. The role of the Tutor in conveying a sense of the relevance and importance of the library to their students is pivotal.

A.6. Learning Environments – Library Space

A survey of the current literature has revealed differences of opinion regarding the importance of the library as a place in the digital age (Carlson, 2001.) The Fellowship research, along with other research (see Engel et al, 2004, p.9) reinforces the importance of the physical library space as a learning environment.

Our experience of working in LLR has shown us that the Web and the Internet have not yet made public physical space obsolete for our users. As one staff interviewee put it "I think the environment of the library is really crucial to students using them." (Staff TO5) People need and want contact and interaction, otherwise libraries and librarians wouldn't be here today. (Weise, 2004, p. 11) Another consideration is the unique nature of our reference, research and special collections, which, to a large extent, are not available digitally:

...[I]n the digital age, the research library will be special not so much because of the quantity of information it can offer the user but because of the quality of the experience in which that information is presented. (Bennett, 2005, p.44)

Gibbons and Fried Foster asked 19 students from the University of Rochester, USA, to outline their ideal space. The themes that emerged were flexibility, comfort, technology and tools, staff support and resources. (Gibbons & Fried Foster, 2007, p.22)

These are common responses from our own students. The underlying desire seems to be the notion of space and openness. Whilst respondents were very positive about open spaces, negative responses were associated with a feeling of being 'cramped' a lack of study space and particularly a lack of space between the aisles.

Everyone who gets a book out, they come in with their little laptops, and the tables are all scrunched together, you can't even get a chair out. (Student TO2)

Other students commented during interview, 'It is very congested, it is very packed.' (Student NV1) and reflected that spending long periods of time studying in some LLR spaces provided 'would be difficult after a while' (Student NV1) and that because the atmosphere could be quite stuffy and airless it could put some people off working in that space.

If you are feeling constantly too hot and bothered then it is quite hard when you want to read. (Student NV4)

Others remarked on the constraints and experience of working in some learning spaces, 'here it feels like a clutter when you go into the library.' (Student TO5) This student also made the point that:

I don't think there is a lot of seating space either, for people sitting down at tables doing their work. My class would probably fill up the whole library, just sitting down in the sitting space, so maybe that needs more tables, maybe, or something like that. (Student TO5)

Our students expressed to us that they would like a variety of different library environments in which to study and work. This view is supported by current research into best practice in libraries (Albanese, 2003, p.34)

First I need a very quiet room, and some meeting room, because it now seems like it's mixing, we have got a silent study room or just a normal room, but people start to talk the library, and when I try to read a book I can't concentrate on the reading. I think it will be better to separate the computer room and book room, and we are not together,..and I think it is a good idea to have a group study room. (Student NV3)

I think I would use the quiet, silent room, because I do get distracted really easily. (Student TO4)

It would be like, strictly a quiet library, a peaceful library...Obviously if you have got to work together on projects and things, that is fine. But the areas

would be strictly divided. It wouldn't be that some sections would be together. It would be a quiet zone, but people would still be playing on their laptops and stuff, music from their laptops and things. It would be a strict divide between the two. (Student NV2)

Everyone is different though and another student commented:

...if it too quiet I can't concentrate. (Student TO1)

A welcoming and balanced atmosphere is also very important.

First visit on my own: I didn't feel intimidated. I didn't feel like someone was staring at me what are you doing here? Because you never know, when you are in a place you might feel intimidated. But I didn't feel it. I felt very comfortable just walking around and sitting at the table and reading a book or magazine I found. (Student TO6)

Yeah, the environment is all right. It's not noisy. It's not too stuck up, no one shushes you or anything, obviously you have just got to have respect for others. But yeah, it is all right. (Student TO2)

A calm space, which is not too noisy, is also something that the students we talked to valued.

I know there are a few crazy students in the college, and I see them in the library and it definitely calms them down, grounds them, and they realise they are in the library, to some degree. I don't hear any bad things. (Student TO3)

Yeah, the environment is all right. It's not noisy. It's not too stuck up, no one shushes you or anything, obviously you just got to have respect for others. But yeah, it is all right. (Student TO6)

Some students like working in quiet or silent study zones and appreciated these spaces where they were provided:

Yes, I walked in there and you could hear a pin drop. (Student NV1)

Staff agreed that the 'feeling' and experience of a space is important to learning:

It is that thing about comfort levels in a space and how you use a space. And as soon as you get into it your behaviour changes and that is something that is talked about and you know you have talked about it so it becomes something you are comfortable with. (Staff TO 3)

A common recurring theme, raised by the students we talked to, centred around the idea of comfort:

I just feel as a space it works very well, and also the computers and the background, you know, some privacy, if you have to type anything, or anything like those tables to sit and read, and sofas, on the right hand side. Also the big tables to sit with the big books and even do some sketches. I think it is a really nice place and I feel very comfortable here. I never really

thought about ...I wish I had a different library. I never thought that. (Student TO2)

Students obviously thought in some depth about how they used library space currently, how they preferred to work in the library spaces made available to them, how they reacted to their learning environment, and how they thought library space and environment might be improved to support them better.

...[R]ound that where the sofa areas are.....A bit more sort of, yeah, communal space in a way. I am not saying so people can chat, but so you feel like you are ... I don't know what it is. I think what I see is it is usually, like, one person taking up the sofa space with a lap top and ...If we moved the tables, these kind of tables, forward, and had an extra sofa space down near the end, maybe. (Student TO3)

I don't need silence, but I need comfort or some kind of ... I quite like that, because it is grand. Grandiose. Not grandiose, but it has got some sort of grandeur to it. Open log fire or something. Muddy dogs. (Student TO3)

As one research study puts it,

[I]t's the welcome he gets from the combination of rooms and people that impresses him the most. He loves to spend time in the fireplace reading room, which is round and features couches and a gas fireplace. (Mitchell, 2004)

A student survey carried out prior to the move of Chelsea College of Art & Design library to Millbank indicated 15% of the students surveyed requested a comfy seating area.

Silence may be seen as linked to an old-fashioned image of libraries, but it was mentioned by 4 of our respondents.

First I need a very quiet room, and some meeting room, because it now seems like it's mixing, we have got a silent study room or just a normal room, but people start to talk the library, and when I try to read a book I can't concentrate on the reading. (Student NV3)

This view is supported by a survey carried out prior to the move of Chelsea College of Art & Design library to Millbank, which revealed 23% of students wanted private or silent library study space.

Other factors contributing to the experience of space are light and colour. One student referred to the colour of the walls at LCC library, which has since changed; another alluded to US library design:

Definitely a different feel. The libraries I have experienced in California are much more modernised in some ways because of the way they are designed. It is away from that stereotype of the place. Light is the thing. (Student NV4)

Certainly the sun probably does shine more in California than in the Elephant and Castle, but nevertheless the design and lighting of a space certainly does

impact on the perception and physical experience of it. Another student explained this: '[T]he environment is sometimes a bit stuffy, and especially when it is busy, it is a bit suffocating sometimes.' (Student NV2)

Also important to our students, is the fact that our users are aware of improvements in LLR spaces, and this enhances their experience of working in the space. In particular they feel valued because LLR is making a 'visible' effort to make their working space better.

Well, first of all it is quite big, and you have opened the upstairs bit, which is nice. I think the fact you are putting time into enhancing it makes you feel you can trust it, because people are obviously paying attention. Student NV4)

Three of the students we interviewed were positive about later and Saturday opening. Although there was no great expression of need for longer opening hours overall, respondents was enthusiastic about the later opening currently available and the change in the environment outside of core opening hours. T

Yes, I find the atmosphere is really, really good. It is totally different. (Student NV2)

Me, I am weekends and evening. Because a lot of people work late as well... I like the fact that Davies Street is open on a Sunday, but I think people need to be made aware of that, because I didn't even find that out until I had finished my degree. (Student JC1)

It was commented upon, that the evening opening hours felt like 'less of a social event' (Student NV2) and were therefore a better time for concentrated and focussed work and learning. Students told us that they were often rushing around all day or attending classes and they welcomed coming into the library late in the day. They were aware of friends at other universities who had 24/7 library access, and acknowledged that this was helpful for people who liked to work late into the night. Another student suggested targeting opening hours at the point of most need:

...[S]ubmission dates, it would be a good idea to extend the hours then. You will get students in properly using the facilities then. (Student JC1)

Staff also have opinions about space and what it means to them.

But the digital media has meant that everyone has become a bit more fragmented and a bit more separated from it. So we all drifted off into our kind of little domains. Although we are more virtually connected, colleagues and students do not necessarily get the feeling of the presence for debates and discussions and so forth. (Staff TO4)

This highlights the importance of the library as a social space – where students and staff can work in groups or individually, but crucially, in a social setting.

Bennett is concerned that library space is designed primarily to satisfy the function of service rather than learning:

To ask students what kind of seating they prefer, or to give them sample chairs to evaluate, while useful, is to remain focused on the operational issue. To ask first how students learn and then to design environments, including seating, to foster that learning is to focus on learning. (Bennett, 2005, p. 21)

To readdress the balance he recommends:

- supporting a distinction between studying and socializing that does not deny the social dimension of study
- favoring learning functions in the space's mix of academic and social functions
- providing choices of place, ranging from personal seclusion to group study, that variously reinforce the discipline needed for study
- permitting territorial claims for study that enable students to govern the social dimension of their study space
- fostering a sense of community among students, allowing them to be seen as members of that community while they take strength from seeing other community members (Bennett, 2005, p. 17)

Our students are also concerned about the needs of others and, for example, whether a user in a wheelchair would be able to access all areas. Another student talked about ground floor access. LLR works closely with colleagues in Estates and in Study Support to endeavour to meet the specific needs of individual students with disabilities and will offer this experience, as well as knowledge of how our students access our libraries, at planning meetings for any library re-modelling projects or new library-builds in the University (such as the move of Central Saint Martins to Kings Cross.)

It is well known that signage, no matter how good it is, is not always effective in terms of guiding users with diverse skills and knowledge through the complex landscape that is an academic library in the 21st Century. ‘People need attractive, accessible, well-staffed service points to help them move efficiently through a large building and find what they need.’ (Bennett, 2005, p. 64) Hull refers to the Moser Report which finds that numeracy difficulties amongst students are widespread. (Hull, 2001, p. 385)

One student told us what they thought about trying to locate books on the library shelves using the Dewey Decimal Classification (DDC) markings on the spines of the books:

Yeah, it is like information overdose. It is so small, and you have to look, and it gets a bit fiddly. (Student NV1)

We know from experience of student use of libraries that the Dewey Decimal system can pose a problem for many of our users, both for students with numeracy difficulties and for students with dyslexia

I find that a bit confusing, to be honest, because most of the time I look for it, type the number in the catalogue, and OK, where is this? (Student TO5)

...[!]f there was a little sign on top, identifying each section, so that is print making, that is fabric, that would be helpful. (Student NV1)

I don't think everyone would get a map, particularly. Maybe on your website, they could print it. But I don't really use a map. More when I come in the door, like Tescos or Sainsburys or something. You know, meat, fish, chicken, whatever. (Student TO3)

LLR will need to continue to be mindful of the different learning styles and preferences of UAL students when revising signage, assigning classification marks to books and when directing users. It is obvious from this research and from the LMS data that students travel between sites and visit LLR across the University. Students assume that there will be consistency in signage and coding across LLR and that the conventions, once understood, will be applicable across the department. Variations in accommodation and local practice mean that this will not always be the case. Wherever possible, consistency should apply and where there are differences, these will need to be made very explicit.

Ultimately what people, and students, seem to need most however, are 'connections' - access to staff and the chance to be helped by another person, and experience the one-to-one personal contact that our respondents talked about.

B Staff

B.1. Who do first generation students ask for help?

When we asked students about how they requested help when they needed to know something about LLR or its services, we received a mixed response. Whilst all were very positive about LLR staff being supportive and certainly a key strength for the department, there were a range of reasons why students did not ask LLR staff for help. These reasons included confusion about 'when to ask,' 'rescuing' tendencies along the lines of "I know they are very busy" or cultural inhibitions about personal boundaries of self-help, organisational skills and courtesy, "I couldn't do that." For example,

...when I do ask someone for help, I don't know whether it is a thing where I ask them to help me in a certain way... or not. I don't know what you are going to expect. And I think that is why people hold back of asking. (Student TO4)

It is almost as if some staff and students feel that they need to be given permission to ask. Several mentioned that they were not sure under what circumstances they felt they would ask for help and that they would not ask for help unless it was really important.

I ended up having to ask, because I didn't know what the hell I was doing.
(Student NV2)

...I only just found out this week, probably my fault...And I had to come here and I didn't really ask the librarian, I just asked someone else. And I had to ask how to do it, even though I was shown the first time, I can't take everything in. (Student TO5)

Again, it is no reflection on the staff, but because it is so busy you might need help immediately, but poor XX has ten people waiting on him already, and as one man there is only so much....(Student JC1)

Yeah, again, I don't always ask for help I just try to figure it out on my own, but when I have asked they have been really helpful. (Student NV4)

But I just wonder how many people think like that. I wouldn't want to bother you. I don't know what level I would ask you for something. It is almost like dialling 999 or something, it would have to be some problem, a major problem. (Student TO3)

These comments indicate that as staff, we need to constantly reinforce the message that we are here to help, and make that help as responsive and accessible as possible. We certainly need to be aware of when the pressure is on.

It depends of the time of asking. If it is not a busy day or an average day, usually staff are pretty helpful. I have never encountered anybody abusive in any way. The only problem I have is that when it comes up to again, submission dates and stuff like that, it can get extremely busy. ...But generally the staff are very helpful (Student JC1)

One student sums up the situation very succinctly:

I have never had any problems with staff at all. If you don't ask for help you don't get it. So you have to ask. So yeah, every time I have asked they always show me how to do it and they have always gone through it a few times, which is what I need really. (Student NV2)

As a staff we need to continue to consider how, and on what terms, we can make ourselves available to help students. The dialogue which takes place across the issue and the information desk is frequently our closest relationship with students as individuals and as 'people'. Our students respond very positively when they feel welcome and listened to and they can see evidence that the library is responsive and is trying to improve the services on offer.

I quite like this college library because the staff always try to help the students and the library itself tries to develop more, and better and better. (Student NV3)

I am happy to wander around and see what I can find. But actually I don't feel like I need to. I can just ask and I will be pointed in the right direction. And chatting to people on my course, the general feeling is that if they don't know where something is they will just go up to ask and it is not intimidating, as well. Quite a few of them are girls who wouldn't say boo to a goose, they are quite timid, but feel completely fine to come in here and ask for some help. (Student TO1)

Yes I appreciate their help ...it is important, and I do appreciate it from librarians. It makes me go more often, if I need help, or whatever. (Student TO3)

We need to remind ourselves that what may seem like a small interaction to us as staff in the midst of a long and busy day, may well be important to a student who has had a bad experience elsewhere or is stressed or needing to feel they are being shown respect.

A few people in my class, if you are rude to them then that is really disheartening, they are not going to come back, it is just going to set them back in their work. (Student TO2)

... [N]o-one is rude to you and they are very helpful. So if you have a problem they will come along and sort it out for you. (Student TO5)

Yes, as I say earlier, I always find everyone working in the library very helpful and very friendly as well. So that is one of the reasons why I feel comfortable here. Like I said before, I feel I can ask questions and I don't feel almost like an idiot when wandering around. Because no one actually ever looked at me like – what are you doing here? Or anything like that. So I find them very helpful and friendly. (Student TO6)

LLR staff are frequently identified by students in UAL and LLR Surveys as a key strength of the department. The Fellowship research corroborated these findings.

B.2. The need for ‘relationship’ and the pivotal role of tutors

Research into the specific needs of students from low-participation groups has found that students from working class backgrounds may lack confidence when approaching personal tutors and so may benefit from a tutoring system which is more proactive, structured and ‘prioritises relationships.’ (Thomas and Hixenbaugh, 2006)

When we asked students who suggested they use the library at UAL they responded that it was most often the tutor who talked to them about what might be useful for their projects and their course and referred them to particular textbooks and sources of reference.

Every time we have a tutorial they are always writing lists of books we have to get out.mainly it is teachers, because we see quite a few teachers and crits and that, and they are always referencing an artist. They are always saying – look this person up, look this person up. You can either use the Internet or books really. (Student TO2)

Yes XX actually introduced us to this Athens.. (Student TO6)

Yeah, for reading. Yeah. Every course is, every tutor, or most tutors, give reading list and they also mentioned most of the books which I find in the library. (Student NV3)

It was interesting to note that even when the tutor did not refer students to the library, they would go on the advice of friends, or because they just felt this would be a good thing to do.

I don't think a lot of my tutors do tell us to go to the library really. I don't think I get told. It is just something I know is there and a lot of my friends and everybody uses it anyhow, so I just go and use it. (Student NV2)

There were many indications from our conversations with staff and students that library staff need to get to know and understand their users as well as possible, particularly in terms of the diversity of students who now enter higher education, in order to enable LLR staff to provide responsive and effective services. Both staff and students see the benefit of developing closer relationships in order to optimise the use of library resources and achieve success in their professional domain and in their studies.

Professor Paula Hixenbaugh of the University of Westminster presented a paper at the FACE Seminar held on the 23rd of October 2007 entitled 'Does anybody know my name?' The need for relationship. This paper was based on research carried out at the University of Westminster using a survey of all first year undergraduates in 2005, 2006 and 2007. Analysis of data for 2005 indicates that a strong positive correlation exists between satisfaction with the course and with institutional and social integration.

Vincent Tinto, Chair of the Higher Education Program at the School of Education, Syracuse University, has written widely on the factors which influence student achievement and retention. He spoke at a one day

conference in 2006, organised by the Higher Education Academy to launch an international study: From life crisis to lifelong learning: Rethinking working-class 'drop'out from Higher Education.

At this event he stated that,

a wide range of studies in a variety of settings and for a range of students have confirmed that the more frequently students engage with faculty, staff, and their peers, the more likely, other things being equal, that they will persist and graduate. Simply put: involvement matters. (Tinto, 2006, p.3)

Evidence from research undertaken in the United Kingdom confirms these views. For example, a study conducted by the Retention Team at the University of Teeside in 2005 found that a lack of support from University staff is a key factor for students in deciding to leave their course, while support from staff is also a key factor for students who decide to stay despite difficulties.

First generation students face a disproportionately high risk for attrition in a higher education institution than peers whose parents have obtained postsecondary accreditation. Even when factors such as income and resources are eliminated, the risk remains. (Douglas, 2007, p.2)

Whilst talking to the students we interviewed we began to hear inter-linked messages about some of the barriers to full use of academic libraries experienced by first generation students.

C Barriers

C.1. Factors in the non-use of libraries

There has been considerable research into the contributory factors of non-library or 'sub-optimal' use. These factors are complex and inter-related.

[C]ontributing factors to non-use and under use are also those images and perceptions which librarians themselves hold of their profession and or potential users and their information needs. It is not only negative images and perceptions that need to be overcome but also barriers caused by lack of awareness of the 'library world' and unrealistic expectations. (Green 1994, p.19)

It became obvious to the Fellowship Project Team during this project, that issues of identity and perception are crucial to understanding barriers to use of libraries. At UAL there are some students who think they already know all that they need to know to be successful in their studies and who feel that they have no need to ask for help. Conversely we also are aware that there are students who really do need to ask for help but feel unable to do so. We learned from our interviews and conversations that there are some students who really are not at all aware of what exactly the library and LLR can offer them or where to start to find this out!

Green characterises the factors which are put forward by librarians to explain what the barriers are to the effective use of libraries' staff and services as 'physical', 'personal environment' and 'images and perceptions.'

Examples of barriers in the physical category are the inaccessibility of library locations, badly designed interiors, poor signing, inadequate or inappropriate stock, unhelpful opening hours, certain charging policies and staff use of jargon. (Green, 1994, p.19)

Even though the research paper that this quote comes from was written in 1994, much of what it identifies still holds true and was certainly evidenced in our student interviews. Green's second category of 'personal environment' encompasses the areas which we were keen to know more about through this Fellowship research. This category has a more individual influence and is an area about which we, as library staff in a mass-service culture, may know less about - that is to say, unique and individual life histories and experiences.

Included in the personal environment category would be the specific socioeconomic, educational, literacy, psychological, and lifestyle characteristics and histories of individuals. These factors may form hardcore groups of users and non-users, and influence patterns of library use. They are caused by circumstances outside the librarians/libraries' control and are, therefore, both harder to identify and alter than physical factors. (Green 1994, p.19)

Although these influences may be outside the library's control, we were interested to understand them better in order to clarify how the library and

library systems might need to change to meet the needs of our users, rather than expecting the students to change their behaviours to conform to library requirements and conventions.

In the third category the images and perceptions that people hold of who librarians are, and what they do, together with those of what libraries are and the services offered, are predominant. Individual's information needs and values as perceived by themselves, librarians and library authorities, are also to be found in this category. This category has a pervasive, all embracing influence on other barriers. When made to be more positive, they may overcome the personal environment factors; when they are negative they may negate any improvements made in removing the physical barriers. (Green 1994, p.19)

Image and use are linked. Student perceptions of libraries being unwelcoming environments, or of library staff being unapproachable, or too busy to help, create barriers to access. Negative images, reinforced by bad experiences hinder the asking of initial or follow-up queries for help or information. Equally important is a lack of awareness exhibited by both students and tutors about the potential of librarians and libraries and particularly about new or additional library services. Unrealistic expectations can also constitute a barrier to successful library use.

The students we talked to also told us about their perception of services offered by LLR, for example induction and what these orientation opportunities felt like to them:

I found it quite boring, but then again, it had some stuff which you need.
(Student TO5)

Perceptions by library staff of 'noisy' 'demanding' or 'disruptive' user groups present a block which also needs to be overcome if all users are to find a space to learn in that feels welcoming and which they perceive as 'theirs.' The approachability of staff and mutual respect amongst users were themes which emerged during the student interviews. Students commented on their perceptions of other users and how this affected their own library use.

The problem is the people who use the library. To change back people's behaviour, we need to do some information, induction, I think is really important. Because why I try to use the library politely, or with respect, is because the staff in the library who did the induction, they said that the library is for the students, so we have to keep it tidy, and just be peaceful. So I really think this, the library is very important. (Student NV3)

I am really satisfied with staff in library, I have no negative comment to them, but the students, there is a problem to me, that the students of the library, some students, to me, they don't have any...how can I say Morals?...Yes respect to the library. Because they also need another person, only them, but another students is really..... the library is not for them, it is for **all** students. ..one day I just tried to find some photo books ... but three people were sitting on the floor, in the space between the shelf and this shelf. And I say to them – excuse me I want to get to that book

over there. But they said – we can't move, because we are doing a conversation, a meeting. So just jump over them. But I can't do that...I think it is rude or something wrong, but I can't say that. (Student NV3)

Research into the skills needed to succeed and achieve as a library professional considers how the competencies which are now required to enable staff to adapt to the fast changing and technology-rich information world point to 'hybrid' professional knowledge and experience.

You're asking for fairly traditional librarians to become more adventurous. And they have to deal with more social problems....I know it sounds bizarre but Stratford Library is now one of the trendiest places to be in Stratford. You're asking people to deal with different problems...It's a completely different world, and teenagers in Stratford come from a multi-cultural background, and they respond to a lot of multi-cultural issues and you almost need a librarian that understands that, so they know what's happening with the music, they know what's happening with IT. (Schilpf and Moorman, 2008, p.55)

C.2. Tacit Knowledge, Cultural Capital and Academic Literacy

UAL has been and is looking very carefully at the achievement and progression of all its' students. The UAL Widening Participation Strategy 2008-2011 offers a vision of the University as 'the leading institution in promoting widening participation in arts higher education.' The UK landscape of higher education participation has changed greatly over the last 15 years. The picture has been one where there has been movement from one in seven people progressing on to university, to just under one in two now participating in post-compulsory tertiary level education. However the gap in participation rates between the different socio-economic classes has only shifted slightly, in this, the picture has not substantially changed. (Newby, 2005) The principle, that widening participation is, first and foremost, about socio-economic class has been supported by the Higher Education Funding Council.

Research in the domain of widening participation in higher education, has identified the prevalence of 'tacit knowledge' as a barrier for international students and students from low participation backgrounds generally. (Archer, 2007) Mary Stuart, Professor of Education and Deputy Vice Chancellor at Kingston University, wrote a paper entitled Personal Stories – What Creates Success for First Generation Students?, based on research at Kingston University into 128 student life histories. All these students were first generation entrants to Higher Education between 1950 and the present day.

Amongst the common themes and issues raised through this study was the relationship which first generation students have with books and their individual experiences of books and reading prior to coming to this University. The importance of 'significant' books in influencing students' decision-making about entry to higher education was noted. While many entrants to higher education will come from backgrounds where books have always been 'present,' this is not always the case for everyone:

And books – I am not sure. I have read a lot more since I have been at college than I have in my whole life. Quite a lot of it is beyond my capabilities of understanding....I read it anyway and hopefully I will find something...I am hoping that on page one hundred and twenty, or whatever, there is going to be something I connect with... I am reading quantum mechanics at the moment, so from no education to extreme reading. It is a kind of response to learning I suppose. (Student TO3)

At the University of East London (UEL), in our discussions with Study Support and with Library staff, emphasis was placed on the difficulties for students who were about to embark on academic study who were uncomfortable with 'books' and who had no prior experience of what academic reading might entail. Whilst they did anticipate some of the academic processes they were about to experience, there was definitely a transitioning period, bridging a time of 'academic shock' as they commenced their course. The UEL pre-entry skills course for Higher Education entrants has proved very helpful in smoothing this transition and supporting new entrants to the University. UEL publish a useful guide to this pre-entry course 'New Beginnings 2' and provide information about it on their website

<http://www.uel.ac.uk/ssmcs/programmes/nb2/index.htm>

There is extensive literature examining the nature and impact of academic shock. Helpful further information on this topic can also be found in Teaching International Students: Improving Learning for All, edited by Jude Carroll and Janette Ryan, Routledge, London, 2006.

The importance of clarity and avoiding assumptions about prior knowledge and experience of academic processes has been noted at UAL particularly in relation to assessment. UAL staff are advised that it 'is a collective responsibility to be as explicit as possible about expectations and requirements' for all students. (UAL Academic Standards and Development Committee Paper 0708/11/04)

Sylvia Sovic, in her UAL report on the International Student Experience 2008, noted that staff will often tend to explain things to students as if they were talking to an exclusively 'home' audience, and that international students often want these explanations to be more explicit. Terminology in art and design can be complex and very subject-specific and a recommendation of the report is that such terms should be explained and defined clearly. This report was based on information gathered by fourteen postgraduate researchers who interviewed 141 first year students across the University from six regional groups - Japan, South Korea, India, Taiwan, Hong Kong and the USA - in their own languages. They also interviewed 21 British students.

One student commented about the difficulties of understanding library guidance and support and that clearer articulation could improve it:

... [E]specially if it was in different languages, obviously this isn't just an English speaking college at all. Yeah, that would be really good. Because obviously the librarians here and the induction staff are not all English, sort

of thing. So if you have a Spanish person who speaks broken English it would be difficult for them to understand. (Student NV2)

Librarians and Information Professionals are also noted for the frequent use of acronyms, as well as exhibiting a preference for codes and formal hierarchical structures, such as classification systems. As a result, LLR staff need to be particularly aware of the negative impact that this 'jargon' can have when offering guidance to home or international students, and that assuming knowledge of library terms and codes creates a significant barrier to learning for our students.

There has been some particularly interesting research recently about how the assumption of knowledge and understanding of 'academic practice' and 'academic literacy' impacts on students entering higher education from 'non-traditional' backgrounds. This research looks at issues of power and seeks to provide answers to how to improve teaching and learning. An Australian University defines academic literacy as follows:

Academic literacy requires an understanding of the expectations and requirements of a discipline and the development of skills for analysis and communication within a discipline. An academic discipline has accepted conventions and methodologies for text and data acquisition, critical analysis, data analysis, forms of argument and presentation and communication of information and argument. The development of academic literacy requires an understanding of disciplinary expectations and requirements and the development of skills in critical listening, reading and analysis of text and data, the development of argument and the communication of text, data and analysis in written and spoken form... (University of Wollongong, 2003, p.2)

If a student does not have prior experience of the expectations and requirements of their discipline and this is not made explicit, they will have a steep learning curve to handle and will need to manage a level of 'academic shock' while still coping with all the day to day demands of starting university. This holds true for experiences of academic libraries too as students need to know how and where to get the information they need.

I had never written anything, never written an essay. I had to look up how to spell essay first, then look up what does it mean? Then look up what is the content, what is the structure of writing an essay. (Student TO3)

And lots of students, particularly students ... not all dyslexic students, but some from widening participation background, don't have that background in critical analysis. And that all depends on being able to get information, use information, record it, write it down, present an argument and so on. And actually I do think the library has a part to play in the curriculum, in that sense. (Staff TO2)

And it really concerns me, because if a student is feeling vulnerable, unsure, lack of confidence, all of that stuff is the last thing they need. And it is such a big deal for them to come into these colleges. They really, really need to be made welcome, and given a lot of support and guidance and containment, within that first period of their course. (Staff TO5)

Staff we spoke to, who were experienced in working with students from a widening participation background, both at UAL and externally, emphasised the need to welcome and support students, particularly at the beginning of their course, and help them to feel they belonged and that they were capable of meeting the challenges ahead of them. They were clear that wherever possible, support should be offered in small, incremental steps so as not to overwhelm students who felt unfamiliar with this new environment.

But my main concern is that within induction they are supported and there is a sense of containment and belonging immediately. Otherwise that look on their face of just absolute bewilderment is not good. And collectively, as a university, we need to build on that. (Staff TO5)

The development of academic literacy takes place over time, throughout the student learning journey. It is even more important then, that LLR provides staged, continuing support and focuses on the desired outcome of enabling students to become successful independent learners, with transferable analytical information skills.

Well, because it is a course, because I have come from a spoon-fed college, and because I am new to this whole university lifestyle, like we have to learn for ourselves. (Student TO4)

The Project Team were really interested to note that when we asked the students about the library and what they found useful, what they used the most, they all talked about books first. They all had distinct relationships with books and reading. Some were already extensive readers; others found the whole concept of reading lists and books quite daunting.

I didn't really have any formal, proper education, I left school at fourteen....and the length of my reading would probably be cookery books, which I didn't read either, I just look at the ingredients and the pictures. So it is quite new to me, and I am amazed at my ability of picking it up is going well. (Student TO3)

Sometimes it's really difficult to find the book I really need in the library, so I just go to the issue desk and say I need design or some key words, and they try to find the book for me. (Student NV3)

I am a big reader, I read a six hundred page book in two days. (Student TO2)

When talking about books, the students we interviewed said they liked being able to borrow a large number of texts at the same time, they valued the specialist nature of the UAL LLR collections and they appreciated the help offered by knowledgeable subject staff in the library. Several said they wanted more loan copies made available to them and some mentioned they tended to buy copies of key texts as they were frustrated when there were only reference copies for use in the library. "As you walk in, on the left, they have books that you can't take out, and nine times out of ten my books are in there." (Student TO2) They were also very disappointed when they could not find what they needed.

...[W]hen I can't find any books and really need it, in the library, I feel so disappointed because I can't get the information or any opportunity to develop my ideas. (Student NV3)

Several students commented that they felt the books available on the shelves were out of date, and that the titles they really wanted to borrow were frequently only available as reference copies.

The books are really old and they only have one copy, and all the good books, all the books I am told to get out are on the bookshelf that you can't get out. (Student TO1)

LLR is currently revising and renewing its' Collection Development Policy and these comments will be used to inform the continuing development of our acquisition and loan strategy.

Some students were very happy to browse, while others went to the library intending to borrow a specific text. Students also told us about travelling from site to site and comparing collections across LLR.

...[T]he books are good that we have got here, but if you go to maybe LCC, it is massive, and if you compare that to Chelsea, everything is spacious, how the books are set up...And I think it is good just to go around to each of the unis....I think it is quite good....I go to all of them. The only one library I haven't been to is Central Saint Martins. (Student TO5)

Overlaying most of the comments and feedback that we received about 'books' and LLR was that books are still very important to students. They appear to remain their primary information resource and they are part of what they need and want in an academic library:

I think it is really important, because you need to physically see pictures and there is so much to look at. You need inspiration. For an art student I think it is really important, because you need the constant. You need the inspiration, you need to look at things. So that is how you feed your creativity. I think for us it is quite important. (Student NV4)

It was clear from talking with these students that they felt that the library and LLR was important to them, they valued LLR staff and services and they also recognised that the collections were significant in terms of enabling them to be successful on their course.

I think it is really important, because the library is like the core of my course. To develop all our knowledge as an academic. Because I can do the practical work in the studio, but I can't do the academic thinking, - just from books. (Student NV3)

C.3. Perceptions of libraries, librarians and first generation students

Perceptions, or pre-conceptions, of libraries and librarians can create powerful barriers to access. We asked students about their experience of using

libraries before coming to UAL. Several had had prior experience of libraries, but not all these experiences had been good. This shaped their view of what libraries were all about, but the offshoot of this negative prior experience seemed to be that it brought perceptions and experiences of UAL libraries into more positive relief. Students who had had no or little experience of using libraries before coming to UAL were still aware of the stereotypical view of libraries and of librarians:

I think libraries have a stigma attached to them, of being boring, or something. From the students, the whole of year one were in there, and on the way out you could feel that maybe...I think she did a good job, she presented it well. It is quite a lot to take on really. I think the e-learning is complicated, in fact. (Student TO3)

Maybe change the reputation, so people feel like they can come in and have a discussion. Give it a modern twist maybe (Student NV4)

Obviously, some things need to be like that, because you need to be quiet in the library, but that is the only rule really. (Student TO3)

'Library and librarian image can be both a motivator and a demotivator in the choice of whether or not to use the library or certain information sources.' (Mills and Bannister, 2001, p.1) Image and reality may be very different, but if the perception is strongly held it will provide a barrier to access. The students we interviewed had definite opinions about the UAL libraries they used:

Old books – and the books are pretty old. (Student TO2)

I have issues with...I don't know what it is. Probably help, actually, whether it is tutors or officialdom, or anything, it is all kind of a bit...I have lost the connection with the library. But it is all about how you perceive people and situations and how you behave when you come into the space. (Student TO3)

They also had different perceptions and ideas about what libraries were like to work in:

I don't tend to study in the library because I find it quite loud. (Student NV2)

But I think people, they tend to think of a library as no talking. So I don't know if anybody would directly say they want to go to the library to discuss something...we would, say, go to a café. (Student NV4)

Some library staff will also have preconceived ideas and powerful perceptions about students and what students need. Research at an American University library revealed that Librarians had particular views of what their users 'should' do, in terms of their information retrieval practice and use of libraries:

Specifically, they have felt that students and other library users have not been making best use of library resources, instead of consulting Google, Wikipedia, and other websites and services to answer their own questions, sometimes poorly, rather than finding warranted information in the libraries' scholarly collections. They also believe that patrons only scratch the surface of the collections and miss out on the richness of the holdings – the important but

hard-to-find works, the rarities, the treasures, the historical and esoteric materials that they and their predecessors have lovingly collected, preserved, and catalogued for generations in the hopes of making them available to new cohorts of library users.' (Fried Foster, 2007, p.72)

Few students understand what Reference or Subject Librarians do or how they could help them. Librarians may also have a very different view of what a library service should be, based perhaps on their own prior experience of being a student, and the professional 'core-beliefs' that they hold dear and which are part of their personal values and identity.

It is also likely that in any academic library there will be differences in expectation, understanding and experience of service models for libraries, as viewed by different staff and users. Some library staff will have studied, trained and started their professional career at a time when models of service were extremely different. Their experience was founded at a time when only 7 to 10% of the UK population (or less) progressed through to higher education, manual systems were prevalent and they had a much higher level of regular, meaningful contact and interaction with their users. There has of course, been huge changes since that time, both to educational delivery in higher education through widening participation and the emphasis on independent learning, and the technological possibilities for 'self-service' information retrieval and delivery. Staff and students are now living with these changes, we need to balance the importance of the past and our 'history' with the demands of the new and our experience of this current reality. Students expect us, as LLR professionals, to have the confidence and experience to blend the old and the new and demonstrate that:

...[W]e know what we are doing, we have this power and knowledge. Maybe, you know, any institution has that feel to it.... You are walking into historic understanding of that, you are walking into that space, and it is different behaviour. (Student TO3)

LLR strives very hard to understand its' users well. It is this knowledge of the reality of studying in higher education today, and of the demands being made of students in their daily lives, that will shape and define a truly relevant and effective service. LLR values creativity and difference and its' vision is 'to be at the heart of learning and discovery in the Arts.' To achieve this we will need to challenge assumptions, both our own and others. We need to breakdown stereotypes of students and of libraries and librarians through a clear, meaningful and current understanding of the identity and requirements of the diverse communities which are part of UAL.

LLR also needs to ensure that dialogue continues with both staff and students in order to enable us to grasp every opportunity to communicate to our users who we are and what we can do to help support them in their learning.

D Enablers

David O. Tyckoson, Head of Public Services at the Henry Madden Library, University of California, Fresno, wrote a seminal guide about the Library service for the first-generation college student, and suggested seven measures which academic libraries could use and prioritise, in order to help first generation students. These measures were:

- Identify first-generation students
- Schedule instruction sessions during evening and weekend hours
- Design assignments that do not discriminate
- Provide a ‘family friendly environment’
- Offer personalised research services
- Establish peer mentoring programmes
- Become a part of the first-year experience. (Tyckoson, 2000, pp.100-104)

When considering how LLR currently ‘fits’ with these priorities, our experience at the outset of this Fellowship, was that it was not at first very easy to ‘identify first-generation students.’ However, during the course of the project we found ways to do this, working closely with Progression Managers and Study Support staff. We now feel that, with the ongoing collaboration between Registry, the Academic Planning Unit and the Widening Participation team, plus planned changes to the UCAS application form, this task would, in the future, be much easier.

LLR already offers inductions and ‘user education’ sessions at a variety of times throughout the day and evening, but rarely at the weekend, and this is something we could and should think about in the coming year. As part of LLR’s ongoing support of the University Strategy for Student Learning and the Strategy for e-Learning, we will be collaborating closely with the Centre for Learning and Teaching (CLTAD) in the development of new information skills sessions, as well as continuing to work on this locally through academic liaison. We would also like to consult and involve the Diversity Team in these developments, as well as talking to Study Skills staff and Student Services.

Tyckoson also provided a variety of suggestions for user education programmes and instructional methods to help first generation students become adept researchers including:

- Encourage students to participate in institutional initiatives such as first year programs and developmental-instruction programs
- Offer some classes that teach basic computing skills; without them, students will be unable to use electronic research tools
- Schedule classes and personalized research service appointments when students are available, including evenings and week-ends
- Create a classroom climate conducive to learning, where student participation is planned for and valued
- Emphasize the significance of the material to be taught to the students’ needs and lives. (Tyckoson, 2000, p.88)

This latter point is particularly important for LLR Staff and to do this they need to know and understand the students' needs and lives. This happens best through one to one formal and informal contact and interactions, as well as opportunities for research and learning for staff, and LLR must ensure that we continue to build these opportunities for relationship building into the work practice of our Subject Librarians.

LLR wishes to provide a welcoming and friendly environment for all our users and understands the importance of becoming well established as part of the first year experience and programme. We participate fully in Fresher's' Fayre and Pathfinding week, both locally and University-wide and try to ensure induction opportunities for all students at the commencement of their course.

Personalised information services and peer mentoring were some of the potential services which we asked the students about in the context of a pilot scheme LLR could offer, following on from the Fellowship. We wanted to identify a pilot service to trial specifically in LLR at UAL, with the aim of enhancing current service provision to align with our particular context as an academic library service in an 'Arts' institution.

The pilot services we chose to ask students about were:

- buddying or peer mentoring schemes;
- the provision of roving information support;
- taking library services into the student environment;
- using web 2 and emerging technologies to provide virtual guides to information discovery.

The overwhelming preference for our interviewees was a service enhancement of using SMS texting to alert them to LLR information.

I know all the local doctors have that...And they text me the day before
(Student NV1)

That would be so handy. When you have reserved a book and someone has brought it back. Definitely..... I have noticed a lot of people come here to check their email because they haven't got internet at home. But they have always got their mobile with them. So yeah, that would be really good.
(Student NV2)

More instant, yeah, I think so. Again, it would show you were paying attention to what people are doing nowadays, anyway, texting. (Student NV4)

I think definitely for overdue books, and if something has come in. That would be incredible. (Student TO1)

Several students made reference to the mobile phone being 'ubiquitous' technology and that there were barriers to overcome using email such as lack

of internet access and voicemail ‘because not everyone has got credit to pick it up.’ (Student TO5) They felt that ‘everyone’ had a mobile phone and that it was the most direct form of communication and, certainly, their preferred option for contact and information delivery.

The falling price of technological devices is another trend affecting today’s students and the advent of the single device that does everything (the smart phone with email, text, camera and internet) is helping to narrow the rich/poor information divide even further. The time has come when universities can plan to push information out to students’ own devices, in the knowledge that they will reach the vast majority of students in one go... We can all look forward to sending out global messages, group messages and individual messages through the new media. (Sykes, 2007, p.25-26)

The messages that Jean Sykes proposes sending out to students via SMS include: changes in opening hours, reading list information and alerts about loans becoming overdue. LLR has been thinking about similar services for some time. The Fellowship, however, gave us the chance to hear from the students what information they would like to be contacted about. This proved to be information about reserved items coming into stock as well as alerts and reminders.

The second preference of the students interviewed, was to take up the offer of one-to-one information support for thorough ‘Subject Librarian Surgeries’ on a small scale initially. The students were enthusiastic about the possibility of some one-to-one project support from a subject specialist.

I guess that tailored type feeling. Because they would know more than you about where to find things. And you would feel more confident in the feeling that you have got all the information. (Student (NV4)

It was both fascinating and encouraging to hear so many students talk about their learning preferences and to hear their thoughts about what they personally needed from LLR to help them with their studies. The students we interviewed told us that they felt supported by LLR staff in their use of LLR services and they endorsed other sources of feedback which indicated they valued and appreciated the help that LLR staff offered to them.

And the guy who took us around, he was very friendly and he gave us, I think he made us feel if we had any questions to ask we could. (Student TO6)

...[I]n the library I feel that they will help direct you here and there and then you will grow not to need them. (Student TO4)

A one-to-one session with a student gives the Subject Librarian an amazing opportunity to really understand the student’s specific information requirements. This in-depth collaboration is a rare opportunity in our busy libraries. In pre-internet days this would have been called the ‘reference interview’ - when the dialogue between librarian and student was based on defining an accurate understanding of the research question, aims and objectives and reach a mutual agreement on the sources of information which

would be of most relevance to the study. In order to explore the feasibility of a pilot service offering 'Subject Librarian Surgeries' LLR would need to research where to target the offer and how to provide the resource to enable the service to be trialled. There is no doubt, however, that this would be a valuable learning opportunity. Students would feel better supported in their use of LLR and librarians would find out more about our diverse learners and their information needs. This exchange would enrich both communities.

The magic of librarianship is the interpersonal, professional competencies that we apply in relating our users' information needs and experiences to organized (and disorganized) content and our services. Librarians need to be integrated ...as coach, mentor, and information advisor. The reference interview gives context to the user's inquiries, but even this key critical competency needs to be reconsidered. Interviewing NextGens to point them at the right information and sources is becoming less important as this group gets more and more accustomed to an increasingly self-service environment. We need to focus on how to improve the quality of the "question" asked since NextGens will continue their research investigations beyond the interaction with the library. (Abram & Luther, 2004, p.38)

The Tell Us About It – Diverse Student Voices project was a jointly funded University bursary scheme. It was funded by the Creative Learning in Practice Centre for Excellence in Teaching and Learning (CLIP CETL) and Diversity and Equality Unit in order to research student's experiences. The scheme first ran during 2007, while this Fellowship was underway. Fifteen students from across the colleges were involved and the summary findings have just been released. Students were asked what helped them to succeed on their course. They listed (among other things) access to good support mechanisms, support from family, friends and other students in the group as being helpful to them. They also felt that having clear expectations, which were understood and explained, was important.

They found succeeding to be hard work and said that the first three months could be a challenge. Factors which made success difficult also included: language, confidence and big assumptions made by tutors on students' background. Their top tips included finding out about support and using it and taking an incremental approach to turn overwhelming work into bite sized chunks to make it more manageable.

During our research for **Make the numbers count**, both staff and students offered a range of suggestions to improve their experience of LLR services. We have picked up and discussed many of these throughout the report and have also woven some into our recommendations. A table of some of these thoughts and ideas (it is not comprehensive) follows:

Topic	Reference	Quote
Guide to Photocopies	Student TO2	
Signage	Student TO2, TO4, NV1	if there was a little sign on top, identifying each section, so that is print making, that is fabric, that would be helpful. (Student NV1)
More clarity of information and explanation of e-resources	Student TO4	Some more information, like you said about the e-journals. They might have said, but I doubt it because I never heard about that. And what you said about renewing books. So maybe more clarity and information (Student TO4)
Interface improvements	Student TO3	I think it is in the hands of how Athens or Just or those kind of things, how they operate. You can't cross reference, it doesn't spell check, it is not particularly helpful Student TO3
Improvements to IT	Student NV1, Student JC1	Server load up rate More sockets for laptops
Environment	Student NV3	Separate entrances Maybe try to separate, one is for people who want to find a book and one is computers or just meeting the friends, because I find a lot of people coming to the library to meet a friend. So yeah, that. (Student NV3)
Inter Library Loan service	Student NV3	Inter library loans within UAL for all students
Audio books	Student TO3	Purchase more audio books
Better publicity/posters	Student NV4	Use more publicity and posters
Extended opening hours	Student JC1	One thing I would suggest, if it is an issue of costing, even if you couldn't do it all the year around, in the run up to deadlines, lots of courses have deadlines not exactly on the same days but around about the same times. Submission dates, it would be a good idea to extend the hours then. You will get students in properly using the facilities then. (Student JC1)
Competitions	Staff TO3	To get student work shown in the library
Sustainability	Student TO1	Waste of paper. It would be great if all the theory things that we are set to read, were posted somewhere on Blackboard or e-library because it seems that every week there is like two hundred pieces of paper, when you could just keep a file. (Student TO1)

Some of these ideas are already being considered by LLR staff teams and others could be implemented through the new LLR Medium Term Strategy. The Project Team have tried to distil the main outcomes of our research into the recommendations listed in this report. We will take the opportunity of the Fellowship to continue discussions with our own staff and with Senior Managers in the University to ensure that what we have learned is woven into the fabric of the day to day practice in the libraries through continuing research, role evaluation and review, staff development and training and our individual and collective operational plans. The key to this and to fully supporting and enabling first generation and all UAL students has been described as follows:

The magic of libraries is not in the building, not in the collections, and not even in the staff...The magic is in the connection. Connecting minds with different knowledge, ages and cultures. (Dowlin, 1999, p.63)

The success of LLR and its staff will pivot on enabling these connections to continue and develop.

4 Conclusion and recommendations

Make the numbers count has proved to be an extremely rich learning journey for Jan, Tania and Nick. It provided us with a new opportunity to listen to students, talk to staff and to research and reflect on the things they told us. We have learned a great deal about ourselves, about the students and about LLR.

Although we concentrated on the experience of first generation students, some of the matters raised have been recounted before by other student groups through other sources of student feedback, such as the LLR Annual Student Survey. As the project progressed, we also learned that we were hearing very similar messages to those being identified by other UAL staff engaged in other UAL projects and action research.

UAL students are raising some of the issues we were hearing about through the Fellowship, with UAL staff researching in other areas, such as the International Students project and the Tell Us About It – Diverse Student Voices, project. We believe this is helpful as it helps to validate some of the findings of **Make the numbers count** with outcomes of studies which were larger scale than this Fellowship. It also indicates that we are beginning to really listen to our students telling us about good and bad learning experiences and are finding out what doesn't work and what does work, to support students in their studies. It is hoped that there will be future opportunities to combine these studies in some form and use the collective strength of their findings to alleviate or remove barriers to learning and student success.

Our guiding research question for the project was 'Do first generation students at the University of the Arts London feel supported in their learning by Library and Learning Resources and its' services?' We wanted to know if we were helping to make these students successful or whether we would identify obstacles and barriers to access and learner support available from LLR. The Project Team feel that on completion of this Fellowship we now have a much fuller and clearer understanding of how LLR can and could support first generation students in their learning. We have identified some particular barriers and obstacles to overcome and we have heard a lot of positive affirmation of the strengths of the Department and of its' staff.

Our aim through this Fellowship was, and is, to use the information we have gathered in order to find ways for LLR to improve the student experience for all students at UAL. The following recommendations have been identified through our research as being desirable outcomes for the project. The Fellowship team feel that by embracing and implementing the following recommendations, LLR will be in a position to respond more effectively to the needs of all its users and, in particular, improve the experience of first generation students at the University of the Arts London.

A First Generation Student Support

Recommendations for LLR services and user information programmes for first generation students. These recommendations will support the aim that LLR explores a range of options to ensure that all UAL students develop knowledge and skills which enable them to maximise their use of LLR and equips them to be successful on their course and to develop as independent learners and adept researchers.

- Explore all possible options to enable all students to be offered a local induction tour
- Provide a combination of induction/information formats e.g. printed guides and audio tours
- Research the provision of printed and audio guides and staff support in languages other than English
- Seek ways to ensure that all new UAL staff are contacted ,offered and provided with induction and library tours for themselves. This may entail LLR monitoring reports to be produced accordingly. New staff guides will also be developed.
- Ensure that students are offered some form of course-based user information skills programme as they progress on their course, developed in liaison with course and support staff. This might simply be the provision of useful web-links on Blackboard and printed guides or it could be a programme of tailored information literacy and resource sessions offered by LLR staff
- Consider appropriate review processes in order to reflect on and revise user education programmes and materials, including on-line and published guides, on e-resources and Athens working with UAL colleagues, such as the Centre for Learning in Teaching and Design (CLTAD), to develop information skills packages and learning materials tailored for UAL students
- Research the effectiveness of roving support or student Welcomers at appropriate stages of the academic year e.g. Pathfinding Weeks
- Offer specialist practical sessions and/or published guides at each site on peripheral equipment e.g. on use of photocopiers and printers
- Offer one to one sessions with Subject Librarians e.g. individualised surgery sessions at each site and advertise these across LLR (Pilot study)
- Engage with Student Union on a 'Never used the library – join now' campaign
- Engage with teaching staff in local schools for outreach activities based on relevant and timely projects in liaison with Widening Participation and Progression Staff (to build prior-experience of academic libraries)
- Ensure that welcoming and informative LLR pre-entry information is sent out in admission packs to all new students
- Explore opportunities to develop a fully online registration system for new students with the Registry and the Library Management System supplier
- Work closely with the Blackboard and Student Portal teams to develop and promote LLR resources

- Continue to develop the library management system to meet the needs of our diverse student community, in terms of information offer and screen design

B Staff

Recommendations for LLR staff. These recommendations will support the aim that LLR staff are enabled and supported to work appropriately with and deliver services effectively to, a diverse range of learners. A further aim is that LLR staff are empowered to contribute to academic liaison, outreach and widening participation activities at UAL as appropriate

- Undertake an audit of LLR staff who have current experience of working with young people and of supporting outreach activities, in order to assist staff development planning and also to inform the creation of a new CLTAD learning module designed for LLR staff
- Ensure the internal staff development programme includes opportunities for LLR staff to develop and enhance skills and experience of diversity issues, including supporting students with disabilities and to increase their awareness of research and best practice relating to library provision for non-traditional students.
- Ensure the internal staff development programme includes opportunities for LLR staff to increase their awareness of UAL activities in widening participation and outreach and to extend their knowledge of student services and study support both at UAL and externally
- Use the forthcoming review process for the Subject Librarian role to consider how to enable these post-holders to support widening participation initiatives as needed and to develop and support this role
- Identify Subject Specialists and communicate what they can offer to Course Teams
- Ensure opportunities for ongoing dialogue with students are supported and relationships with UAL colleagues are strengthened – including involvement as active members of the course team e.g. in curriculum planning, validation, review and course monitoring.
- Research funding opportunities/options to resource a study support and widening participation liaison librarian at each college and explore the potential requirements of the person specification for this role.

C Barriers

Recommendations for removal of barriers to LLR access and use. These recommendations will support the aim of enabling LLR staff to challenge and remove barriers to access and use, in relation to the provision of LLR services for all our students

- Continue to develop strategies and policies for collection development and management LLR-wide, in terms of copy numbers, loan types, missing

books and replacement policy, media and formats particularly audio provision

- Demystify jargon in spoken and written communication with students and consider the creation of a glossary of LLR terms for students to be made available through Blackboard and on the i page as well as in the form of a printed guide
- Maximise opportunities for pre-entry orientation and support for students
- Feed in information about the LLR environment and space gathered through this research to Director of LLR for future strategic planning
- LLR to ensure a joined-up approach in terms of the creation and use of signage, based on knowledge of best practice. Ensure that information about current and new signage pilots are shared LLR-wide and implement staff development activities to promote awareness of the specific needs of students with disabilities, particularly of the needs of dyslexic students
- Inter-site returns service to be continued and the current pilot integrated into mainstream service
- As part of the on-going monitoring and review of opening hours, look at how extended hours might be targeted at points of most need and consider whether additional user education programmes and information skills sessions should be run in the evenings and at the weekends and how this might be resourced.

D Enablers

Recommendations for enabling on-going LLR service improvement. These recommendations will support the aim of continuing project learning and enabling the findings and outcomes of this Fellowship to be embedded throughout LLR. This aim includes the aspiration that the suggestions offered by students and staff will be given further consideration and also that LLR will explore options for further research on these issues in the future

- Research how the further targeting of resources and services at peak times might be achieved, e.g. through ongoing opening hours reviews and the monitoring of open access use and IT provision, including printer capacity, at key pre-hand-in and examination times
- Explore the use of Voyager data and QL information to identify non-users and late entrants to target for induction and LLR information
- Explore the use of Voyager data and QL information to create a social profile of students on selected courses, to examine whether there is any correlation between success on the course in terms of retention and achievement and social class and use or non-use of the library
- Formulate and implement an LLR Communication Strategy which recognises the diverse needs of learners at UAL
- Investigate options for including course specific LLR information on some Blackboard sites

- Implement the agreed recommendations of existing and new UAL strategies, as well as key actions, when agreed, from the LLR Entitlement Working Group
- Investigate the feasibility of a pilot text messaging service to a targeted group of students in 08/09
- Use the learning from this Fellowship to feed into staff development strategy for ADQ which will enable LLR staff to develop their engagement with professional research activities, e.g. Fellowships
- Implement SLA's between LLR and IT which are recommended through the OAIT working group
- Develop LLR strategy in relation to the student feedback process and survey practice, in line with emerging UAL policy
- Follow-up information contributed to the Fellowship from other University Libraries, in relation to outreach activities, public access schemes and targeted library user support, particularly in relation to the new 'Academy' through further research
- Continue to build and strengthen LLR/UAL staff collaboration and relationships developed through the **Make the numbers count** Fellowship

The actions required to achieve these recommendations will be taken to the LLR Senior Management Team for consideration and alignment with the operational plan of the new LLR Medium Term Strategy. We hope that it will prove possible to trial the two pilot schemes, on a small scale, during the academic session 08-09.

The Project Team have very much enjoyed this opportunity to undertake a Teaching and Professional Fellowship at the University.

We believe that this Fellowship will help to improve the student experience at UAL. We know it has enhanced the Project Team's understanding of our diverse learning communities and we will share this information with our colleagues. We sincerely hope that this report will help to increase LLR staff awareness of user needs and expectations and guide the department in its aim to ensure that all UAL students are successful. We particularly wish that this Fellowship will inspire future research projects in LLR. We would very much like the outcomes of our research and our learning from this project, to lead to improved communication with all our students and to the inclusion and enfranchisement of new library borrowers.

Our aspiration is that this Fellowship will enable LLR and its staff to contribute more fully and effectively to University widening participation initiatives in the future. We believe that by responding to these individual student experiences and by listening to first generation student voices we will improve support for all our users and enable LLR to centre students at the heart of all our services.

Jan Conway Assistant Director Academic Services LLR
Tania Olsson Assistant Learning Resources Manager Chelsea
Nick Veale Assistant Information Services Librarian LCC

5. Acknowledgements

We would like to thank a number of people who have supported and encouraged us in undertaking what has been the first Teaching and Professional Fellowship in LLR. Without the assistance of Liz Leyland, Jacqui McManus and Margo Blythman this Fellowship would never have begun, let alone been finished! Many colleagues very generously gave us their time and agreed to be interviewed, surveyed, consulted and chatted-to at length on many occasions! These include Bill Long, Josie Barnes, Sylvia Bullock, Mark Crawley, Maria Oliver, Olivia Sagan, Susie Wright, Christine Bowmaker, Philip Courtenay, Susannah Fone, Aretha Rutherford, and Rob Imeson. The support of our LLR colleagues John Humphreys, Jacky Camroux, Sarah Gilmour, Peter Jennett and Diane Mansbridge was much appreciated. Pat Christie was a patient and supportive supervisor. A number of librarians from outside UAL also gave us their time and some valuable feedback about their current practice and experience of academic library services to students.

Lisa Costa Mendes, a post-graduate student at the University of Kent at Canterbury, provided valuable background research support and help with the compilation of our bibliography. The Project Team would like to thank her for her thoughtful contributions to this project.

Most importantly we would like to acknowledge all the students who talked to us and shared their experience and knowledge. Through their participation LLR will **Make the numbers count**.

Annex 1 Methodology

The Project Team comprising Jan Conway, Tania Olsson and Nick Veale met on the 14th of September 2007 for the first time. We used this first meeting to talk about the background to the project, the project brief and tried to explore and clarify some of our initial ideas. We agreed not to expect ideas to be fully formed too soon! We discussed what sort of project was going to be undertaken and what methodology and skills would be needed.

We all agreed to keep an individual observational diary for the duration of the project as we felt that a reflective approach, where we also considered our own personal and professional learning, would be appropriate and would help us to 'situate' ourselves in our interpretation of the qualitative data.

The chosen methodology was to use student interviews and staff 'conversations' to probe and clarify individual experiences of using LLR. The aim would be to stimulate reflection and exploration of recurring themes and to help us to learn, as interviewers, about students' use of current services as well as their perspectives and feelings about LLR and potential pilot service enhancements.

The interviews would explore any prior experience of libraries before coming to UAL, enquire about first experiences and inductions to LLR at UAL, look at how the student currently uses the library and its services, and ask about the impact of LLR on their studies and their success on their course. These questions would also reveal some elements of the student's life history and provide a case study, on the basis that:

Ethnography and biography explore process, rather than merely structure. It is because through single cases that self-reflection, decisions and actions in human lives can be explained and represented that the case study is essential to human understanding. (Rustin as quoted by Stuart, 2007)

Jan Conway is Assistant Director (Academic Services) in LLR and previously worked in a range of roles at UAL including Acting Head of Learning Resources at Central Saint Martins, Deputy Head of Learning Resources at the London College of Communication and as Database Co-ordinator in the Library Systems Team. Her first library job was in a Carnegie Public Library in Kent. Jan has a particular interest in social and historical bibliography and also in how academic libraries support learning. Jan has experience of using a wide range of specialist and academic libraries both as a student, a researcher and as a Librarian.

During the course of the Fellowship Jan interviewed one LCC student who was unknown to her and she also interviewed four LLR staff. Jan held informal interviews with five widening participation, quality assurance and study support staff from a range of colleges. As part of the project, she also met with and interviewed library and study support staff from the University of East London.

I feel passionately that as Academic Librarians our profession must commit to understanding the students we now work with in our institutions. We need to focus on why and how they succeed and identify the factors which lead both to student success and student withdrawal. By understanding what students think about librarians and libraries and by knowing how they learn and what they need to achieve their academic aspirations, we can ensure that as a profession we remain relevant in a rapidly changing world and hold on to our values of inclusive access to freely available information.

Tania Olsson is currently Assistant Learning Resources Manager at Chelsea College of Art & Design. Tania started working as a librarian at Chelsea 14 years ago and her approach has always been very customer-focussed. Over the years she has built up a good knowledge of art, design and communication collections, both physical and digital. Tania has always enjoyed working with students and staff, and in her previous role of Reader Services and Information Services librarian this was central to her work: ‘In my opinion a relevant and inspiring collection, a knowledgeable and enthusiastic library team, and a good library space are pre-requisites to providing a good service.’

Tania became involved in this research as she was keen to discover whether what LLR staff, as librarians, perceive to be important in terms of providing a service, would match what the students who were interviewed told us about the service.

In identifying a group of students who are the 1st generation in their family to go into higher education we hoped they would look at the library with ‘new eyes’. I believe that each of our users is different, and each interviewee contributed their own views, but we were able to gather common threads from these dialogues. In my view ultimately any development of the service responding to their feedback will improve access for all users.

Tania interviewed six students, from Chelsea College of Art & Design, Wimbledon College of Art, and Camberwell College of Arts. Although one of them is on one of the courses Tania currently supports as a Subject Librarian, she did not know any of them before the project meetings.

Tania also interviewed five members of staff from Chelsea, Camberwell and Wimbledon, and the London College of Fashion. These UAL staff have roles relating to student support, student progression, and dyslexia support. Although Tania had been involved in various student support and disability support groups throughout her career she did know four of these respondents well before interviewing them.

A very positive outcome of this process has been building on relationships with student support staff. Chelsea library has always been involved in outreach activities but since the interviews the library has been involved in one Saturday school, and an artists’ books session for pre-entry students on a drawing course will take place this month. Plans for further Widening Participation activities which will take place in September are also now in train.

Nick Veale started working at London College of Communication (LCC), three years ago and has been in his current role of Assistant Information Services Librarian for the last year. Nick has recently qualified as a Librarian and previously worked as a Library Assistant at the University of Liverpool.

What excited me about becoming involved with this research project was the opportunity to talk to students one-to-one about their experiences of using Library and Learning Resources. I feel strongly that LLR should be focused on providing services, resources, and spaces which meet the needs, desires, and expectations of our diverse user body.

Nick interviewed four students from LCC, three were known to him as they were working as Student Shelves at the time of interviewing. The fourth student Nick did not know before the project interview took place.

1a Project journey and project team learning

There were many choices to be made in the early stages of planning for this Fellowship. We had to define our overarching research question and clarify the aims and objectives of the project. We needed to think about our detailed project plan, about ethics and issues of confidentiality, anonymity and security. We knew we would need to talk things over with our peers and accept that criticism as well as suggestions would be useful. We began to identify the data sources we required and generated reports, we spent a long time formulating our interview strategy and refining questions and obtaining ethical clearance. We met to map and analyse data, started our literature search and prepared to post queries to SCONUL and ARLIS library lists in order to consult our external peer networks. See **Annex 2** for a summary of responses from other Higher Education Institutions following postings to the SCONUL and ARLIS email lists.

Early in the project we identified 10 courses which we knew had first generation students registered on them at Chelsea and at LCC. These courses were used as a small sample, in order to run queries and generate some ‘top-level’ reports on library usage, as follows;

Courses at Chelsea and LCC – library transaction statistics (issues and returns) 2006-2007	10 Courses
Students eligible to enrol in LLR	663
Students who enrolled	593
Students who borrowed	552
Total issues and renewals	15,495
Average number of issues and renewals per student over the year.	28

At the same time we began to review the comments section of the LLR Annual Student Survey for 2007 to see if students from these identified courses had raised any issues about library use. This information was retained for use later

in the project as a ‘reference point’ to compare to and with comments made by students in the student interviews. A summary of basic statistics quantifying issue and renewal transactions 2006-2007 for the selected courses, by issue site and course was also completed. On the courses being analysed the average number of issues and renewals to students who actually borrowed on these course during 2006-2007 were as follows:

Course	Average number of issues and renewals
BA Design for Communications/Graphic Design Communication	22
BA Textile Design	15
BA Interior and Spatial Design	26
BA Fine Art	41
Graduate Diploma Interior Design	49
FdA Interior Design	20
FdA Surface Design	20
BA Surface Design	17
FdA Design for Graphic Communication	27
FdA Media Practice	24

This in itself did not tell us much, other than confirm why we wanted to undertake this Fellowship in the first place which was to look at more than ‘numbers.’ We decided to move on and concentrate on building our personal knowledge of first generation and non-traditional students and to plan for the forthcoming semi-structured interviews.

In order to provide some context for our research and to develop our understanding of widening participation and of a range of issues of relevance to the Fellowship, members of the Project Team attended the Designs on e-learning Conference on the 13th of September 2007 and the First Generation Students into Higher Education FACE Conference on the 23rd of October 2007. This latter conference was invaluable for the keynote sessions by Professor Mary Stuart, Vice-Chancellor, Kingston University on ‘Personal Stories’ and what creates success for first generation students and also Professor Paula Hixenbaugh of the University of Westminster, on the need for relationship – ‘Does anybody know my name?’ (See bibliography for further details.)

During the remainder of the Autumn Term 2007, the team met with Pat Christie as Fellowship supervisor and had several meetings and very fruitful conversations with Jackie McManus, Mark Crawley, Bill Long, Sylvia Bullock and Marion Feery about project strategy and approaches, definitions, processes and ethics. Information on the Fellowship and what **Making the Numbers Count** was all about, was circulated in the LLR Newsletter, posted on the intranet, advertised in e-briefing and sent out in messages to UAL and LLR staff email lists.

Some initial queries were raised by colleagues working in NALN and Widening Participation, in relation to the best approach to sending out letters inviting students to participate in the interviews. We all had anxieties and concerns about how best to avoid negative categorisation and the detrimental use of language when defining and documenting this project, and were very aware of the potential dangers of stereotyping. We were also conscious that an overly formal and structured approach to this research could feel intimidating and off-putting for the participants.

It soon became clear that in order to address these issues and fully resolve these concerns that more time would be needed to prepare for the interviews, so these were rescheduled until the New Year. The Fellowship team were determined that this enquiry through research, should be undertaken on the basis of a 'non-deficit' model and discourse in all our interactions with students and staff and throughout our research practice. We took the decision at this stage to shift the initial approach of identifying NALN students to interview, to working on this project with students who were 'first generation' participants in higher education.

By January 2008 we felt ready to post our questions about library support for these students to our chosen professional mailing lists. One message was sent to the SCONUL Directors and Deputies list and responses were received from 16 Higher Education Institutions across the United Kingdom and Ireland. A further message was sent out in April 2008 to the mailing list for the Art Libraries ARLIS group and 2 further responses were received.

In the Spring Term, the Project Team attended the National Arts Learning Network and met many members of UAL staff who kindly agreed to be interviewed or to discuss the project with us after the Conference. We finalised the interview questions for staff and for students and prepared and produced information sheets, consent forms and invitations to participate. We obtained ethics clearance from the University to proceed as we proposed and tested out and refined the interview questions on ourselves and also with a student Library Staff member.

During this stage of the project we met again with Mark Crawley and Jackie McManus and Jan began a series of 'conversation' meetings with Widening Participation, Quality Assurance, Centre for Learning and Teaching in Art and Design (CLTAD) and LLR colleagues as well as Study Support staff. These conversations were invaluable for providing 'pointers' to issues we should be prepared to be mindful of or address in our research and we also hopefully generated interest in what we were trying to do and gaining an audience for our findings upon completion of the Fellowship.

Jan arranged the purchase of digital voice recorders and identified a professional transcriber to work on the transcripts. This is the first time LLR has taken this approach to recording interviews and it provided an excellent learning opportunity to explore this technology and process, and these techniques may well be used again in future LLR research projects. The Project Team practiced

with the digital voice recorders by testing out the interview questions on each other. Together we discussed our approach to ensuring that the interview structure would be responsive and flexible and thought very carefully about processes to enable free and open dialogue. As part of this preparation we all defined and documented our interviewing and professional library experience in order to situate ourselves in regard to the interviewer-interviewee relationship. This enabled us to consider issues of potential bias prior to the interviews commencing.

The remainder of the Spring Term was spent carrying out the student and staff interviews. An incentive of a £20.00 HMV voucher had been agreed, as recompense students for the time they contributed to the interviews and the project. Even though we had the support of the Progression Managers and the Widening Participation team, it still proved very difficult to actually get students to attend the interview sessions. Although they were generally very interested and willing to take part, the students often got overtaken by other events and had to cancel at the last minute. Mobile phone numbers were the best way to contact students to make the necessary arrangements, but we did not have contact numbers for all of the students who were intending to take part. We had hoped to carry out 10 student interviews and in the end, with a lot of tenacity and perseverance we managed to complete 11 interviews.

The learner profile of the students we interviewed was as follows;

Gender		Age		Language		Mode		Year		Use of LLR	
Male	4	16 – 24	7	English	9	FT	10	1	8	Every day	4
Female	7	24 – 34	3	Other	2	PT	1	2	1	Every week	6
		35 – 54	1					3	2	Occasionally	1
		55 - 64						4		Never	
TOTAL = 11											

Between the beginning of April and the end of May, the recorded interviews were transcribed. The Project Team continued to work on the literature search as well as sending email questionnaires to the Course Leaders of the courses at Chelsea and LCC on which the interviewed students were currently studying. We received one return from these emailed surveys.

Jan, Nick and Tania then analysed and collated the data gathered during the Fellowship. This was primarily done through discussion, debate and comparison of our individual findings and conclusions with some input from the use of NVivo qualitative research analysis software. This software had been recommended and although we only obtained a copy quite late in the project it did indeed prove helpful

The process of analysing the audio and printed transcripts through group reading and discussion enabled us to 'hear' the student voice, both through the audio recordings and textually through the transcribed documentation. Jan then

made arrangements for some administrative support to be put in place at the end of the Fellowship , in the Summer Term, to support the production of the Final Report and final conversations took place with Pat Christie as Supervisor and Rob Imeson Dean of Students prior to its' completion.

On 30th June 2008, the Project Team gave a brief presentation about the Fellowship and its findings and recommendations at the Academic Quality and Development (ADQ) Awayday at the School of Oriental and African Students, University of London.

Annex 2 Summary of responses to email survey of academic libraries in other higher education institutions

An email survey was sent to the SCONUL Deputies and SCONUL Directors list and to the ARLIS list. 16 higher education institutions responded from the SCONUL lists and 2 from the ARLIS survey. Particular thanks should go to Tracey Stanley from the University of York, who had previously emailed UK librarians via LIS-LINK on a widening participation theme and who kindly shared the results of her survey with me for the purposes of this review of current practice.

The questions were asked as follows;

We are looking into whether there is any specific support or service amendment we could offer to all our students which would prove particularly helpful to those who are the first in their family to go into Higher Education.

I would be really grateful if you could give me some feedback. Are there any activities you and your services are involved in, which support widening participation or outreach activities at your Institution? Also, do you target any library or information services specifically at groups who could be described as currently under-represented in HE?

It would very helpful if you could comment on the following;

Does your library service provide any specific support for students who are first generation in to Higher Education?

If not, are there any plans in the pipeline or future initiatives you are thinking about supporting or trialling?

If yes, could you give some examples or details on your provision?

Examples might include:

Study skills or Library Workshops

IT skills and advice sheets/guidance programmes

Pre-entry visits for schools, colleges or students about to start at the University Outreach services, reference or loan access to pupils or teachers at 6thform schools or colleges

Specific roles, posts in the library e.g. Widening Participation Co-ordinator role.

Any information you can give me would be very useful. I would like to draft a resume of activities at other Institutions as part of our Final Report (and so potentially this information could be used in other reports) so if you feel any of the information you are sharing to the list should be kept confidential, please do let me know.

1. Are there any activities which you and your services are involved in, which support widening participation or outreach activities at your institution?

Name of Respondent, Institution/Library	Response
University College London (UCL)	<p>Supports up to 25 state schools per year sending A2 students to UCL libraries to do project work.</p> <p>The Library has made opposite number links with local FE College. UCL Student Support Group includes Widening Participation strategy.</p>
University of Ulster	<p>The University currently runs a programme called "Step-Up" which targets talented pupils from areas of social disadvantage. The programme works with pupils from schools where there is no or little involvement in Higher Education. The step-Up Programme includes visits to the LRCs at both the Magee Campus (where the programme started) and the Jordanstown Campus.</p> <p>This year (2008) the Step-Up Programme has a cohort of 329 from both Belfast and Derry. The students are given tours of the LRCs which include talks on how to find books using the library catalogue, how to log-on to the PCs and finding information on their assignment topic. The library also supplies "freebies" items such as bags, pens, highlighters, notepads, book-marks etc. These all have the library home-page address and contact details. For further information on the University's Step-Up Programme please go to: http://www.ulster.ac.uk/stepup/</p>
University of York	<p>Current University initiatives:</p> <ul style="list-style-type: none"> • Green apples scheme – this is a 3-year programme run jointly between the University, York, St John, Askham Bryan College and York schools. Pupils commence on the programme in Year 9 (age 13) with a day on campus. The following year, pupils have a 2-day residential course on campus, and in Year 11 they take part in a conference. Information is available at: http://www.york.ac.uk/admin/uao/wp/greenapples.htm • Higher Education Summer School – this is aimed at Year 10 pupils from AimHigher areas in Yorkshire and the Humber. Pupils apply via their school, and the course takes place over 4 days. Information is available at: http://www.york.ac.uk/summerschools/pupils/HESS2007intro.htm • White Rose Science and Engineering – a collaboration

	<p>between the three white rose Universities</p> <ul style="list-style-type: none"> • REEMAP – this is an educational charity based in Leeds, focusing on educational opportunities for black and minority ethnic groups. The University has links and arranges campus visits for pupils, which they attend with their parents. More information is available at: http://www.reemap.org.uk • National Academy for Gifted and Talented Youth (NAGTY) – this is a national scheme of which the University is a member. It runs summer schools and outreach events. See http://www.nagty.ac.uk • National Excellence Hub – this is funded by the DfES, there are 10 regional hubs and the new Yorkshire hub will be led at York. The scheme will include open events for gifted and talented pupils, and a specific programme for WP pupils <p>The Library also arranges visits and tours for groups of students involved in the NAGTY summer school programme. Most of this group are under the age of 16 and are accompanied by academic staff. Access to the Library is primarily promoted to students on the “learning about health and illness” programme, although it may also be promoted to other groups. See http://www.york.ac.uk/summerschoos/pupils/NAGTY2007/introNAGTY.htm</p>
Manchester	<p>Has a well-established widening participation programme. The University runs a targeted access scheme (TAS) which recruits bright youngsters from deprived areas of the city. The scheme commences with Year 9 pupils (13) and involves parents from the outset. Evening tours of the campus are arranged – and the library offers tours to parents, including a tour of special collections.</p> <p>The TAS pupils also spend a day on campus and undertake a study project in the library, using library resources to find information on famous Manchester graduates. A summer school is also held, and as part of this, pupils do a research project in the Library. Pupils produce a poster and give a 2-minute presentation on their topic.</p>
University of Hertfordshire	<p>Provides support for a number of faculties within the University – including Combined Studies and Continuing Education. Combined Studies run a degree course which is often a progression route for students who have completed a foundation year or are entering HE via FE courses. Continuing Education offer foundation degrees and are building relationships with FE colleges in the Hertfordshire region.</p> <p>The library is involved with course approval, via the Programme Committees, reviews and validations etc. Staff development is</p>

	encouraged through use of materials on the MLE. Support is also provided for students on HE courses in Associate Colleges. The Library also has close links with the local AimHigher team, and provides input into activities for local schools mentoring and 'gifted and talented' programmes. Online tutorials have been developed as part of an overall study skills programme across the University.
University of Teesside	The Library and its' staff work with Middlesbrough College to support students entering via the Foundation degree route. Informal arrangements are in place with a number of local schools and colleges. Information literacy sessions are also offered and the opportunity for pupils to do research for a school project is provided by the Library.
Nottingham Trent University (NTU)	<p>Admission Compact scheme: LLR (Libraries & Learning resources) at NTU contributes to the University's Admissions Compact scheme which targets Notts young people from under-represented groups who have a particular need to attend their local university. More details: http://www.ntu.ac.uk/progression_partnerships/admission compact/index.html</p> <p>LLR works with partner FE colleges and schools and the University's Progression Partnerships team to offer an early induction/practical training/revision day introducing our library catalogue and open access web resources such as Intute.</p> <p>Students intending to begin study at NTU in Sept can register for a Compact student library card (in March/April) which permits swipe card access to the library and free associate readership status offering limited borrowing rights (4 books) at no charge. Associate readership for members of the public is currently £50.00 per year.</p>
Middlesex University	<p>Library and Learning Resources at Middlesex is a converged service, part of which is English Language and Learning Support, including Dyslexia Support and Numeracy Support. This is well developed, and addresses the needs of a wide range of students.</p> <p>Library induction workshops and IT workshops from are also offered from within the service, often in conjunction with taught parts of the academic programme. Students are offered a tour of the library as part of their induction to the University. Part of Middlesex's mission for over a decade has been to support widening access and as well as supporting international students so Library services are geared to facilitate access and support, not as special initiative but as part of "normal business".</p>
The British Library	The British Library's regional programme aims to raise awareness of the BL, its collections and services among the public so while the BL does not specifically target groups who

	<p>are currently under-represented in Higher Education, many of the BL activities will be relevant. You can find details of these programmes at: http://www.bl.uk/aboutus/acrossuk/index.html and at http://www.bl.uk/onlinegallery/whatson/exhibitions/ontheroad.html</p>
The Open University	<p>Four out of the thirteen OU Regional and Home Nations Centres have Widening Participation Directors. The Open University Library has worked with one Director who organised day visits from colleges in the West Midlands to the Library in Milton Keynes. The Library contributed a half day programme (tour, courses, new technologies, treasure trail) with media contributing the other half. A member of Library Staff is also part of a Widening Participation project '<i>Bridging the Digital Divide</i>' which is about working with libraries and UK online centres to provide computer facilities to those students without.</p>

2. Do you target any library or information services specifically at groups who could be described as currently under-represented in higher education?

Name of Institution/Library	Response
UCL	<p>The Library offers a language service for new students via the Library website which identifies members of Library staff who speak languages other than English who can be contacted for assistance. This service is of help to international students with no prior university library experience and others.</p> <p>Special inductions are also offered for International students.</p> <p>Some UCL Libraries offer separate library inductions for international students and some incorporate them into the normal welcome sessions for both home and overseas.</p> <p>General induction and guided tour of the library at the start of academic year are arranged on request through faculties.</p> <p>Leaflets (some in four or five languages) are distributed to all new students.</p> <p>Information is also available on the library website which is specifically targeted at international students. Optional Drop-in sessions throughout the terms or one-to-ones and extra group sessions by can also be arranged.</p> <p>Separate LIS pages are provided on the MLE for international students with a glossary of terms.</p> <p>Libraries also obtain books for students, mainly guides on living/studying in the UK and other books using basic English for those learning the language.</p>
Trinity College Dublin	<p>Library support is offered for students from socio-economic groups that are currently under represented at third level.</p> <p>Trinity College Dublin offers a range of programmes, known as TAP (Trinity Access Programmes), which support the above-mentioned category of students. If you wish to find out more about TAP, please click on link: http://www.tcd.ie/Trinity_Access/</p>
Salford University	<p>The Information Services Division supports the University's initiatives to reach groups who are currently under represented in Higher Education in a range of ways. One of the Information Services Division's Liaison teams has responsibility (amongst other things) for ensuring that Salford's library and computing service support Widening Participation activity effectively.</p>
University of York	<p>The University is looking at support for current students from Widening Participation backgrounds – these include enhanced study skills support, the York Award, enhanced careers advice and paid employment opportunities.</p>

	<p>The Borthwick supports National Academy for Gifted and Talented Youth (NAGTY) and Higher Education Summer School sessions and summer schools from widening participation. In the last two years the Borthwick has offered history sessions using 17th century cause papers, literature sessions based on the Lascelles papers related to slavery and science sessions based around conservation for students from 8 upwards. Sixth form (and younger) students also come into the search rooms to use materials or ring/e-mail for advice about essays and projects as do many teachers.</p>
NTU	<p>Nottingham Trent University Library offers disability support through enhanced services for students referred to the Library by Student Support Services. Enhanced services include extended loans, free postal loans, proxy borrowing, fetch and carry services, one to one inductions and information literacy sessions. There is a current project on improving disability support.</p> <p>International and mature students are also offered specific inductions and welcome events e.g.</p> <ul style="list-style-type: none"> • International Student induction. There is a current project reviewing services to International students on campus. • Mature student welcome events and induction. <p>Disability support and international student support: both of these areas come within the Library and Learning Resources (LLR) remit for Widening Participation. LLR works closely with Student Support Services (SSS) at NTU to offer enhanced library support to students with disabilities. LLR has recently co-operated with SSS to arrange a series of customer service disability awareness sessions for library staff, using a case-study approach based on library staff experiences of helping disabled people.</p>
Open University	Library Services recently produced 'Employer Engagement' and 'Employability' position papers.

3. Does your library service provide any specific support for students who are first generation entrants to higher education?

Name of Institution/Library	Response
Edinburgh University	<p>The Main Library is involved with three widening access programmes:</p> <p>LEAPS: http://www.leapsonline.org/ This has an 8 week Summer School where the Library contributes to the Learning Skills programme.</p> <p>Moving on – this is a programme at the University which runs for 4 days in pre-Fresher's week for students from non-traditional backgrounds who have a first-year place. We do an information skills lecture, site visits and a quiz which helps with orientation and finding skills.</p> <p>Edinburgh contributes to a University programme called LEAPS which includes a summer school. Summer school pupils study two academic subjects, plus a compulsory learning skills course. The Learning Skills course includes:</p> <ul style="list-style-type: none"> • How to use the University Library • Time management and reflective practice • Academic writing • Note taking and reading • Referencing and using evidence • Delivering a successful presentation • Effective exam preparation <p>Pupils do an assignment which covers all of these skills.</p>
University of Bath	<p>The University's Division for Lifelong Learning does not ask for this type of information from students when applying for Foundation Degree courses so it isn't possible for the library service to be able to identify first generation into HE or those from low-participation neighbourhoods. However, students studying on Foundation Degree programmes are often considered as 'non-traditional' in that a typical profile is someone who is mature (over 25), usually in employment, is studying this type of course because it is more vocationally based.</p>
University College of the Creative Arts (UCCA)	<p>The Library and Learning Service Dept manages the Study Advisory Service for undergraduate and postgraduate students. The service is funded from Widening Participation/OFFA funding. It is not explicitly targeted at students from low participation areas. The service is increasingly being offered via group level delivery rather than 1:1s and therefore picks up any and all students. UCCA has sought to avoid offering the service as 'remedial' and pitch it as a service to improve and enhance potential for all.</p>

Open University	Strong information literacy provision for all e.g. SAFARI recognised as a key skill and part of learning outcomes in 1 award, some Information Literacy activities integrated with courses. There is currently some work with 6 th forms in Milton Keynes taking place, which the Library would like to expand. www.open.ac.uk/library
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4. If not, are there any plans in the pipeline, or future initiatives which you are thinking about supporting or trialling?

Name of Institution/Library	Response
Arts Institute at Bournemouth	Library and Information Services is interested in providing materials (print and electronic) that students are likely to come across in the library or on the VLE that will help them without the need to see someone. This response is based on feedback from some students from a Widening Participation background, that they do not want to be singled out in any way.

5. If yes, could you give some examples or details of your provision?

Name of Institution/Library	Response
Lancaster University	Lancaster University Library projects although not running currently, were successful. Their aim was to make the thought of university less daunting and to ease transition into HE for the older school groups who visited the Library. The projects also sought to promote the development of additional skills and confidence, prior to entry to University level education.
University of Huddersfield	Library Services at Huddersfield employ student advisors to provide peer-to-peer support in the library and computing centre. Their role is to 'meet and greet' and provide basic support e.g. using the catalogue, printing and photocopying.

6. What study skills or library workshops do you offer?

Name of Institution/Library	Response
Edinburgh University	The Library also supports the Wider Access Course with information skills training. http://www.lifelong.ed.ac.uk/cpe/access/what.html
UCL	UCL Libraries offer subject related Information Skills Sessions. Sessions are always tailored to the needs of a particular group PhDs, postgraduates, and undergraduates. The skills sessions utilise a quiz (find information about the region, the College general information, shops, telephone numbers, find collections in the library etc.) to assist with orientation and information discovery.
University of Bath	In order to help students make the best use of the university library resources in their subject area, especially journals and electronic resources, the University Library will host an Information Skills session on using specialist subject resources. The session can be tailored to meet the specific needs of students in relation to their course and to the particular piece of work being undertaken. The Library Service is also happy to deliver general library inductions on/off campus and information skills sessions on topics such as plagiarism. The Library Service is very willing to go out and deliver these sessions on site at the college, in order to maximise benefit to these students who may find it difficult travelling to the University Campus. Sessions are also offered to college library staff and lecturers to raise awareness of information and resources available.
University of Ulster	All new students are offered IT/Library Induction within the first weeks of attending the University. The Customer Services Division of the Library also have a marketing/outreach programme which targets 1 st years. This involves library stalls at the Fresher's Fayres, roving helpers (wearing library tee-shirts) circulating in the LRCs proactively offering help and assistance and treasure hunt quizzes. Through these activities we hope to make the LRCs and Libraries a welcoming and friendly environment for all our students. The feedback from the Step-Up organisers is always very positive and the LRCs are now always included in the students initial introduction to the University. The scheme generally has proved very successful with many participants going on to HE. The students must complete an assignment, usually science focused, and they use the University's facilities, including the LRCs to complete their assignments.
Salford University	The Library offers information literacy/library sessions to students on Salford Foundation Degrees (and other

	programmes) both on campus and at their “home” college.
St Mary's University College, Twickenham	The Library has just received funding for two Widening Participation projects from the Lifelong Learning Network. These are to support the development of study skills support for 2 foundation level programmes. Work has not started on this yet but it is expected that it will involve the development of some interactive content in the VLE.
Lancaster University	Activities have included: <ul style="list-style-type: none"> • Library orientations introducing students to the resources and facilities available via the Library for university study. • Lectures and demonstrations of information sources and information retrieval techniques.
Huddersfield	These are offered to all first year students and to students in subsequent years, in liaison with academic staff. The first year inductions assume very little prior knowledge of libraries and finding information.
UCCA	See website for more info on Study Skills – http://www.ucreative.ac.uk/index.cfm?articleid=12232

7 What IT skills and advice sheets or user guidance programmes do you offer?

Name of Institution/Library	Response
Salford	<p>All Information Services Division inductions include a "hands-on" session to get newcomers started using their Salford IT accounts. Salford offers a comprehensive IT skills training programme, open to all students. The opportunities are set out at induction and include a fast track 10 week programme that runs at the beginning of the academic year for anyone needing to build basic skills quickly.</p> <p>Sessions are also run to support Widening Participation activity, and these will highlight any training and support offered by Salford that can be accessed by the group. This will vary dependant on the status of the students. At present Salford do not offer IT skills training to non-Salford registered students.</p> <p>Some programmes make use of the social networking options (blogs, discussion groups) available via our VLE.</p>
Huddersfield	All our help sheets are designed to be as accessible as possible to all our students.

8. Do you offer pre-entry visits for schools and sixth form colleges or students about to start at your university?

Name of Institution/Library	Response
Salford	<p>Information Services Division are working closely with Salford University colleagues in the University's External Relations department in order to incorporate library workshops into schools and college visits. These are still fairly ad-hoc at the moment, with a couple of colleges requesting a special library workshop for groups of their students on an annual basis, and others where a library session is incorporated into a day visit to the campus. The Library would like to expand what is currently offered in this area.</p> <p>In 05-06 the Information Services Division undertook a project to establish the information skills needs, of students on Access courses (in the Science Engineering and Environment Faculty), comparing these to Year 1 students to see how Library Services could improve what could be offered to both groups.</p>
St Mary's University College, Twickenham	<p>The Library has run pre-enrolment days targeting mature students. A 1-1.5 hour session around using Library services was run very successfully. These pre-enrolment days have been successful although the impact has not been effectively measured.</p> <p>Last year Library Staff successfully bid for a Widening Participation funded project to run a pre enrolment online activity in the St. Mary's VLE. This was based on successful work done elsewhere. The aim was to provide online support via discussion boards with current students answering questions and links to information and documentation provided by the service departments and academic schools.</p> <p>Programme areas were offered the facility to run their own pre entry area within it. However, results were disappointing. Participation was very low, which may be because students were using and preferred to use non-college networks e.g. Facebook.</p>
Huddersfield	The Library offers taster workshops to local schools and colleges. Schools with low records of HE participation are targeted, working in collaboration with the University Schools and Colleges Liaison Unit.
York	Last year saw a push on schools work with a couple of evening receptions for teachers and also the setting up of Equal Opportunities websites. The Borthwick also contacted every school in the York City Council area in order to make sure widening participation staff at the Council knew the Borthwick Archives and what could be offered to schools, colleges and teachers.

Wolverhampton	<p>Delivers an annual 'sleepover' in the Library for 12-14 year olds from the region. Pupils spend a night in the library with their teachers. They undertake a variety of activities, including doing music and artwork, working on computers, making a radio broadcast and photography. The pupils sleep in the library and food and drink are provided. The following morning, pupils give a presentation to their teachers and parents. The intention is to break down the barriers to higher education, by encouraging schoolchildren to see the university as a non-threatening place, where they can have fun as well as doing some learning.</p>
NTU	<p>NTU-wide Open Day promotional activities include a welcome desk of LLR publicity materials with prospective student and parent's facilitation by subject contact Liaison Librarians.</p> <p>The Academic Liaison Team Manager (Widening Participation) works with colleagues to offer pre-entry visits, preferably from NTU partner schools and FE colleges, and facilitates library visits, visitor day passes and photocopying cards, library tours and use of collections for reference purposes.</p>

9. What outreach services, reference or loan access schemes to you offer to pupils or teachers from schools or sixth form colleges?

Name of Institution/Library	Response
UCL	<p>Public Access to Academic Libraries – the Deputy Director of UCL Library Services made a small survey of academic libraries in the UK recently, to gauge their current levels of service to the public to inform the suggestion in the Master Planning Team at UCL that any new build option should consider access to the public and in particular the local community around the Bloomsbury Campus.</p> <p>This survey covered 14 academic libraries of different kinds. Results should be considered in the light of the Inspire Report, which shows that most, if not all academic libraries in the UK have joined Inspire to widen their access. Inspire is a scheme which involves referral to a member library from another institution and as such the process may put off potential users.</p> <p>www.inspire.gov.uk http://www.inspire.gov.uk/</p> <p>Here are the results of the survey:</p> <ul style="list-style-type: none"> • Is your library open to the public? Yes: 13 1 only to those over 18, 1 all hours except 2300 to 0830 No:1 limited only to consultation of specific items. • Can the public borrow from your libraries? Yes: 11 2 with no particular restrictions 9 charge a fee to the public although some allow FE students and final year school students to borrow without charge. No:3 • Any other concerns about public access to your libraries? Walk-in access to e-resources provided by some. Rooms available for the public to book. Reciprocal arrangements with FE colleges hard to manage. Very local use due to out-of-town campus. Local Social Services staff and practice teachers can join. Work with local public libraries has raised our profile in the University and contributes to the university's Widening Participation agenda. <p>Libraries surveyed were: Anglia, Birmingham City, Brunel City, Gloucestershire, Lancaster, Leeds Met, NEWI, Nottingham, Salford, St Mary's, Stirling, Warwick and Wolverhampton.</p> <p>Approximately 90% of University Libraries in England have now registered with Inspire thus contributing to widening participation through allowing free reference access to their print resources for all.</p>
St Mary's University College, Twickenham	The Library and Library Staff have also participated in college outreach activities. Sessions have been offered on the theme of finding out about university life for 15-16 year olds. A workshop was also provided where school students had to

	work in groups and were given an imaginary character. They were asked to find a suitable university course for him/her and then report back what they had decided and why. Current students were used to help run these sessions.
Lancaster University	Library activities included information retrieval workshops, using print, media and licence-friendly electronic resources for Year 12 and 13 students carrying out curriculum-related projects. Library activities included information retrieval workshops, using print, media and licence-friendly electronic resources for Year 12 and 13 students carrying out curriculum-related projects.
York	<p>York University Library currently arranges a number of visits by 6th formers from local schools:</p> <ul style="list-style-type: none"> • Lady Lumley School, Pickering – a group of around 15 history pupils receive a presentation tour of the library, information on freely available electronic resources, and handout so the pupils can access these when they return to school. The pupils have time to browse book collections in the library and to make photocopies of selected materials. Photocopying is generally done on their behalf in the Office, with cash payment received. • Hatfield Visual Arts College, Doncaster – group of around 10 History pupils with 3 teachers. Receive a presentation, demonstration of the library catalogue, plus handout and tour of the Library, followed by opportunity to browse book collections and work in the Library under the supervision of their teachers. • Fulford School, York – two large groups of Literature, Linguistics and Film Studies pupils (around 100 in total) spread over 2 days. Pupils receive a presentation, demonstration and tour, followed by opportunity to browse the books and work in the Library. • Boroughbridge High School – a similar session has been arranged in previous years. No further information provided. • Joseph Rowntree School – a similar session has been arranged in previous years. No further information provided. • York College – 6 'A' Level Archaeology students, accompanied by 2 teachers. Receive a short presentation followed by a tour of the Library. Complete a worksheet based on resources in the Library. <p>In addition approximately 150 school mentors for PCGE</p>

	<p>students will have reference access to the Library from Sept 2007.</p> <p>The Borthwick is involved in a number of initiatives, concentrating mainly on support for teachers who want to use documents either in facsimile in schools or use the actual documents in the Life-Long Learning Suite. The Borthwick also works with the Education department at the University.</p> <p>In 2007 the Borthwick had visits from two primary schools (St Oswald's in Fulford and St Paul's in York); one of these schools happened to have a group of children identified as particularly gifted in History who spent time in the search rooms and working with a range of documents. The other group were working on the census and Victorian York and their teacher planned a class held in the Borthwick using records materials.</p> <p>On other occasions local secondary schools have followed up work done in their classes using some of the equal opportunities materials on the Borthwick web site, and also making a short visit to look at the documents. Staff have also been working with archaeologists at Hungate on their packs for school children.</p> <p>On a more regular basis the Borthwick runs annual sixth form sessions for Huntington School and Joseph Rowntree on early modern documents, using Elizabethan documents; supports groups from the York PGCE course producing classes for students from schools they're placed in and supervises two trainee teachers from St John's for their two week out of school placement which includes preparing lessons for their classes using the resources.</p>
Huddersfield	<p>The Library offers reference access to the Library for all secondary schools in the area. Visits can be arranged by teachers with their pupils, or pupils can just turn up at the Library with some form of ID. Pupils receive a day pass and frequent user day passes are also available for those who want to use the Library on a number of occasions.</p> <p>Online information skills tutorials are available for years 7,8 and 9 and years 10 and 11. These materials have been developed by Learning and Teaching Scotland (which is part of the Scottish Executive Education Department). Online guides are also provided to help pupils with finding books, finding information for specific subjects (including free e-resources) and information on using Archives. A website is available at http://www.hud.ac.uk/cls/scule/.</p> <p>Huddersfield also track later applications to the University by keeping details of library users and matching these against admissions data.</p>

Manchester	<p>The library has an access policy for sixth form pupils. Pupils are allowed reference access after 4pm on weekdays and all weekends and vacations. Access is restricted during exam periods.</p> <p>Electronic journal and database access is available, where the licence permits walk-in use. Information skills training and support is also available.</p> <p>Applications for tickets are made via the school and an inter-library loan service is also offered to local schools. Over 600 reader tickets were issued in 2002. Further information about the scheme is available at http://www.sconul.ac.uk/publications/newsletter/27/ARTCL14.RTF</p>
University of the West of England (UWE)	<p>Offers reference access for local 6th form pupils. The scheme is not available in October and November, as these are the busiest times of the year for the Library. Guidance and training in using the Library is also offered, and access is available to a limited number of electronic resources (depending on licensing conditions).</p>
University of Durham	<p>Works with staff in local schools and colleges to offer information literacy skills training for 6th form pupils.</p>
University of Central England (Birmingham)	<p>Offers master-classes for schoolchildren in the region. The Library offers a session as part of this scheme. UCE are aware that other institutions have tried a range of approaches, including Saturday Schools in the summer holidays, sessions in the Library for Year 8 gifted children, use of student mentors to support library and other staff, collaboration between the library and specific departmental initiatives, remote training in information literacy and seminars for School librarians (reported in paper by Ray Lonsdale on the CrossEd Project) - available at http://cadair.aber.ac.uk/dspace/handle/2160/276</p>
Edinburgh University	<p>The library also offers reference access to final year A level pupils undertaking project work. It also offers an inter-library loan service to local schools. Access should be arranged in advance by the school librarian or a teacher, and is not allowed during the exams period. Access to online resources is not permitted.</p>
NTU	<ul style="list-style-type: none"> • Free associate reader membership for NTU Admission Compact Scheme students. Current project on Partner Colleges and Schools. • Support for commercial partners, delegated centres and other external groups. • Participation in Inspire initiative for outreach to wider community

10 At your institution do you have any specific posts or roles in the library to support these activities, such as a Library Widening Participation Co-ordinator role?

Name of Institution/Library	Response
Edinburgh University	The Library does not have a post in the library specifically responsible for co-ordinating Wider Participation but the Information Skills Librarian acts as the Liaison Librarian for the Office of Lifelong Learning. .
Trinity College Library, Dublin	A member of the Library's Education Group is appointed to liaise with the coordinators of the various TAP strands.
Arts Institute at Bournemouth	Currently Widening Participation students can get help from a 0.5 Library Assistant whose role is to work with any student who needs support in using the Library. Students can also book one to one sessions with their Subject Librarian.
University of Bath	<p>One of the Librarians working at the university has a specific remit for carrying out this liaison work but is supported by subject specialist. The Librarian who carries out this liaison work will support students over the telephone, 1-1 where possible, gives out business cards during sessions off campus so that the students know who to contact in the first instance, if they have any queries about university library resources.</p> <p>This librarian also provides a support role to the relevant university department and sits on the university committee which deals with all widening participation programmes. This improves communications and allows the University Library Service to advise on library/resource provision matters where appropriate.</p>
Salford	One of the Information Services Division Liaison Teams has responsibility (amongst other things) for coordinating Library Widening Participation activity. The team includes a Liaison and Support Manager, 2 Liaison Officers and a Liaison Assistant.
Huddersfield	One of the Academic Librarians has a remit to co-ordinate Outreach Activities. This Librarian chairs a working party which is responsible for delivering the taster workshops etc.
UCCA	The University College has a central Widening Participation Office and operational unit which facilitates most of the initiatives noted above.
NTU	LLR post for widening participation is the Academic Liaison Team Manager Widening Participation. Current projects led by the ALTM WP are linked to the LLR Operational Plan 2007/08 and are in progress in the Partner Colleges and schools. This

	<p>post holder also works with international students on campus and with disability support.</p> <p>NTU has a management post in LLR of Academic Liaison Team.</p> <p>Manager (ALTM) created in 2006 after restructuring with an LLR wide remit for widening participation.</p> <p>The ALTM Widening Participation has responsibility for co-coordinating, developing, reviewing and evaluating Widening Participation services, activities and initiatives. Liaising with key areas of the university including Student Support Services, International student support, progression partnerships, events and marketing officers, Centre for Academic Standards and Quality.</p>
York	<p>Some departments at the University have appointed staff to Widening Participation Manager roles, such as HYMS – Hull York Medical School</p>

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Teaching and Professional Fellowship 2007 – 2008

Make the Numbers Count

Final Report Appendices

Appendix i Sources of Feedback from UAL Staff and Students used by Library and Learning Resources

Source of Feedback	Camb	CSM	Chelsea	LCC	LCF	WCA
LLR online and printed annual survey	•	•	•	•	•	•
UAL undergraduate student survey	•	•	•	•	•	
NSS Student Survey	•	•	•	•	•	
UAL postgraduate student survey	•	•	•	•	•	
UAL research student survey	•	•	•	•	•	
School Annual Course Monitoring Reports	•	•	•	•	•	•
Deans Annual Course Monitoring Reports	•	•	•	•	•	•
Head of College Annual Course Monitoring Reports	•	•	•	•	•	•
College Course Committees – Minutes	•	•	•	•	•	•
College Boards of Study – Minutes	•	•	•	•	•	
College Research Committees - Minutes	•	•	•	•	•	
College Academic Committees - Minutes	•	•	•	•	•	
LLR Student Feedback Forms	•	•	•	•	•	
Suggestion boxes/forms	•	•	•	•	•	•
Student Forums	•	•	•	•	•	
Informal feedback at issue and enquiry desks in LLR	•	•	•	•	•	
Induction questionnaires		•				•
Feedback labels on the front of journals and magazines in LLR		•				
Materials and Products Collection Feedback Book		•				
College and School surveys and questionnaires (e.g. AMA and GID)		•				
Feedback section on the i-page (including e-resources)	•	•	•	•	•	•
Feedback button on e-directory	•	•	•	•	•	•
Feedback button on OPAC	•	•	•	•	•	•
athens-help@arts.ac.uk	•	•	•	•	•	•
e-info@arts.ac.uk	•	•	•	•	•	•
Thematic Review						•
QAA	•	•	•	•	•	•
FE SAR	•	•	•	•	•	
FE Forum		•				
Course Librarian Monitoring Logs	•	•	•	•	•	

Appendix ii Pilot study options

Pilot Scheme	Yes	No	Maybe	No comment
Podcast of information about LLR and its services	Student NV1 Student NV2 Student NV3 Student NV4 Student TO3 Student TO5	Student TO1 Student TO6	Student TO2	Student JC1 Student TO4
Use of memory sticks or CDs to disseminate LLR information	Student JC1 Student TO1 Student TO4 Student TO5 (USB) Student TO6 (USB)	Student TO3 Student TO5 (CDs) Student TO6 (CDs)	Student NV1 Student TO2	Student NV2 Student NV3 Student NV4
LLR Blog	Student JC1 Student NV1 Student NV2 Student NV3	Student TO1 Student TO2	Student NV4 Student TO3 Student TO5 Student TO6	Student TO4

Text messaging services	Student JC1 Student NV1 Student NV2 Student NV4 Student TO1 (overdue books) Student TO2 Student TO3 Student TO4 Student TO5 Student TO6	Student NV3		
One to one sessions	Student JC1 Student NV1 Student NV2 Student NV3 Student NV4 Student TO1 Student TO2 Student TO3 Student TO5 Student TO6			Student TO4
Mentoring or buddyng schemes	Student NV2 Student TO2 Student TO3 Student TO4	Student NV1 Student NV3 Student NV4 Student TO1 Student TO6	Student TO5	Student JC1

Appendix iii Profile of students interviewed

Learner Profile

Gender		Age		Language		Mode/Course		Year		Use of LLR	
Male	4	16 – 24	7	English	9	FT	10	1	8	Every day	4
Female	7	24 – 34	3	Other	2	PT	1	2	1	Every week	6
		35 – 54	1					3	2	Occasionally	1
		55 - 64						4		Never	
TOTAL = 11											

Course

Course	
FE	1
Foundation	4
BA	5
Postgrad	1
TOTAL = 11	

Appendix iv Statistical Tables – Example of Library Management System Report

Count of all students on the five Chelsea courses, year 06/07

(To count all the first year students of 06/07 it is necessary to include those who have re-enrolled for their second year in 07/08.)
 (Graduate Diploma Interior Design is a one-year course.)

Course, enrolment year and code - current (27/9/07)	10010A31*	10016A31*	10018A31*	10106A31*	10509A31*	Total
BA (Hons) Design For Communication/Graphic Design Comm 06/07 10106A3112				15		15
BA (Hons) Design For Communication/Graphic Design Comm 07/08 10106A3122				39		39
BA (Hons) Fine Art 06/07 10010A3112	35					35
BA (Hons) Fine Art 07/08 10010A3122	75					75
BA (Hons) Interior & Spatial Design 06/07 10018A3112			48			48
BA (Hons) Interior & Spatial Design 07/08 10018A3122			25			25
BA (Hons) Textile Design 06/07 10016A3112		18				18
BA (Hons) Textile Design 07/08 10016A3122		48				48
Graduate Diploma Interior Design 06/07 10509A3112					74	74
Total	110	66	73	54	74	377

Students who never enrolled in the library:

Counting all the above students on their 06/07 (first year) courses, these did not enrol –

	Students	% of total
BA (Hons) Design For Communication/Graphic Design Comm 06/07 10106A3112	7	13.0%
BA (Hons) Fine Art 06/07 10010A3112	4	3.6%
BA (Hons) Interior & Spatial Design 06/07 10018A3112	3	4.1%
BA (Hons) Textile Design 06/07 10016A3112	1	1.5%
Graduate Diploma Interior Design 06/07 10509A3112	1	1.4%
	16	4.2%

Appendix v

Student Interview Questions

You and your course

- a. Can you tell me a little about your course and how long you have been at the University? Is this the first course you have done following on from school? (*i.e. post-compulsory education*)
(Fill in Learner Profile Form – then start interview)
- b. Are you the first person in your family to go to University?
- c. I want to understand your experience of using libraries, so can you tell me if you have used any other libraries (apart from Library and Learning Resources at UAL) either before or during your course here?

Experiencing Library and Learning Resources

1. Please tell me about your very first experience of Library and Learning Resources at UAL – what was your first visit or session and what was it like?
(Visit to the Library, formal induction session, informal visit, meeting friends)
2. Can you describe what the experience felt like for you
(Challenging, enjoyable, informal, formal, boring, interesting)
3. Have you had an induction with LLR and if so what sort of session was it - was this in a group or was it a one to one session?
(Yes, no, formal, informal, talk in library or lecture theatre or studio, tour, general or on specific topic such as study skills or e- resources?)

4. What other information or resources (if any) were you given during your introduction to LLR – did you get any handouts or things to take away with you?
(Printed handouts, library guides, opening hours flyers, postcards, pencils, packs)
5. Was your introduction to LLR helpful or useful and if so how and if not, why not?
(If yes how, if no why)
6. In what ways, if any, do you feel your introduction to LLR could have been better?
(Tour, printed guide, one to one, with other students)
7. Are there other types of session or help and support which would have been more useful to you as part of your first experience of LLR at UAL?

How do you use LLR?

8. Has anyone encouraged you to use LLR? If you have been encouraged to use LLR did this person give you any help to get you started?
(Course Leader, friends)
9. If you need to find some information or use equipment provided by LLR or have any questions at all about LLR and its services where would you go for help?
(Staff, friends, web pages)
10. Do you use LLR now? If you don't use LLR have you registered to use it?
(Now as part of your course or no, not at all or reference only use)
11. If yes, what do you use it for?
(Study, borrowing resources, group work, meeting friends, IT, watching DVDs or listening to CDs))

12. How often do you go to LLR and do you ever log in to use if from outside the library?
(Remote access to catalogue, self-renewal, e-library)
13. How do you go about getting what you need from LLR and finding things you want in the library? How did you learn this?
Do you actually go to the library to do this?
(OPAC, Staff, friends – got a handout, copied someone, asked for help)
14. How do you go about getting information when you can not go to the library – how do you search?
(Google, messaging - Facebook, Blackboard?)
15. What do you think about the book and audio-visual collections in the libraries? What do you use the most?
(Can get the books they need, or not – use DVDs or videos)
16. Do you use electronic resources such as e-journals or the e-library?
(Yes, no, unaware of them)
17. If you do use electronic resources, what sort of thing do you use most?
(e-journals, subject guides/hubs, images, college LLR publications)
18. If you have never used LLR, at all can you tell me the reason why not?
(Not relevant, no one else does, don't need to borrow)
19. If you could imagine your perfect library or learning resource centre, what would your ideal LLR look, feel or be like?
For example what sort of space do you like to learn or work in?
(Space, quiet, noisy, IT facilities, near to studio or one huge main library)

Impact on your learning *

*(LLR exists to support teaching, learning and research at the University)

20. How important is LLR to your success on your course?

(Helps with course work, projects, information literacy skills, recreational/social)

21. Can you tell me whether you feel that LLR supports your learning? If it does help your learning – in what ways? If it doesn't –what are the reasons why it doesn't?

(Are staff helpful, are resources relevant and available, are access arrangements OK?)

22. What do you think is good about LLR and its' services?

23. What do you think is bad about LLR and its' services?

24. Are there things that you feel make it difficult for you to use LLR or to make the most of LLR services?

(Lack of opportunity to get there, access, travelling, opening hours)

25. Are there things that you feel make it easier for you to use LLR or to make the most of LLR services?

(Online access, laptop lending, LZ opening hours)

26. Student satisfaction surveys frequently highlight the “staff” as being a key strength of the department and that students value LLR staff and appreciate their help – what do you think about such comments?

(Helpful, subject knowledge, pastoral care)

27. If you could change one thing about LLR what would it be?

28. We are trying to find out if there are ways we can enhance the services and support we offer to students. Do you think any of the following services might be useful or helpful to you?

- A Podcast about library services and resources for your course
- Information on library services handed out on memory sticks or on CDs
- LLR Blog for updates to services and resources
- Text messaging to inform you when a book you've requested has arrived or to tell you about forthcoming information skills sessions
- A one to one session in the library with a Subject Librarian focusing on your current project
- Mentoring or buddyng sessions with other library users

29. Any other ideas or suggestions?

30. Do you have any final thoughts or comments you would like to add? Is there anything else you would like us to know about your experience of LLR?

(Or want us to know about your experience of libraries generally?)