Library and Learning Services
Annual Report 2015/16

11/30/2016
University of Northampton
Chris Powis
Library and Learning Services
Annual Report 2015/16

1. Introduction

Library and Learning Services (LLS) sits within Student & Academic Services and comprises the University Library, the Learning Technology team and Learning Development (known as Centre for Achievement & Performance, CfAP until August 2016)*.

2015/16 was a year of significant change in the Department as it moved towards Waterside readiness. The new Library Management System (Sierra) went live on 1st August 2015 following an EU Tender and a six month implementation period running behind the old (Capita) system. The switch over was achieved without disruption to service although, as with all systems, it has required considerable patience and tenacity to learn and implement new processes and procedures. We successfully bid during the year for capital funds to implement Radio Frequency Identification (RFID) for library stock and, after a Tender process, awarded a contract to DTech for new self-service issue and return facilities, an automated book sorter and upgraded security gates. These were installed in August and September 2016. Other learning systems, including Blackboard, reference management, lecture capture and multimedia software were reviewed during the year and decisions made on their fitness for the future.

The move to an e-first stock development policy saw significant online collections of books and journals added to stock. This, alongside a growing acceptance of e-resources amongst students, has seen a dramatic rise in downloads of e-books and journals. Downloads of e-books are now just below 2 million for the year against around 149,000 unique loans of physical books and use of e-journals shows no sign of plateauing. In tandem with the e-first purchasing policy, we have reviewed our physical stock during the year to ensure that it remains fit for purpose. We will continue to hold a considerable print collection but it is now unlikely to grow and must remain relevant rather than an aging, legacy collection that represents only the tip of the overall stock available to students, staff and researchers. (See Section 4)

The library spaces at Park and Avenue continue to be very well used, perhaps counter intuitively given the rise in e-resources. We believe that this reflects our commitment to an adaptable and democratic Learning Commons ethos which saw changes made at both sites following student feedback. Library opening hours increased during the year with 24/7 opening across term at Park supplemented by opening for the first time over previously closed days, including Bank Holidays. This was both well received and well used by students and made possible by the recruitment of additional Library Wardens in First Degree.

LLS remain heavily involved in both supporting and delivering teaching and learning activity. CfAP and the Academic Librarians deliver hundreds of hours of workshops on academic skills, digital and information literacy supported by 1-1 tutorials and drop-in opportunities. We have added to the award winning Skills Hub, developed a new Level 7 version of the online Study Skills for Academic Success online course and designed new online NILE support for students and the LibAnswers service to supplement face-to-face support. Learning Technology, including Learning Developers and new posts in Content Development and Project Support, have been at the forefront in facilitating changes to a Waterside ready teaching and learning model and LLS staff from across the department have been involved in academic staff development as part of C@N-DO and other activity. (See Section 5)

Our support for research has concentrated on the need to promote and support the Open Access agenda across the university, including the continued development of NECTAR, and our commitment to contributing to the university’s research outputs in our own right. We held our third bi-annual research conference in July 2016, made up entirely of contributions from LLS staff. It remains the only such conference in the UK, and attracted delegates from across the UK and internationally. One very promising spin-off from the event was LLS being asked to join the international Centre for Evidence Based Library and Information Practice (C-EBLIP). We are one of only two UK libraries, along with Cambridge, to be invited to join this North American based organisation. LLS also set up a departmental Research Ethics Committee in 2015/16 to deal with the increasingly complex range of research activity within the department. (See Sections 7 and 8)

LLS sought throughout the year to be proactive in seeking and acting on student feedback. Library questions are included in all of the internal and external surveys including the NSS, UNSS, PTES and Module Reviews. Results for 2015/16 were mixed with a highest ever level of satisfaction from postgraduate students offset by a 2% drop in the NSS. Recovery plans were largely successful in addressing courses that had shown a drop in 14/15 and further plans have been developed with
staff and students to address the 2015/16 results. The 5 year trend in satisfaction is still positive but, in line with the overall university trend, we have now dropped back for a second year running and need to pay particular attention to identifying and responding to the causes. The department is represented on all of the key university and School committees and mirrors them internally with LLS SEC, LLS Research & Enterprise and LLS Research Ethics reporting to the parent committees. We have student and academic representation on our internal committees and maintained strong formal and informal links with the SU while also seeking student feedback via our own, smaller scale and targeted processes such as the JISC Benchmarking Survey, Social Media and Mobile Learning surveys. (See Section 9)

LLS is committed to supporting Changemaker activity amongst its staff and through wider use of spaces and resources. We have welcomed schools, run reading groups, competitions and events, hosted work placements and employed students directly as LLS Ambassadors. We also secured permission to recruit a Graduate Trainee from UN graduates from 2016/17. We have continued to run events aimed at bringing university staff and students together including the popular ‘Love in the Library’ for Valentine’s Day and the new ‘Lunchtime in the Library’ eclectic monthly series of talks. (See Section 10)

LLS staffing has been dynamic in 2015/16 with around 20% of staff leaving the department and a number of new posts being created as part of restructurings, university initiatives or transfers from academic Schools. Overall staffing numbers grew during the year with CfAP and Learning Technology increasing in size with the addition of staff to support the First Year Experience (FYE) project and the transition to Waterside readiness respectively. In part this was due to transfers of staff from other areas of the university. In the library the Academic Liaison and Resource Development teams were integrated under a new Head of Academic Services in May 2016 and changes to our evening and weekend staffing were made to consolidate support across the week. (See Section 11)

The success of LLS as a department depends on the commitment, expertise and enthusiasm of its staff and this report is in many ways a tribute to them. LLS staff were nominated for STAR awards and gained external recognition from the Association of Learning Technologists (ALT) and the HEA during the year and we salute their achievements below. However, no professional service can operate successfully if divorced from the rest of the university and LLS is grateful for the collegiate spirit that facilitates so much good work across the institution.

Chris Powis
November 2016

NB *Learning Development will be known as CfAP in this report as it did not change its name until August 2016.

## 2. Actions from 2014/15 Annual Review

<table>
<thead>
<tr>
<th>Issue</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase library opening hours to 24/7 in full term and longer hours in vacation and some Bank Holidays (measured by hours opened and usage figures)</td>
<td>Completed September 2015</td>
</tr>
<tr>
<td>Increase number of e-books as % of collection (measured by number of e-books)</td>
<td>Completed</td>
</tr>
<tr>
<td>Increase student book loan allowance and lengthen loan periods on print resources (measured by number of loans allowed and length of loan period)</td>
<td>Completed September 2015. All users can borrow at least 20 books with loan period for most of them extended from 3 to 4 weeks.</td>
</tr>
<tr>
<td>Increase access to CfAP (measured by number of drop ins and tutorials available)</td>
<td>Completed September 2015 – drop in sessions extended to 7 days a week. 3 Extra Tutors recruited (in place by December 2015)</td>
</tr>
<tr>
<td>Increase number of group study rooms in the library</td>
<td>Completed November 2015 – 2 extra rooms at Avenue and 1 at Park.</td>
</tr>
<tr>
<td>Implement Sierra: improved student interfaces to collections and better evidence-based purchasing to deliver appropriate resources (measured by all modules live)</td>
<td>Completed</td>
</tr>
<tr>
<td>Review lecture capture software: (measured by selection of appropriate software)</td>
<td>Completed</td>
</tr>
<tr>
<td>Review referencing software (measured by selection of appropriate software)</td>
<td>Completed</td>
</tr>
</tbody>
</table>
3. Actions 2016/17

<table>
<thead>
<tr>
<th>Issue</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create more space for group work</td>
<td>Completed. We reorganised book stock at both campuses to allow for more group work areas, including more than 50 extra spaces</td>
</tr>
<tr>
<td>Create more silent space at Avenue</td>
<td>Completed. We have created a new, improved silent area for Avenue Library</td>
</tr>
<tr>
<td>Create space to work on Art projects in Avenue library</td>
<td>Completed. We have created a ‘Maker Space’ in Avenue library</td>
</tr>
<tr>
<td>Implement better stock control to ensure books are available on shelves in correct place</td>
<td>Completed. We installed a new RfID system to speed up the whole circulation and reshelving process and we have an e-first policy for new purchases that means the books should be available online 24/7</td>
</tr>
<tr>
<td>Make hot drinks available 24/7 in Park library</td>
<td>Completed. We installed a new vending machine in Park Library foyer</td>
</tr>
<tr>
<td>Reintroduce measures to ensure that reserved books are returned on time</td>
<td>Completed. We reintroduced sanctions for the late return of reserved books to encourage their return and redesigned processes and systems for recovering long overdue items.</td>
</tr>
<tr>
<td>Rebrand and increase awareness of CfAP/Learning Development</td>
<td>Rebrand Completed. We have renamed CfAP to Learning Development to focus on what the team does and will increase publicity across the university. They are often asked for proof-reading but to improve the linguistic aspects of student’s written work they take part of an assignment and work with the student to assess any changes that need to be made. The student then can apply this learning to the rest of their work. Proofreading work in its entirety is not an effective learning and teaching strategy.</td>
</tr>
<tr>
<td>Increase access to Skills Development</td>
<td>Completed. We have increased the number of peer support opportunities available across 7 days a week by recruiting more Student Ambassadors for 2016/17 and have increased the number of resources on the Skills Hub</td>
</tr>
<tr>
<td>Need to address availability and currency of books</td>
<td>Ongoing. We have worked with academics to re-evaluate our print book stock and remove out of date material where appropriate. This will continue throughout 2016/17. Our e-first policy has hugely increased the number of e-books allowing improved access to a wider range of books and we have engaged Coutts to match our print collections with e-book availability and purchased major new Proquest e-book and journal databases across the subject base of the university.</td>
</tr>
<tr>
<td>Provide more support out of core hours</td>
<td>Completed. We have joined a ‘Follow the Sun’ enquiry service that will provide 24/7 support</td>
</tr>
</tbody>
</table>

4. Library

The new library system (Sierra) went live on 1st August 2015. Implementation was achieved on time and in budget and with minimal disruption to users. However, much of 2015/16 was spent understanding the capabilities of the new system while amending and in some cases changing workflows. In May 2016 the Academic Liaison and Resource Development teams were reorganised into Academic Services to provide a more coherent structure for resource selection, acquisition and discovery.

Our circulation policies and procedures were reviewed in light of Sierra and the system of reminders leading finally to an invoice for nonReturned items was refined. However, a plan to move to a system of fining only for the late return of...
reserved books, rather than all overdue books, had to be postponed and we did not fine for any late books during the year. This inadvertent experiment did cause problems in stock circulation and we have introduced a work-around for 2016/17 that allows fines for overdue reserved items.

The transfer of existing records to Sierra uncovered a lot of anomalies, including a significant number of student and staff records that were still live long after they had left the university. We have been working with Academic Administration and IT teams to rectify this.

A rolling programme to review our print collections in the light of the e-first policy and the move to Waterside took place over the year. This allowed us to consolidate our book collections and create new group work spaces at Park. The programme will be repeated over 2016/17 and extended to cover print journals and special collections with the aim of having a Waterside ready print collection by the end of 2017.

We went out to Tender for Radio Frequency Identification (RFID) in early 2016. This resulted in new security gates, self-service equipment and an automatic sorter for the start of 2016/17. All equipment will be transferred to Waterside. The bulk of our print stock has also been retagged with RFID tags with the rest being done over 2016/17. The process will give us much better stock control as well as more efficient self-service and circulation.

Our library stock has been boosted by the purchase of a number of e-book deals including Wiley, CUP and Springer. These give us access to large number of e-books on a subscription basis and mirror the way that we have been purchasing e-journals for some time. The download figures point to a growing acceptance of e-books generally (evidenced by the results of our social media survey) and the benefits for access that they give to users. Loans of print books have dropped alongside this rise in downloads.

This shows a drop of 16%  
This shows a rise of 63%  
This shows a rise of 19%

The growth in our overall library stock has also affected our Inter-library loan figures with a small drop to 1288 requests (down by 385). Social Sciences account for 42% of the total with Health at 34.5%.

We joined the new CLA Digital Content Store during the year. This gives us access to a cloud-based repository of copyright cleared scanned documents rather than always having to scan and archive documents on servers at the university. We can add our own scanned items but also access those chapters or articles that have been requested by other universities.

5. Teaching & Learning

LLS support for teaching and learning is delivered by the Learning Technology, CfAP and Academic Liaison teams. They increasingly worked together during 2015/16 to deliver joint workshops and online learning opportunities as well as delivering specific teaching and learning support. Their work fits well into the sector emphasis on digital literacy, along with the university's desire to improve retention, progression and achievement.
5.1 NILE

NILE is underpinned by Blackboard which is hosted remotely. The BB site was up for 99.98% of the time which meets contractual obligations. The use of NILE increased in 2015/16. It was visited 3,123,820 times this year, an increase of 473,552 on 14/15. 515,190 documents were uploaded, an increase of 63,867. The number of page views on NILE hit 32,727,974, an increase of 440,720 on 14/15. The average visit duration time is 8 minutes which hasn’t changed for three years.

NILE continues to be used mainly in the UK but 2015/16 saw China overtaken by both Singapore (0.67%) and Myanmar (0.95%) as the main non-UK location.

A typical term time week from November shows peak use of NILE on Fridays. Afternoon and early evenings are usually the heaviest times with Sunday night being the peak period over a weekend. NILE never has a ‘day off’ and Christmas 2015 had an average of 10,000 hits an hour from lunchtime on 25th December to the early hours of Boxing Day.

Report for HTTP Status on University of Northampton. Nov 23 2015 10:00 GMT+01:00 - Nov 30 2015 10:00 GMT+01:00
Learning Technology delivered significant amounts of training to students and staff and are playing a key role in facilitating the delivery of the Learning and Teaching plan. They deliver compulsory training in NILE for all new staff alongside regular training on new and existing applications and, along with CfAP, facilitate sessions within the C@N-DO framework. Much of their work is done face-to-face or in small groups. There were notable increases in training to staff and students in Health and to students in Social Sciences while training for students in Business was taken over by the School.

5.2 CAIeROs

Learning Technology staff, aided by CfAP and Academic Librarians, support CAIERO programme design events. 100 CAIeROs impacting 59 programmes were supported by LLS. This was slightly down on 2014/15 but this figure does not reflect those CAIeROs facilitated in the Schools. We would expect this to increase as we get closer to Waterside. A total of 667 staff and 35 student attendances were recorded at these events.
5.3 CfAP

CfAP extended their drop-in sessions to 7 days a week during term in 2015/16. This resulted in a doubling of those seen at workshops and alleviated some of the pressure on face-to-face tutorials. Two extra Tutors were recruited to support the FYE project but they also contributed to the delivery of generic support sessions during the year. The total number of students seen by CfAP was 6072 which represents a drop of 789 on 2015/16. However, this is perhaps explained and compensated for by a huge rise in hits on CfAPs NILE resource packs and Skills Hub content. Both were extensively revised and/or added to over 2015/16 resulting in a rise in NILE hits from 2,583 in 14/15 to 18,652 in 15/16.

CfAP added a postgraduate online course (Advanced Skills for Academic Success) to its existing undergraduate provision (Study Skills for Academic Success) in 2015/16. Enrolments on the two undergraduate iterations were slightly down (589 against 651 in 14/15) but the postgraduate courses recruited nearly 600 students. 38% of those who went on to start the courses completed them, which is an increase of 10.5% on 14/15 and is extremely high for online courses generally.
Data on ethnicity is collected by CfAP. White students are the biggest group attending tutorials and drop-in sessions but proportionally the most likely to use CfAP were Black or Black African students. Chinese students were also disproportionately more likely to attend tutorials compared to their numbers in the university.

5.4 Academic Liaison

Academic Librarians saw 8515 students in Information and Digital Literacy workshops and 2137 for face-to-face help. This represents a slight fall on the previous year (minus 572 in workshops and 247 in face to face). More Health students are seen than other Schools and numbers for this School rose by just under 500 over 14/15. There were drops for workshops across the other Schools with the highest fall (of 721) in Education. Face-to-face tutorials rose slightly in two Schools (Education and Social Sciences) but dropped by small amounts in the other Schools. However, as with CfAP, hits on the Skills Hub rose from 113,459 to 139,002 as content increased and improved. NB. The figures also do not include the many hours spent responding to student emails and phone calls.
6. EWO Support

LLS works with our UK and international EWO organisations and Health Trust partners through direct links with library, learning technology and other relevant staff, and via the Schools and their formal structures, especially the Partnership Managers. The creation of the Academic Partnerships Office in 2015/16 has been a huge help in understanding and supporting the complexity of our arrangements with partners.

Our annual Partner College Librarian’s day in July 2016 was well attended by UK partner librarians and included the sharing of good practice as well as changes to LLS services. Academic Librarians maintain links with those responsible for resources at international and UK partners, including the dissemination of information on access to new and existing resources. The preferred contact is always a librarian at the partner but this is not always possible as not all partners have libraries or their own resource provision.

LLS staff are involved in Institutional and Programme approval events and liaise with international partner, APO, QAP and academic colleagues. This includes pre-IA visits in the UK and a proforma to check on resources and services is completed before the Institutional Approval. Much work was done during the year to clarify and publicise access to UN databases by EWO organisations and we have worked with APO, QAP and others to bring clarity to roles and responsibilities between UN and EWOs. We are now much clearer on what resources are available to EWO partners and on the costs associated with such provision and these were recognised in the 2016/17 budget. However, we continued to push throughout the year for more granularity in the student record system to better facilitate differential access to resources.

7. Research Support

The introduction of HEFCE’s Open Access (OA) policy for the next REF has triggered a significant increase in researcher interest in OA. The team visited five of the six Schools to present the HEFCE policy to research meetings and away days, arranged a bespoke session for School research facilitators and co-hosted an OA coffee morning with the RSBO. A total of 131 staff heard us present on the policy and had the opportunity to ask questions.

The Open to Open Access (O2OA) project concluded with LLS at the University of Northampton hosting the first in a series of Jisc-sponsored ‘Open Access Good Practice’ events. Approximately 30 people attended, all but two were from external institutions. The O2OA project produced a number of other deliverables, including leaflets, blog posts, conference posters and presentations. The project’s guide to ‘Open access and the research lifecycle’ has had over 1000 page views on the Research Support Hub and has been retweeted or ‘favourite’d by colleagues in the UK, Spain, Austria, Germany, Switzerland, the Netherlands, Canada, USA, New Zealand and Australia.

In its other major project this year, the Research Support Team also reviewed researchers’ and students’ use of RefWorks and other reference management software, with a view to informing a decision on staying with RefWorks or moving to an alternative product. Nick Dimmock was assisted in the project by two student researchers, an undergraduate student (employed on the URB@N scheme) and a postgraduate research student. At the time of writing we are awaiting further consultation with LLS colleagues and supplier demonstrations of the latest products.

177 new full text items were added to NECTAR during 2015/16 and the total number of records broke 6,000 during the year (6383). Visitor numbers fell by 1,263 to 32,996, its lowest level for three years, although they downloaded 55,909 documents which is an increase of 6,343 on 2014/15. NECTAR’s reach was illustrated by visitors coming from 169 countries.
The Research Support Hub remains a popular resource for researchers and LLS contributed regularly to it during 2015/16.

LLS also delivers training and development as part of the Graduate School’s programme. This included induction workshops on information resources, e-theses and copyright, data management and reference management for 56 Research Students across two induction programmes and 53 Supervisors as part of the Supervisor Development Programme.

We also delivered workshops on: ‘Making the most of NECTAR’, ‘Finding resources on the web’, ‘What can bibliometrics do for you’, ‘Managing your research data’ and ‘Disseminating your research’ to a total of 48 researchers.

8. LLS Research activity 2015/16

2015/16 has been another successful year for LLS research, with the move to Waterside inspiring a number of research projects and related professional activity. Since August 2015 LLS colleagues have presented 35 conference papers, workshops and panel presentations and had nine articles published (six of which have been accepted for peer reviewed publications). LLS staff are also active contributors to their respective professional communities as committee members, peer reviewers, editors and panellists.
The LLS Conference in July 2016 attracted over 140 attendees. Held for the first time in Cottesbrooke Hub and Lecture theatre, the conference received very positive feedback from delegates.

Demonstrating further commitment to practitioner research, LLS has recently joined the international C-EBLIP Research Network. As the first UK member, LLS were able to host an exploratory meeting for other interested libraries including Oxford & Cambridge.

9. Quality

The NSS and PTES ask the same question: *library resources and services are good enough for my needs*. Neither of the surveys has specific questions on NILE or Learning Development although the PTES does have a separate section on skills development generally. The NUSS has a slightly different library question: *The library resources (e.g. books, online journals) and services have supported my learning well*. This is new for 2016 after three years of questions that differentiated between the online and physical library. The NUSS also has two questions about NILE: *I have been able to access information for my course on NILE and Academic resources on my NILE sites are useful and relevant to my course*. These replace a previous question on virtual learning.

9.1 Themes from the surveys

The library remains the 5th highest score of the 22 NSS questions, despite the fall of 2% on the 2015 score, and the PTES score for the library is the highest since the survey began. The drop in the NSS is disappointing but should be seen in the context of the overall results.

The surveys once again highlight the interdependency of departments and Schools in delivering excellent student experience. A low score for the library is often linked to a low score for organisation and management of a course – this may affect the sharing of reading lists or the scheduling of information skills sessions for example. The comments around NILE rarely talk about the system itself but rather about content (or lack of it). Students do not necessarily know who is responsible for WiFi, printing or the PCs in each building and will respond to surveys accordingly. However, a high library score usually indicates a high level of contact between academics, students and library staff and the success of most Recovery Plans (see below) are based on this premise. Those courses where the score for Q.16 is significantly lower than overall satisfaction with the course are the ones which will require extra care to discover the specific library related problem.

There is evidence from across the sector, including here, that refurbishments or new builds of library space boost scores. This perhaps highlights the superficial nature of the survey process but may account for some of the drop since 2014. The spaces haven’t changed but the students who completed the last two surveys did not really experience the previous library spaces and it is the change process itself that influences scoring. The changes/improvements to services in the last two years have been less overt.
Northampton’s score for Q.16 has dropped to 3% below the sector mean. This is disappointing but there is a rough correlation between spend on information resources and score (see 4 above). The change to an e-first policy and the purchasing of ‘big deals’ for e-books has provoked little comment (positive or negative) in the surveys but the consequently large increase in e-resources may take a year to register on the surveys.

The qualitative comments are useful in identifying specific issues and do inform the actions (below). This year saw a slight increase in both positive and negative comments in most areas. Comments on resources and NILE dominate as usual, but this year saw a big increase in negative comments about printing, mainly from Avenue. Although there was a rise in negative comments about the learning environment it was still over 50% fewer than in 2014 when the amount of silent space was the major issue. It now appears to be a more general feeling that there isn’t enough space. Last year’s drop in negative comments about online access, opening hours and a lack of PCs in the libraries has been maintained. The level of complaint about WiFi remains constant though.

Those figures than can be directly attributable to students at EWO partners show a high level of satisfaction with the library at UK partners and a more mixed response for international partners. This is perhaps understandable given the close proximity of Moulton and Northampton College to our campuses but may also highlight the much closer working relationships between UK partner libraries and UN library. We need to ensure that the level and expectation of support is appropriate and understood by students and staff at international partners.

The figures for the NUSS and PTES should be treated with caution due to low response rates. This is especially true for any analysis by course but it also affects School level figures i.e. the NUSS for Sci Tech was based on 49 students (6.4%) and the fall of 2% overall for Q.16 of the NSS only represents 36 more students being dissatisfied than in 2015.

### 9.2 NSS

The NSS survey was completed by 1775 students. The library remains the 5th highest score of the 22 NSS questions, despite the fall of 2% on the 2015 score.

### 9.3 PTES

Satisfaction with the library was at 82% which was a rise of 3% from 2015. This is the highest ever score for the library.
9.4 NUSS
Satisfaction with NILE as measured by the NUSS remains very high and consistently exceeds the score for satisfaction with the course in every School.

9.5 Sector Comparisons
LLS has dropped from 2% above both the sector and comparator mean for library in 2014 on the NSS to 2% below in 2016. The table below compares NSS score with spend per FTE on information resources (SCONUL) for the last 3 years. Although we have increased our spend significantly over the past two years it has still not kept pace with some of our competitors and there does seem to be a broad relationship between the scores. This has been addressed with an additional £200,000 for resources in 2016/17.

9.6 Recovery plans
All courses showing a 5% drop and/or 5% below the School mean for Q.16 (library resources and services) on the NSS may trigger a recovery plan.

Effects of 2015 plans.
The following courses had recovery plans in 2015/16:
FDA Learning & Teaching rose by 28%
HND Travel and Tourism rose by 16%
BA Marketing rose by 14%
BA English rose by 10%
BSc Human Bioscience rose by 9%
BSc Occupational Therapy rose by 6%
BA Interior Design rose by 4%
BSc Business Computing Systems rose by 4%
BSc Sport & Exercise rose by 1%
JH Criminology and Psychology stayed the same
BSc Social Work dropped by 3%
BSc Accounting & Finance dropped by 5%
BA Popular Music dropped by 7%
BSc Psychology dropped by 8%
BA Management – not reported this year

10. Changemaker/Community Engagement

LLS remains committed to Changemaker and community engagement and supports staff engagement through the work of the Learning Support Specialist and a departmental Changemaker Group and which encourages and supports staff to take part in a range of activities (see below).
11. Staffing

11.1 Overview

There were 84 members of staff in LLS at July 31st 2016. This includes a number of new posts in CfAP and Learning Development created or transferred in to LLS from Schools during 2015/16. Many of these posts are on fixed term contracts to support university initiatives (for example the First Year Experience Project created two new Learning Development Tutor posts in CfAP), to support the changes in the Learning and Teaching model (for example, Learning Designers, Content Developers in Learning Technology) or were a result of changes to School structures (for example, Project Development Officer). Other posts in Service Development have been recruited on a fixed term basis until July 2018 as we work towards a Waterside staffing level that recognises the merging of two libraries into one site.

New posts in to the Department 2015/16

Head of Academic Services
Academic Liaison Manager
Digital Resources Manager
Learning Designers x2
Learning Technology Manager
Project Development Officer
Learning Support Analyst
Content Developer

Fixed term contracts
1 Learning Support Analyst (post filled June 2015)
1 Content Developer (post filled June 2015)
1 Learning Technologist (made permanent in September 2015)
1 Learning Technologist (made permanent in July 2016)
2 CfAP Tutors (posts filled September 2015)
2 Customer Service Assistants (posts filled in June 2016)
2 Customer Service Supervisors

See Appendix 1 for a list of all staff who left or arrived in 15/16

11.2 Breakdown by Team

<table>
<thead>
<tr>
<th>Service Development</th>
<th>Academic Liaison</th>
<th>Resource Development</th>
<th>CfAP (now Learning Development)</th>
<th>LearnTech</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>9</td>
<td>15</td>
<td>10</td>
<td>16</td>
<td>2</td>
</tr>
</tbody>
</table>

LLS staffing is complemented by student Library Ambassadors who support induction and the work of CFAP and Library Wardens from First Degree who maintain library opening outside core hours.

11.3 Staffing characteristics
The gender and ethnicity of library staff broadly follows the national profile (CILIP). The ethnic mix of LLS is especially worrying as it does not reflect the student body. 32% of staff are over 50 and 43% have been at the university for over 10 years. Both of these have implications for succession planning in the next decade. The numbers with over ten years service highlight the importance of staff development within LLS. (See Appendix 2 for Staff Development activity.) A LLS Workforce Development plan is being prepared for 2016/17 which will look at these and other staffing issues.

11.4 Staff with HEA Qualifications

12 LLS staff hold Fellowships or Senior Fellowships of the HEA. One member of staff is also a National Teaching Fellow. The following LLS staff were awarded their qualification in 2015/16

Senior Fellowship
Kate Coulson, Head of Centre for Achievement and Performance (CfAP)

Fellowship
Dr Cleo Cameron, Information Assistant
Dr Sylvie Lomer, Academic Tutor
Lauren McAllister, Academic Tutor
Kimberley Sheffield, Academic Tutor

LLS staff are also members, including holding Fellowships, of CILIP, ALT and ALDinHE.

11.5 Turnover

17 members of staff left LLS in 2015/16. This represents 20% of the total and is high. However, many of those staff actually left for a promotion within LLS which shows a healthy provision of opportunities for talented staff within the department. Much of the turnover is at grade 3 and is to be expected when many of the staff at that level are at the start of their careers
11.6 Sickness

Sickness absence (by numbers of staff rather than % of team) is greatest among Service Development which is unsurprising given the size of the team and their constant exposure to students in the customer service roles. The trends have been constant for some time now and the implications for service delivery are therefore manageable.
Appendix 1 - Staff Development

LLS gains significantly from staff engagement with academic and professional networks and we have a disproportionately high profile across the professional sectors covered by LLS. Staff Development activity in 2015/16 is listed below.

<table>
<thead>
<tr>
<th>Conferences (24 in total)</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>14th European Conference on e-learning</td>
<td>LT</td>
</tr>
<tr>
<td>Academy of Marketing Conference (Presenting)</td>
<td>CfAP</td>
</tr>
<tr>
<td>ALTC 2015</td>
<td>LT</td>
</tr>
<tr>
<td>Annual Teaching and Learning Conference 2016 London School of Business and Management</td>
<td>LT</td>
</tr>
<tr>
<td>Approaches to Inequalities Conference CARA</td>
<td>LT</td>
</tr>
<tr>
<td>BERA</td>
<td>CFAP</td>
</tr>
<tr>
<td>BLA Conference</td>
<td>AL</td>
</tr>
<tr>
<td>Blended Learning Consortium Conference</td>
<td>LT</td>
</tr>
<tr>
<td>Conference for Librarians (HMCPC) Presenting</td>
<td>AL</td>
</tr>
<tr>
<td>DARTS 5 Discover Academic Research Training and Support</td>
<td>Research</td>
</tr>
<tr>
<td>Durham Blackboard Users Conference 2016</td>
<td>LT</td>
</tr>
<tr>
<td>Enigma</td>
<td>LT</td>
</tr>
<tr>
<td>EPUG-UKI Annual Conference</td>
<td>RD</td>
</tr>
<tr>
<td>Future Learning Conference</td>
<td>LT</td>
</tr>
<tr>
<td>IMISCOE Annual Conference</td>
<td>CFAP</td>
</tr>
<tr>
<td>Kaltura Conference</td>
<td>LT</td>
</tr>
<tr>
<td>L&amp;T Conference</td>
<td>LT</td>
</tr>
<tr>
<td>Open Repositories 2016</td>
<td>Research</td>
</tr>
<tr>
<td>Panopto Conference 2015</td>
<td>LT</td>
</tr>
<tr>
<td>SCONUL Winter Conference</td>
<td>Head of LLS</td>
</tr>
<tr>
<td>SRHE Annual Conference</td>
<td>CFAP</td>
</tr>
<tr>
<td>Talis Aspire Insight</td>
<td>LT, AL, RD</td>
</tr>
<tr>
<td>VitalSource Conference</td>
<td>LT</td>
</tr>
<tr>
<td>Xerte Conference 2016</td>
<td>LT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Meetings (56 in total)</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd European TBL</td>
<td>LT</td>
</tr>
<tr>
<td>All the same but different</td>
<td>SD</td>
</tr>
<tr>
<td>Articulate London 2015</td>
<td>LT</td>
</tr>
<tr>
<td>Bett - Technology in HE Summit</td>
<td>LT</td>
</tr>
<tr>
<td>Bibliometrics at Universities 2015</td>
<td>Research</td>
</tr>
<tr>
<td>Clinical Assessment Forum</td>
<td>LT</td>
</tr>
<tr>
<td>Connections: xAPI Camp - JISC</td>
<td>LT</td>
</tr>
<tr>
<td>Copyright and the Digital Age: Impact of the new copyright laws</td>
<td>LT, RD</td>
</tr>
<tr>
<td>CPD VLE Development Day</td>
<td>AL</td>
</tr>
<tr>
<td>Dealing with Difficult Customers</td>
<td>SD</td>
</tr>
<tr>
<td>Designing Out Plagiarism</td>
<td>LT</td>
</tr>
<tr>
<td>Discuss Sierra Workflows</td>
<td>RD</td>
</tr>
<tr>
<td>East Midlands LT Group</td>
<td>LT</td>
</tr>
<tr>
<td>East Midlands Research Support Group meeting</td>
<td>Research</td>
</tr>
<tr>
<td>EMLyon Consultancy Visit</td>
<td>LT</td>
</tr>
<tr>
<td>e-Resources Collection Management</td>
<td>AL</td>
</tr>
<tr>
<td>FIL@BLDSC</td>
<td>RD</td>
</tr>
</tbody>
</table>
Appendix 2 – Publications & Professional Engagement

2015


2016


Beeson, H. and Blackmore-Wright, J. (2016) Teaming up against a passive lesson: how team-based learning enables participative professionals. Presented to: *Annual Learning and Teaching Conference: Dare to be Different*, University of Northampton, 17 May 2016.

Beeson, H (2016) Member of LearnHigher Working Group (ALDinHE)


Coulson, K. V. (2016) Dare to create a different first year experience. Discussion Session delivered to: *First Year Experience Conference 2016, University of Northampton, 18 May 2016*.


Coulson, K. V. and Lomer, S. E. (2016) Cracker Barrel Session: The Centre for Achievement and Performance Approach to Blended Learning. Session delivered to: *Annual Learning and Teaching Conference: Dare to be Different, University of Northampton, 17 May 2016*.

Coulson, K. V. (2016) Session Chair: Innovation Projects funded by the Institute of Learning and Teaching. *Annual Learning and Teaching Conference: Dare to be Different, University of Northampton, 17 May 2016*.

Coulson, K.V. (2016) How to be successful and then mess up... negotiating the world of blended learning. Presented to: *Research Active: Library and Learning Services Conference 2016, University of Northampton, 5 July 2016*.


Holloway, A. (2016) How I have so far failed to create a fully accessible VLE. Workshop discussion at: *16th Annual Durham Blackboard Users’ Conference, University of Durham, 7-8 January 2016*.


Palmer, E., Bashliyska, I. and Lomer, S. (2016) What are the factors that encourage and inhibit student engagement in online activities, such as e-tivities? An URB@N project. Presented to: Research Active: Library and Learning Services Conference 2016, University of Northampton, 5 July 2016.


Sheffield, K. Committee Member. PsyPAG and BPS Transpersonal Psychology Section Committee.


