

# Putting students first

## universities, libraries and learning

Graham Bulpitt

# Brief

*To set the scene for the presentations and visits by describing some of the key changes affecting universities and their students and which in turn influence the delivery of library services and the design of libraries.*

# Summary

- Government, money and universities
- Students and learning
- Libraries and learning
- The integration of support to students
- Designing for the future

# Government, money and universities

# Recession

- † Coalition Government priority to reduce public expenditure
- † Controversial government policies on research, teaching, charitable donations
- † Students to pay full costs of undergraduate teaching
- † Staff affected by job losses, pay freeze, pension reductions



Retail park in Bristol, Derryn Vranch

# UK Higher Education White Paper 2011



*Coalition Government proposals for the future of higher education:*

- New funding regime
- Information for students
- HE market opened to new providers
- Student number control

# The higher education funding gap



# BSc Health Studies (B900)



Guidelines for interpreting this data

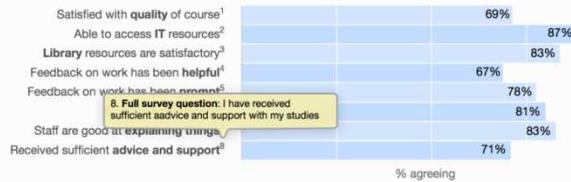
Due to a small number of students, some data presented here have been aggregated with similar courses. These are indicated by a **A**

## STUDENT SATISFACTION

69%

### Overall student satisfaction

**A** Aggregated data: data are for all Health courses at Newtown University



56 **A** Source: National Student Survey



Accredited by the National Health Studies Body [www.nhsb.org.uk/accreditation](http://www.nhsb.org.uk/accreditation)

## GRADUATE EMPLOYMENT

£21,000

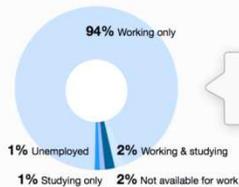
### Average annual salary after 6 months (interquartile range: £20,000 - £21,000)

Average for all Health Studies courses in England & Northern Ireland:  
 £20,500 after 6 months (interquartile range: £20,000 - £24,000)  
 £25,000 after 40 months (interquartile range: £24,027 - £26,074)

Source: DfE Survey

97%

### go on to work and/or study



**Destinations from this course 6 months after graduating** 92% of those who work are in a graduate level job

Data from 31 students

31 **A** Source: DfE Survey

#### Sections

- Student Satisfaction
- Graduate Employment
- Financial
- Learning & Assessment

#### Print

#### Download

- PDF (212kb)
- Raw data (.csv 78kb)

#### Share



#### Widget

Add a KIS widget for this course to your site

#### Choose a layout



```
<script type="text/javascript" src="http://www.hefce.org.uk/resources/kis/js/embed&courseid=BATHW900"></script>
```

copy to clipboard

## FINANCIAL

£8,500

### Tuition fees, per year (for UK domiciled students)

Financial support available:

- Fee waiver ✓
- Means tested support ✓
- Non-means tested support ✓
- National Scholarship Programme ✓

For more information about what financial support you could claim visit [www.newtown.ac.uk/finance](http://www.newtown.ac.uk/finance)

£7,000-£9,600

### Average annual cost of institution owned/sponsored accommodation

8500 beds available [www.newtown.ac.uk/accomm](http://www.newtown.ac.uk/accomm)

Source: Newtown University

£6,000-£8,500

### Private rental market

[www.newtown.ac.uk/accomm](http://www.newtown.ac.uk/accomm)

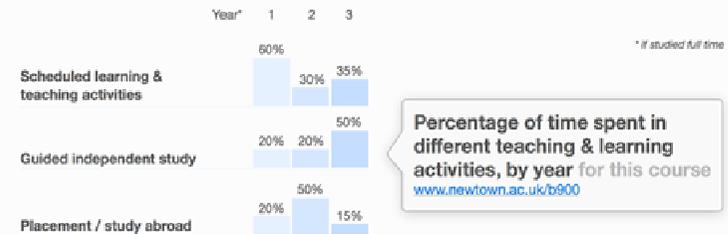
Source: Newtown University

## LEARNING & ASSESSMENT

38%

### of course spent in scheduled learning & teaching

See more detailed information at [www.newtown.ac.uk/B900/detail](http://www.newtown.ac.uk/B900/detail)



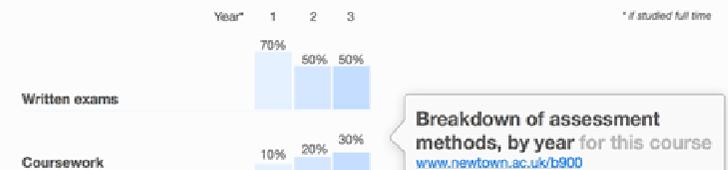
**Percentage of time spent in different teaching & learning activities, by year for this course** [www.newtown.ac.uk/b900](http://www.newtown.ac.uk/b900)

Source: Newtown University

57%

### of assessments are written exams

See more detailed information at [www.newtown.ac.uk/B900/detail](http://www.newtown.ac.uk/B900/detail)



**Breakdown of assessment methods, by year for this course** [www.newtown.ac.uk/b900](http://www.newtown.ac.uk/b900)



The National Student Survey

0554318

people have visited this site since January 2012

HOME

ENTER THE SURVEY



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FAQs

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CYMRAEG

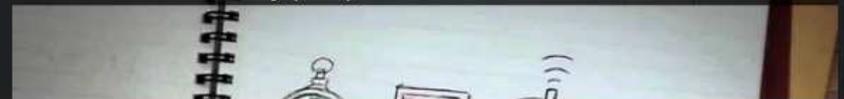
83% of students are satisfied with their student experience...

## Welcome to the National Student Survey 2012

January and February see the launch of the National Student Survey (NSS) 2012 at most Higher and Further Education institutions across the

National Student Survey (NSS) 2012

share More info



# Students and learning

*“Our universities are still committed to education that ensures that we produce individuals who go on to become self-directed, lifelong learners...”*

*...individuals who are able to access data, assimilate and analyze it, synthesize that information and produce new opinions or knowledge from that analysis and finally present them either orally or in written form.”*

Prof Eric Thomas, Vice-Chancellor  
Bristol University and Chairman UUK

## The employers' view



*“Graduates now need those skills that employers value, such as team-working, problem-solving, customer service and a positive attitude.”*

Richard Wainwright, CBI,  
*The Times*, 4 Oct 2008.

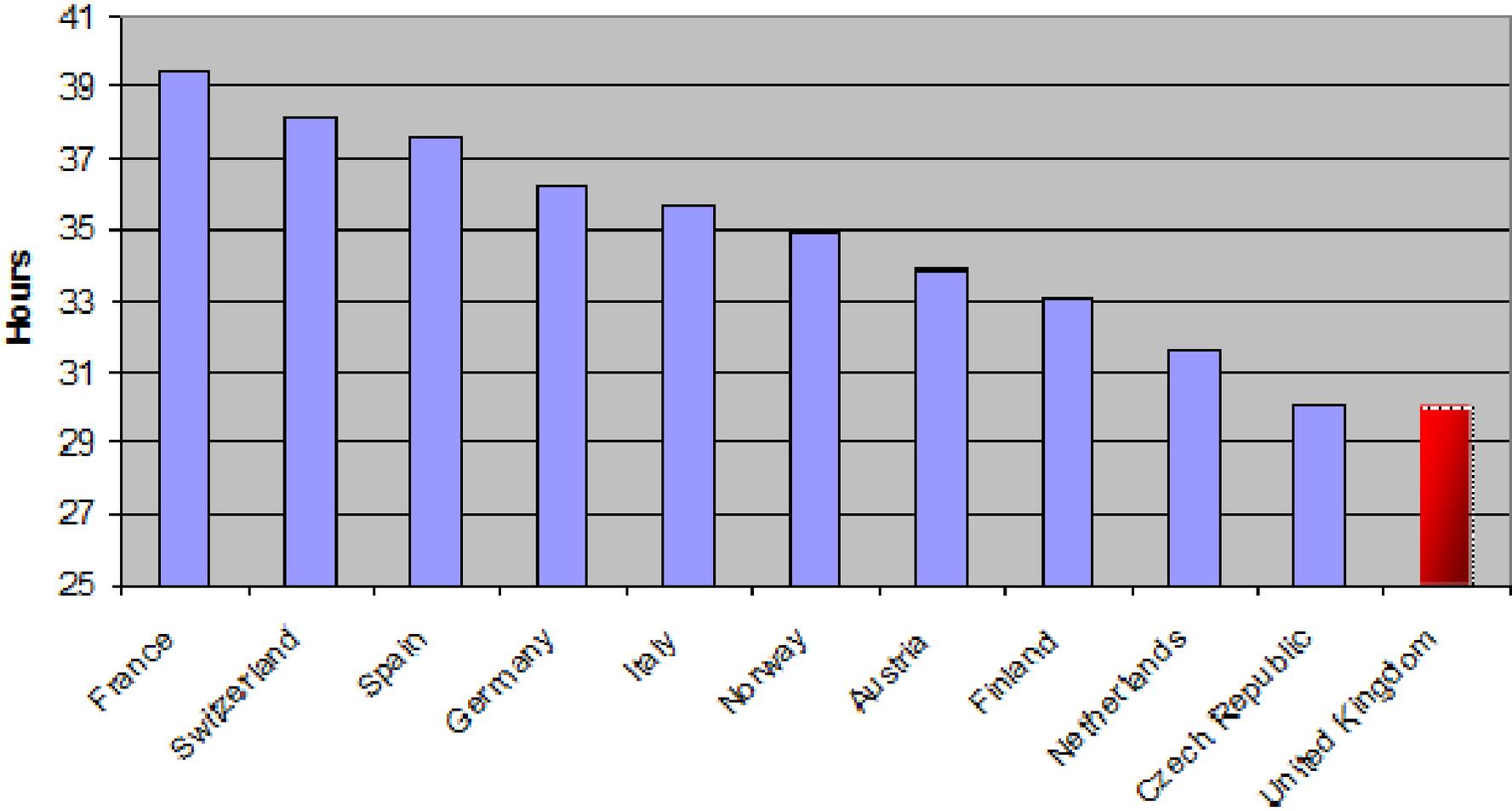
# How students spend their time



- Average of 14.5 hours per week scheduled teaching
- 10% in small groups
- 14.5 hours of private study per week
- Varies by subject (medicine 46.3 hours, social studies 14 hours)
- Varied by institution (creative arts 34.5 to 17.2 hours)

HEPI. *The academic experience of students in the UK, 2009.*

# Students: hours of study per week by country

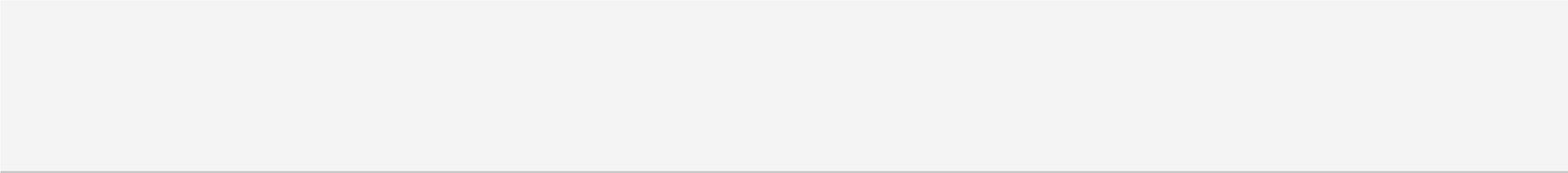


CHERI EC Framework project *The flexible professional in the knowledge society*

# Students, learning and technology

- Students prefer choice of learning methods
- Need flexibility in when and where to study
- Institutions need to actively engage with students
- Student learning affected by varying levels of staff competence with technology
- Students would like more IT skills training, particularly with online resources

HEFCE. *Student perspectives on technology, 2010.*



# Libraries and learning

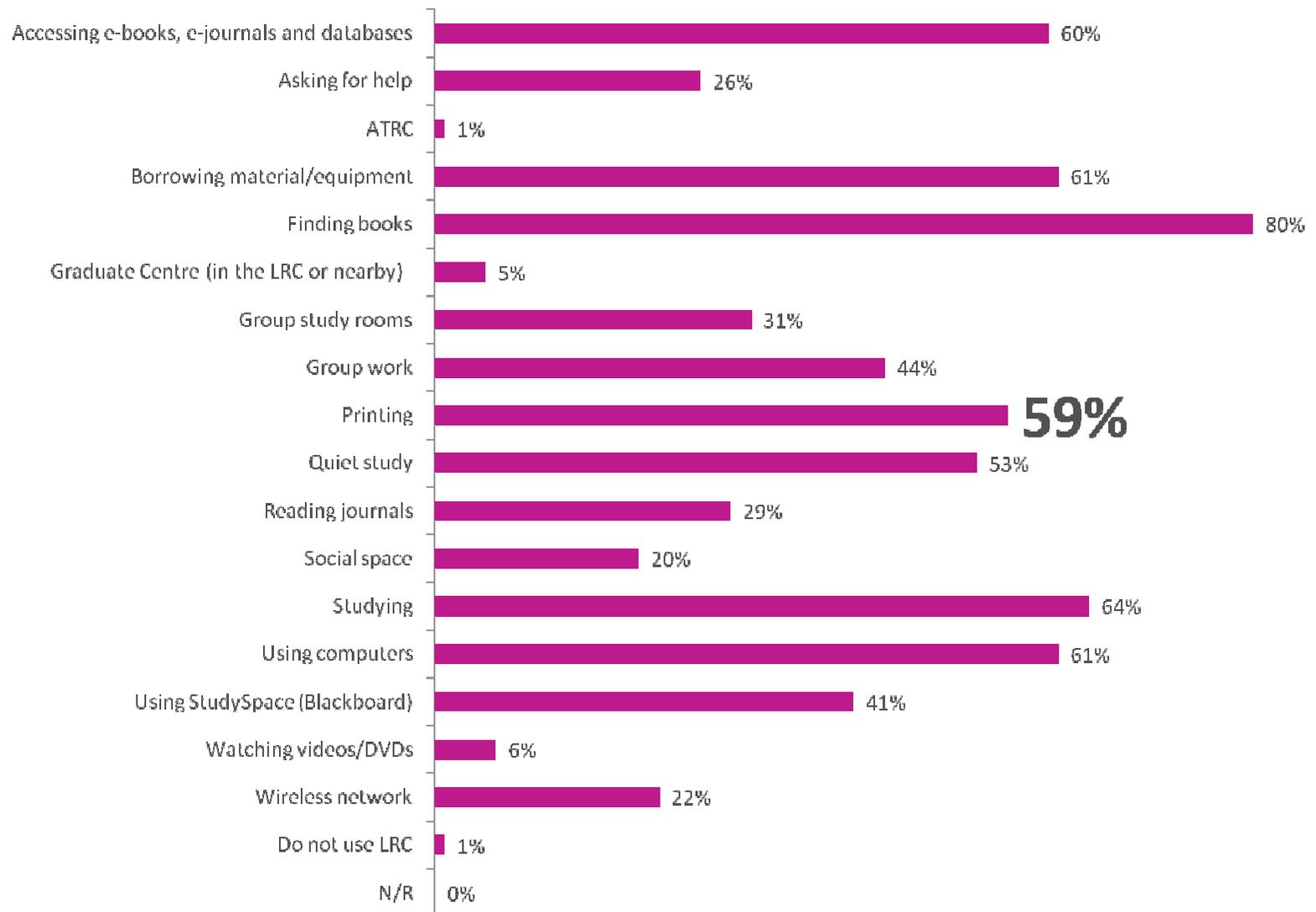
# Learning technology: implications for libraries



- Digitise resources
- Interfaces for new devices
- Dynamic user engagement with e-resources
- Provide access to informal publications
- Training on finding, using and referencing e-resources

CIBER. *Information seeking behaviour. Technology trends.* 2008.

# What do students use the LRC for?



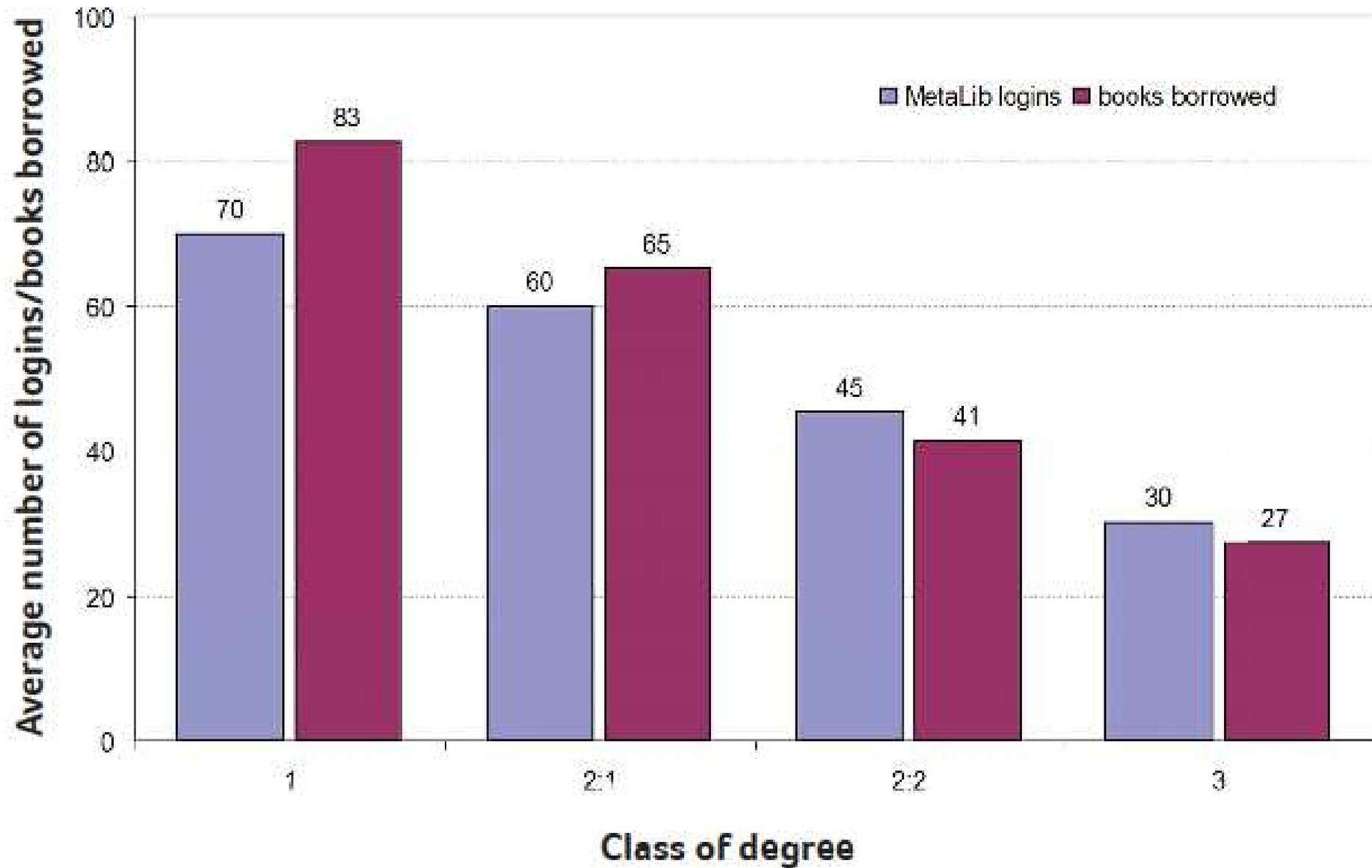
# Huddersfield University library impact study

*“This project aims to prove a statistically significant correlation between library usage and student attainment.”*

The image shows a tilted spreadsheet titled "Information Service Statistics, Ten year projections". The spreadsheet is organized into columns and rows, with a "Summary" section at the top. The "Summary" section includes "Profile of activity" and "Opening Hours". The "Opening Hours" section is further divided into "Current Opening" and "Extended Opening", each with sub-rows for "Hours per week term time [all sites]", "Hours per week non term time [all sites]", and "Total term time [all sites]". The spreadsheet also includes rows for "24Hrs Operation" and "LRC Area m2". The bottom of the spreadsheet shows rows for "Number of Study places currently in LRC's", "Number of open access workstations", "Follett Standard Study Places - 1 place per 6 students", "Workstations required - 60% study places with computing a", "Number of study-place-hours per week - Term Time - Curre", "Number of study-place-hours per week - Term Time - Exte", "Number of workstation hours per week - Term Time - Cur", "Number of workstation hours per week - Term Time - Ex", "Number of Staffed points", and "Number of Staff PC's (Including Laptops)". The spreadsheet is tilted at an angle, and the text is somewhat blurry.

Information Service Statistics, Ten year projections	
Summary	
Profile of activity	
Opening Hours	
Current Opening - Hours per week term time [all sites]	Total term time [all sites]
Current Opening - Hours per week non term time [all sites]	Total non term time [all sites]
Extended Opening - Hours per week term time [all sites]	Total term time [all sites]
Extended Opening - Hours per week non term time [all sites]	Total non term time [all sites]
24Hrs Operation - Hours per week term time [all sites]	Total term time [all sites]
24Hrs Operation - Hours per week non term time [all sites]	Total non term time [all sites]
LRC Area m2	University State
NUP Space requirement @ 0.7m2 per student FTE	
Number of Study places currently in LRC's	
Follett Standard Study Places - 1 place per 6 students	
Number of open access workstations	
Workstations required - 60% study places with computing a	
Number of study-place-hours per week - Term Time - Curre	
Number of study-place-hours per week - Term Time - Exte	
Number of workstation hours per week - Term Time - Cur	
Number of workstation hours per week - Term Time - Ex	
Number of Staffed points	
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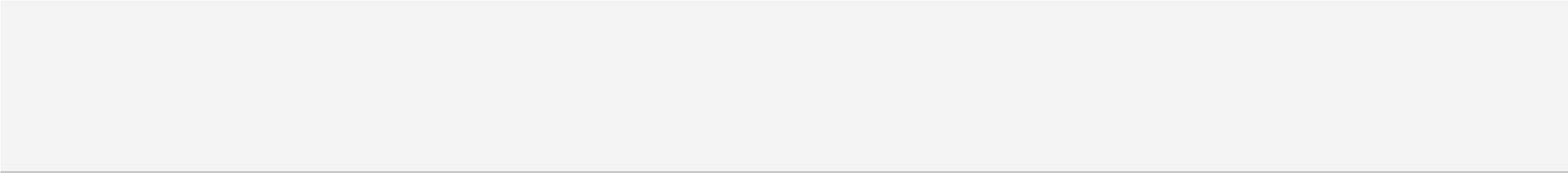
# Huddersfield University library impact study



# LRC user survey 2011

- 39% visit LRCs daily
- 53% visit weekly
- 42% have used overnight
- 90% believe LRCs provide a good service
- 94% own a laptop





# The integration of support to students

# Service integration models

*1960s*

Learning Resources

Libraries incorporate audiovisual material; sometimes production facilities, educational development

*1970s*

Information Services

'Convergence' of libraries and computing with common focus on information. Also 'de-convergence'

*1990s*

Learning Centre

Libraries, user computing, multimedia, educational innovation, educational research

*2000>*

Super-convergence

'one-stop-shop' for all student services

# Super-convergence

*“...brings together a range of support activities that are generally focussed on student support and are structurally converged. In some institutions these super-converged services are supported by a common help-desk and are sometimes provided from one building...”*

Leadership Foundation for Higher Education, 2011

# Super-convergence

*“...The services include library, IT and AV support with additional support services including – but not limited to – careers, welfare and counselling, student administration, chaplaincy support, student finance, learning development, study skills and programme administration.”*

Leadership Foundation for Higher Education, 2011

# Super-convergence

	A	B	C	D	E
Library services	x	x	x	x	x
IT user support	x	x		x	x
IT services					x
Student services	x	x	x		x
Course administration	x	x		x	x
Academic skills tuition	p	x	p	p	x

# Organisational structures

- Libraries increasingly part of broader department
- Directors drawn from variety of professions
- Library and information staff may have less influence
- Opportunities for library staff to broaden experience and range of responsibilities



# The integration of support to students: a case study

- All front-line staff trained to support computing as well as information enquiries
- Preceded convergence of two departments
- Confidence an issue, not competence



# Hosting of drop-in sessions

*September 2006*

Careers Services  
Dyslexia support  
MathsAid  
KU Students Union  
Student funding  
Academic skills support  
Accommodation  
Study Abroad



## *New working arrangements for staff:*

- ▀ First-line support integrated
- ▀ Face-to-face in LRCs
- ▀ Remote: telephone, email and Web
- ▀ Escalation to second and third-line as required
- ▀ Provided more variety and job satisfaction for staff



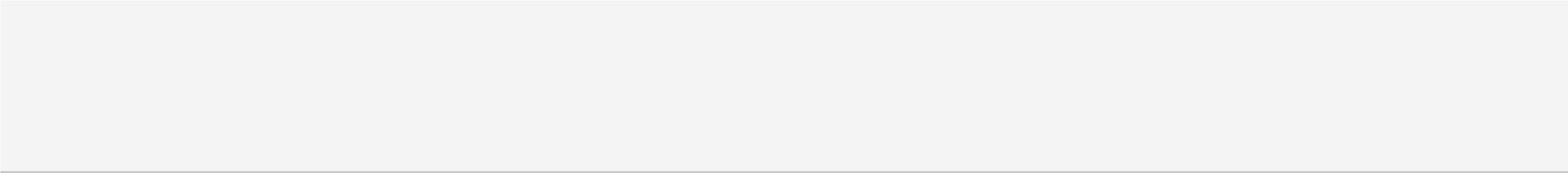
- LRCs provide first-line support for Student Services provision
- On-demand student documentation
- Self-help kiosks and leaflets
- Referral to specialist support



*“..student support which is offered at the point and place of need rather than at a fixed Helpdesk...staff are out and about proactively seeking queries and supporting students.”*

3000 enquiries each week





# Designing for the future

Search this site:

Search

## Primary links

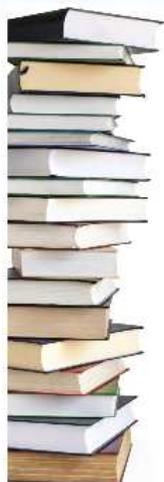
- ▷ Home
- About the project
- ▷ Using the scenarios
- ▷ Scenarios for 2050
- ▷ Information and support
- Contacts

## Search

Search this site:

Search

## Academic libraries of the future



The Libraries of the Future project was established to help those running academic libraries to plan for the future.

The project produced three scenarios which represent possible futures for higher education in the UK: the Wild West the Beehive, and the Walled Garden. These are not meant as predictions but as tools for academic libraries to use to review and hone their organisational strategies. They provide an opportunity to consider how libraries can adapt to the major social, economic and technological changes in the environment for higher education which will be taking place in coming decades.

The project produced a series of resources available to all academic libraries, including a guide to the scenarios themselves and information on how to use them.

The project sponsors have also commissioned a series of case studies which will be published in Spring 2012. Views and comments on the project and associated resources are welcome and can be found [here](#).



JISC



RLUK



# The design of library space

- Capture institutional spirit; reflect broader strategy
- Anticipate requirements of new generations of students
- Potential to integrate all student support
- Plan as part of network of campus learning spaces
- Protect distinctive ethos of libraries
- Showcase the best of the old and the new

[g.bulpitt@live.co.uk](mailto:g.bulpitt@live.co.uk)