

Putting students first universities, libraries and learning

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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

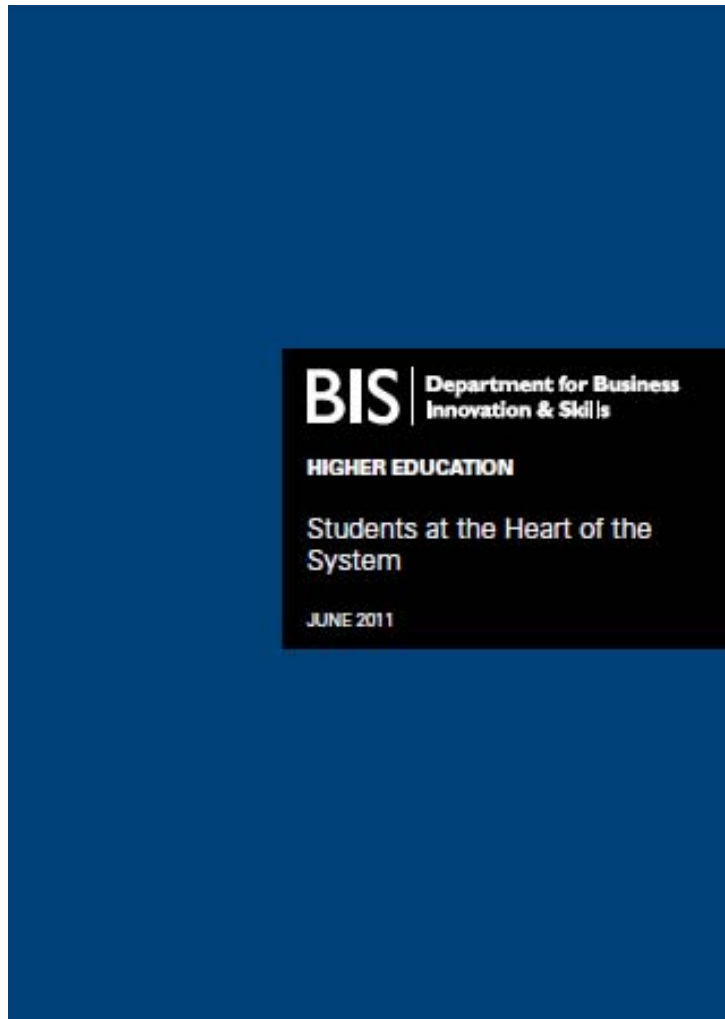
Recession

- 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 Vrach

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

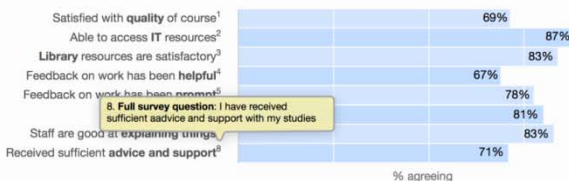
Due to a small number of students, some data presented here have been aggregated with similar courses. These are indicated by a A

STUDENT SATISFACTION

69%

Overall student satisfaction

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



56 Source: National Student Survey

Sections

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

Print

Download

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

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Widget

Add a KIS widget for this course to your site

Choose a layout



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<script type="text/javascript" src="http://www.nhs.uk/resources/kis/js/embed&courseid=BATHW300"></script>
```

copy to clipboard

NHSB

Accredited by the National Health Studies Body
www.nhsb.org.uk/accreditation

GRADUATE EMPLOYMENT

£21,000

Average annual salary after 6 months

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: DLHE 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 Source: DLHE Survey

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

£7,000-£9,600

Average annual cost of institution owned/sponsored accommodation

8500 beds available
www.newtown.ac.uk/accomm

Source: Newtown University

£6,000-£8,500

Private rental market

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



Percentage of time spent in different teaching & learning activities, by year for this course
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



Breakdown of assessment methods, by year for this course
www.newtown.ac.uk/b900

HOME

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SURVEY



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FAQs

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CYMRAG

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

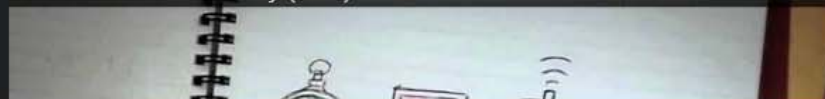
Welcome to the National Student Survey 2012

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.

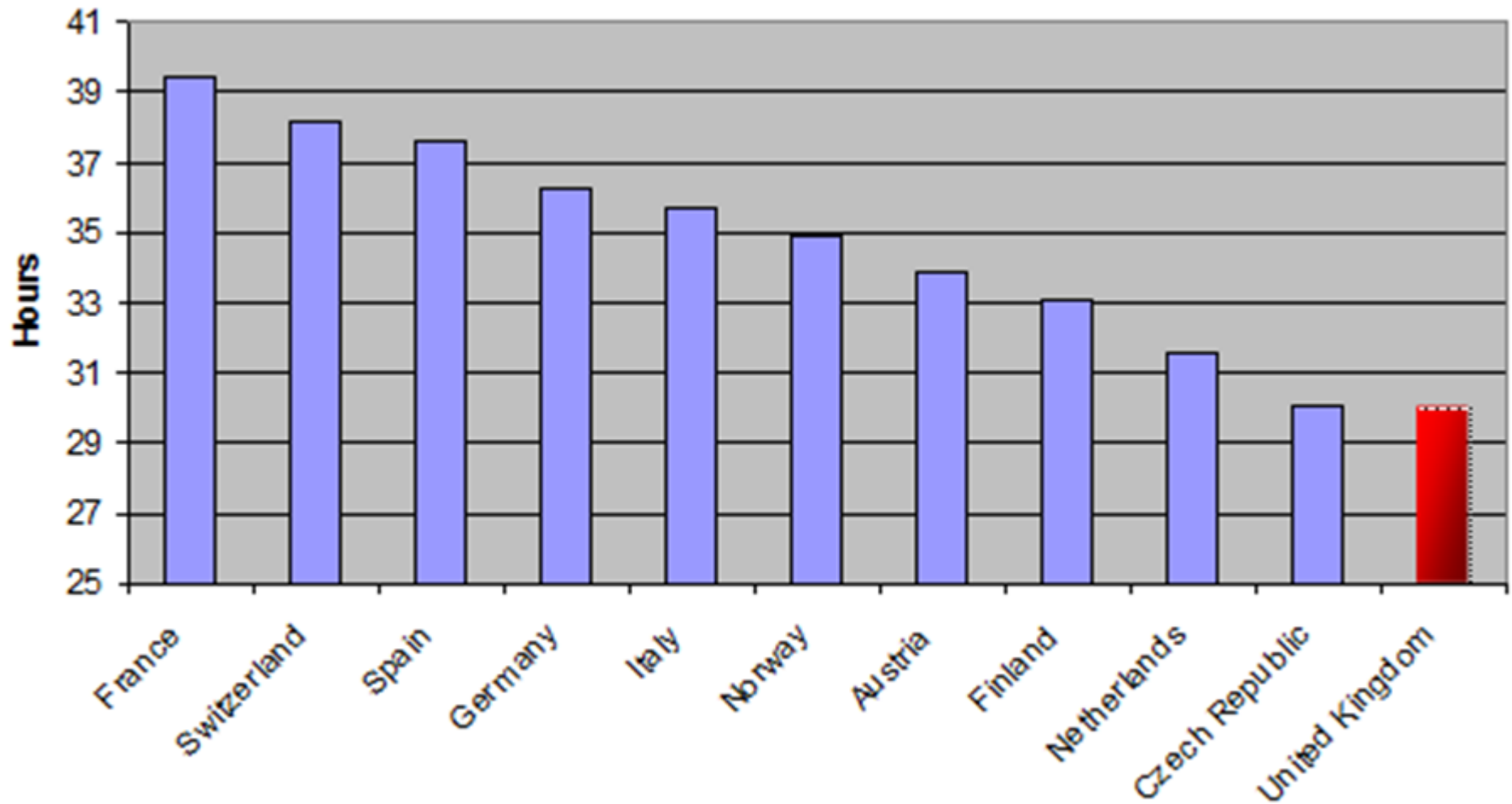
How students spend their time



- 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

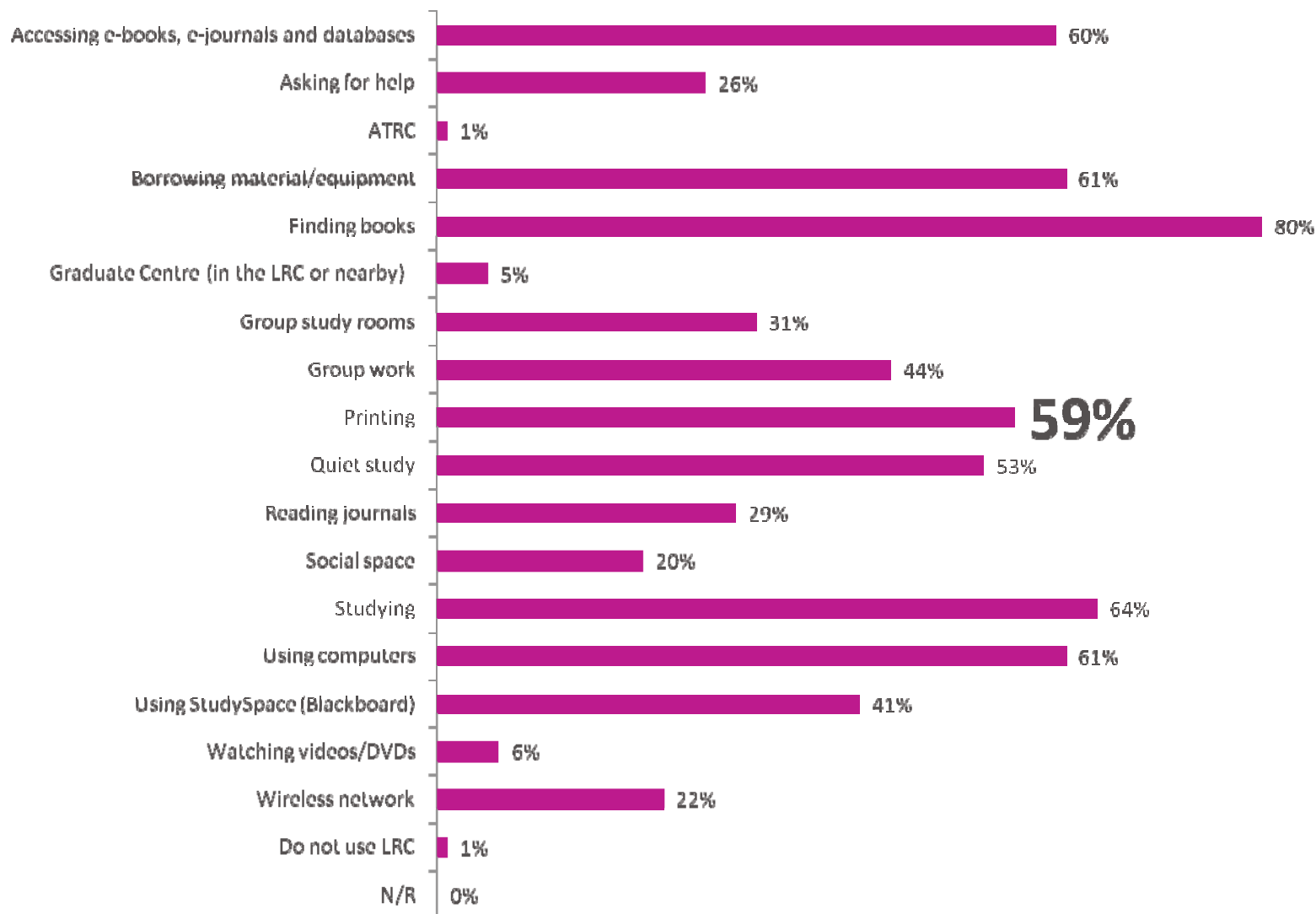
Learning technology: implications for libraries



- 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?

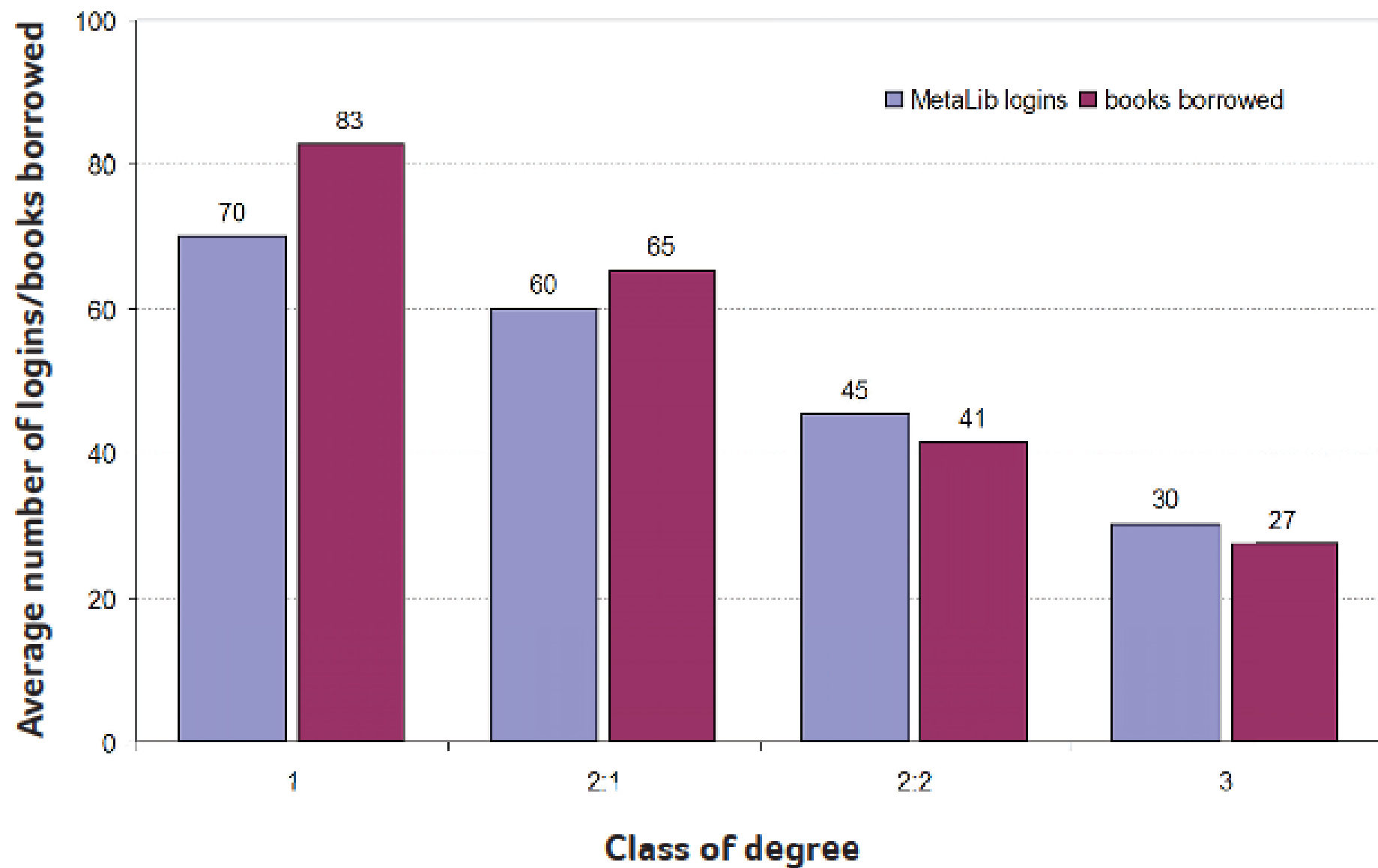


Huddersfield University library impact study

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

A		Information Service Statistics, Ten year projections	
Summary		Combined Site Totals	
Profile of activity			
Opening Hours			
5	Current Opening - Hours per week term time [all sites]	Total term time [all sites]	
6	Current Opening - Hours per week non term time [all sites]	Total non term time [all sites]	
7	Current Opening - Hours per week non term time [all sites]	Total non term time [all sites]	
8			
9			
10			
11	Extended Opening - Hours per week term time [all sites]	Total term time [all sites]	
12	Extended Opening - Hours per week non term time [all sites]	Total non term time [all sites]	
13	Extended Opening - Hours per week non term time [all sites]	Total non term time [all sites]	
14			
15			
16	24Hrs Operation - Hours per week term time [all sites]	Total term time [all sites]	
17	24Hrs Operation - Hours per week non term time [all sites]	Total non term time [all sites]	
18	24Hrs Operation - Hours per week non term time [all sites]	Total non term time [all sites]	
19	24Hrs Operation - Hours per week non term time [all sites]	Total non term time [all sites]	
20			
21			
22			
23			
24			
25	LRC Area m2	University State	
26	NUP Space requirement @ 0.7m2 per student FTE		
27	Number of Study places currently in LRC's		
28	Follett Standard Study Places - 1 place per 6 students		
29	Number of open access workstations		
30	Workstations required - 60% study places with computing a		
31	Number of study-place-hours per week - Term Time - Curre		
32	Number of study-place-hours per week - Term Time - Exte		
33	Number of workstation hours per week - Term Time - Curre		
34	Number of workstation hours per week - Term Time - Exte		
35	Number of workstation hours per week - Term Time - Exte		
36	Number of Staffed points		
37			
38			
39	Number of Staff PC's (Including Laptops)		
40			
41			

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



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:

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- ▷ [Using the scenarios](#)
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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](#).



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

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