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Editorial

Power to the people – focusing on the importance of staff development

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This issue of *SCONUL Focus* turns its attention to staff development. This is perhaps a logical follow-on from the previous issue on leadership as we acknowledge the importance of investing in the development of staff at all levels so they are equipped with the knowledge, skills and attributes required in our changing profession.

The first article in this issue takes us to the beginning of the journey. As in the issue on leadership, the *SCONUL Focus* editorial team posed a number of questions to experts in the field relating to the topic in question. In this instance, the interviewees are representatives from some of the UK and Ireland's library schools. Our intent was to find out their opinions as to the skills and attributes they believe their students should be graduating with, give them the opportunity to demonstrate how their courses are relevant to the profession in ensuring that students are 'industry ready' on graduation, and to consider the challenges for the future.

Following on from this, the next crop of articles provides some specific examples of how those in the early stages of their career are being supported. Jane Burns describes a practical application of the use of reflective writing using the medium of blogging to support library school students at University College Dublin. Ros Pan and Avril Patterson, from the same institution, describe how a pre-course intern programme has been developed and delivered at UCD library, demonstrating an intrinsic link between the library and the library school, whilst Caroline Hetherington offers her experience of being a graduate trainee in library services at the University of Birmingham. She articulates both the benefits she gained from the projects she worked on, and the skills she believes she brought to the team. This section is rounded off with an article from Kathryn Smith, providing an overview of the history of the Academic and National Library Training Cooperative (ANLCT) Library Assistant Award in Ireland and the impact of the award in creating staff development opportunities at the Royal College of Surgeons in Ireland.

Collaborative approaches to staff development across organisations can be a good way to meet needs where institutions are facing the same or similar issues, whilst they also have the potential to realise economies of scale in the current challenging financial climate. With this in mind, Thomas Baldwin and Rachel Telfer describe the growth and development of the cpd25 programme of the M25 Consortium of Academic Libraries and consider its impact and the benefits. On a similar theme, a multi-authored article from librarians in the Wales Higher Education Libraries Forum Research Group details how librarians are supporting research in Wales through a collaborative approach to staff development and capacity building.

Perhaps not surprisingly, a recurrent theme to emerge from the library school representatives relates to the requirement that students develop enhanced digital and IT skills. The article by James Clay picks up this theme by describing how Jisc has developed a digital capability framework and other resources, in order to equip leaders and staff with the tools they need to improve digital capability at a local or institutional level.

Attending conferences, undertaking training, participating in registered professional development programmes or being part of wider professional groups are other methods regularly used to meet staff development needs at an individual level. With regard to participation in professional groups, Lisa Anderson from the University of Birmingham outlines the benefits she feels that both she and her employer gain from her involvement in the BIALL (British and Irish Association of Law Librarians) Professional Development Committee (PDC). With reference to professional accredited programmes, Laura Connaughton and Regina Richardson from Maynooth University recount their experiences in attaining Associateship and Fellowship awards from the Library Association of Ireland.

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If we are to maximise value for the money invested in any of these activities, how might we cascade the learning within the organisation? The article by Jo Alcock and Annmarie Lee shows how staff at Birmingham City University's Library & Learning Resources are attempting to do just that by the establishment of a regular LIKE (L & LR Information and Knowledge Exchange) event.

Another theme to emerge from our email questionnaire survey of our library school representatives was people (or softer) skills. Penelope Dunn and Laura Woods from the University of Huddersfield report briefly from the first Relationship Management in Higher Education Libraries conference held in Stirling in November 2015 and go on to look at approaches to relationship management at their own institution, considering both current and future developments. On a similar theme, Leo Appleton and colleagues from the University of the Arts London describe how they have engaged students through a user experience (UX) project at their institution. The use of UX methodology aimed to engage students in both the design and planning of new builds as well as to impact on the learning spaces that they currently occupy.

Other articles included in this issue include a job swop initiative for library assistants at Maynooth University, a range of CPD opportunities offered to staff at the library of Dublin Business School and a self-directed achievement scheme for staff working in the library at the University of Ulster.

It is also important to ensure that the development needs of managers (and future leaders?) are not overlooked. With this in mind, Sue Hodges from Bangor University describes the development of coaching skills for managers programme in the library there, noting how it is being rolled out to other departments in the organisation.

As usual, we have accepted other articles to include in this issue, not directly related to staff development (although it could perhaps be argued that all articles included have some staff development aspects if they are representing examples of innovation in many areas of our profession). So articles on the use of digital badges for information literacy at Middlesex University, creating pre-arrival support for international students at Coventry University and using the COUNTER Journal Report 2 to make evidence-based decisions in relation to e-resources development at the University of Portsmouth have made their way into issue 67.

Perhaps as the title of this editorial hints, our people remain one of our greatest assets in developing services and ensuring we can remain relevant, maximise our impact and demonstrate value. So this issue probably only scratches the surface in identifying many initiatives that will be emerging in individual institutions, across organisations, from professional bodies and through academic courses. However, I hope it provides some inspiring examples and offers food for thought to those of you with an interest in this area.

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Developing the professionals of the future

Views from experts in 'library schools'

City University London

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The SCONUL *Focus* editorial team contacted academics from a number library schools to elicit their opinions on the skills that librarians of the future will need and to determine how they are rising to the challenges. Their responses are given below.

How does your library school engage with the active profession?

City University London (soon to be City, University of London, when we join the federal University of London) has a longstanding focus on the needs of business and the professions. All our courses have a vocational emphasis, and our library school, #citylis, shares this.

We are well known for our longstanding relationship with our professional body, CILIP, and with leaders in the profession, many of whom contribute to our courses. We have an active engagement with our alumni, and they often feature as guest speakers as they are keen to share knowledge and skills with our current cohort of students.

To increase our visibility, we also work closely with LIS recruitment agencies, such as Sue Hill Recruitment and TFPL.

We were early adopters of social media, and all our students are encouraged to share and communicate their course experience, work and professional opinions via our blog, their own blogs and on Twitter. Our students are encouraged to link their assignments and dissertations to real life practice, and to communicate their progress and achievements via social media. See our blog, <http://blogs.city.ac.uk/citylis> for more details.

We offer an optional mentoring scheme, whereby students are paired with someone from within the profession in order to structure, reflect on and develop their roles in LIS.

Follow us [@citylis](#) on Twitter.

What challenges have you seen in the past ten years and how have you met them? What future changes do you predict will be needed?

The library / information world has seen great and continuing change over the past decade in three respects: technological developments, with the move to a largely digital information environment, and a greater emphasis on data in addition to published information; economic changes, with reduction in funding for many public sector activities and for library / information units in many environments; and social changes, with on the one hand a vastly increased access to digital information, and on the other an increasing digital divide, as well as a greater need for development of information and digital literacy.

These changes have impacted on library / information jobs in all sectors, not least in academic libraries. Many roles have changed significantly, and some have shrunk or even largely disappeared; conversely, new roles have appeared,

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for instance research data management, repository management and digital asset management.

Our response has been to modify our curriculum so as to include coverage of these new topics while retaining core skills and perspectives. All our modules have been affected by these changes, and some – for example, our modules on digital information technologies and on digital libraries – have been effectively recreated. We have also made increasing use of practitioners as guest lecturers, to convey an up-to-the-minute picture of the changing environment and the implications for library / information employment and careers.

Our profession has always evolved with developments in technology and changes in the socio-political environment, and professional education has kept pace. This will be increasingly necessary in the immediate future, as the pace of change is likely to increase. We see a particular need to ensure that City graduates are fully equipped to deal with developments in social media, big data and digitisation. However, it is important to balance the technological aspects of the curriculum with coverage of professional, social and ethical aspects. Our courses need to embrace interdisciplinarity and to continually engage with the communication processes of other disciplines and new methodologies, so that the importance of the processes of documentation continue to be seen as necessary for preserving the record of humankind. We think it is important to retain the connection with the profession by linking new issues with frameworks such as CILIP's Professional Knowledge and Skills Base (PKSB).

What skills are necessary for being a successful librarian or information professional?

The same range of skills is necessary today as have been always necessary: a blend of professional, technical, managerial and interpersonal skills. New topics are, of course, always arising, and they have to be included – among current hot topics are data visualisation, social media data analysis, advocacy and demonstrating the impact of information. The challenge for educators is to help students develop the newer skills needed, particularly technical, while not marginalising more traditional ones; and to do so within the context of an increasingly crowded curriculum. At City, we do this by focusing strongly on conceptual basics, which we believe all students need to know, and then encouraging specialisation matching a student's own interests. For instance, in our Information Organisation module, all students cover the basic principles of resource description, metadata, subject analysis, etc. They are then able to focus on their chosen aspects by attending an optional cataloguing skills workshop, for example, or by creating a taxonomy and thesaurus as an assignment.

What programmes do you offer and what jobs do your graduates go to?

We offer two programmes at City: MA / MSc Library Science and MSc Information Science. They are closely related, and indeed have a common first term during which students can swop between them. Both have full-time and part-time routes, and both are CILIP-accredited. The Library Science curriculum has an emphasis on collection development and management, while Information Science emphasises information management, access and retrieval. Both courses offer excellent employment prospects, with 90% of our graduates obtaining suitable employment by, or shortly after, the end of their course.

About half our graduates go into jobs in academic and public libraries, a quarter into special libraries and information units and a quarter into other

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information roles, including publishing, web content management, research and consultancy.

Further information on City courses can be found at:

<http://www.city.ac.uk/department-library-information-science#unit=library-school>

Dublin Business School



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How does your library school engage with the active profession?

Academic staff on the MSc in Information and Library Management at Dublin Business School (DBS) are active practitioners as well as experienced lecturers. Programme faculty members include well-known industry experts such as Dr Christoph Schmidt-Supprian, Dr Clare Thornley, Dr Marta Bustilo, Mark Farrell and Caitriona Sharkey. This infuses the teaching and learning experience on the programme with real world industry insights and knowledge. Guest speakers from the library and information sector are also an integral element of the programme. The incorporation of a three-week work placement further strengthens ties with personnel working in the sector. Placements have been secured in the libraries of Dublin City University, Maynooth University, Dublin Institute of Technology and many others. Students are also taken on site visits. In the academic year 2015–16, students visited the National Archive, the National Library of Ireland and the Digital Resources and Imaging Services Department of the Library of Trinity College Dublin (TCD).

DBS Library runs an annual library seminar, which is described in more detail in the article by Marie O'Neill in this [issue](#). The MSc in Information and Library Management is accredited by the Library Association of Ireland (LAI). Library Association of Ireland personnel come in to talk to students from the outset of the programme about the benefits of membership.

What challenges have you seen in the past ten years and how have you met them? What future changes do you predict will be needed?

The IT environment in which librarians operate has become increasingly complex. To prepare graduates for this, Dublin Business School chose to offer an MSc qualification with a strong IT focus. A unique feature of the programme is the module Network Resource Management, which also incorporates cloud computing. Libraries are increasingly hosting software on the cloud, which involves a myriad technical, financial and legal considerations. In accordance with the pedagogical ethos of an MSc, DBS students also carry out applied and technical projects such as deploying and configuring Koha, an open source library management system in a laboratory setting.

Other challenges that have emerged during this period include the rise of Google searching, decreasing library budgets, the public sector recruitment embargo and library closures. Modules such as the Teaching Librarian and Management for Information and Library Professionals equip students with the

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management and advocacy skills to meet these challenges. The incorporation of an employability module into the programme called the Personal and Professional Development module was designed to enhance graduates' recruitment prospects.

Income-generating activities (software design, hosting, support, consultancy, events and library businesses) will become a more significant part of library operations in the future. Modules on innovation, entrepreneurialism, digital marketing and project management offered alongside more traditional library modules would prepare graduates for this. Future articulations of library programmes will incorporate modules such as the Research Librarian and the Librarian as Publisher to reflect new roles and activities in the sector.

What skills are necessary for being a successful librarian and Information professional?

A passion for the acquisition and sharing of knowledge is essential. All modules on the MSc in Information and Library Management at DBS have been mapped to the UK's CILIP PKSB, which outlines the skill set favoured by employers in the sector (see Fig. 1). The recent Future Libraries Symposium event at TCD Library showcased a number of library directors and leaders such as Roly Keating, Executive Director of the British Library; Mike Keller, the University Librarian of Stanford University; and Richard Ovenden, Librarian, Bodleian Libraries, who in addition to having a passion and love for scholarship are also impressive innovators, project managers, fundraisers, marketers and speakers.



Fig 1. CILIP's Professional Knowledge and Skills Base

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What programmes do you offer and what jobs do your graduates go to?

DBS offers the MSc in Information and Library Management on a full-time day, and part-time evening basis. Modules can also be completed on an individual basis by qualified librarians for CPD purposes. The full list of modules is available at <http://www.dbs.ie/course/postgraduate/msc-information-library-management>. Graduates of the programmes have gone on to library posts in Trinity College Dublin, the Department of Agriculture, Arthur Cox Legal Firm, University College Dublin, the National Gallery of Ireland, Fingal County Council, the Bar Council of Ireland, the JCSP School Libraries Scheme and many others. The programme is an MSc in Information and Library Management. Consequently graduates are also taking up posts in the broader information management sector. One graduate secured a post with Amazon as a taxonomist. Digital Asset Management is also a growing area of employment for graduates of the programme interested in careers in the broader information management sector.

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How does your library school engage with the active profession?

There are many ways in which we keep in touch with the professions that our courses focus on – in our case this is library and information services, and archives and records management. In Wales we have good links with MALD, the Museums, Archives and Libraries Division of the Welsh Government, which is based in Aberystwyth, a stone's throw from the university. We have been fortunate in receiving support from MALD via a Workforce Development Grant, which allows sponsorship for a limited number of students living or working in Wales. We are lucky to have a global body of alumni who keep in touch with us, and we make use of a range of guest speakers and external lecturers to

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bring a dimension from 'practice' into the course; these include our colleagues from the libraries at Aberystwyth University, as well as the public library, local records offices and the National Library of Wales (also based in Aberystwyth). 'Aber' is very much an 'information town', making it a great place to do Information Studies. We offer semester-long practical projects in conjunction with local libraries and archives. We have active membership of appropriate professional organisations such as CILIP, ARA, Archives and Records Council Wales. We are also involved in joint projects with professional archive and library services such as the Wellcome Trust, and the Archives and Records Council Wales Digital Preservation Group.

Our distance-learning students, who are already working in libraries, archives and other information services, undertake some work-based assignments. In addition, many of our full-time students have the opportunity to work on assignments relating to professional practice and have worked on archive and rare books collections held locally. We are also very aware of the developing need for CPD, which I hope is reflected in our growing range of short stand-alone courses. Our accreditation by professional bodies CILIP and the ARA also helps us to stay engaged and current.

What challenges have you seen in the past ten years and how have you met them? What future changes do you predict will be needed?

Higher education has been and is currently undergoing significant changes. This inevitably impacts on all academic disciplines, and information studies / science is no exception. As we are usually smaller or specialist departments, we have always had to justify and explain our existence in a way that more 'mainstream' subjects don't. In many ways the development of the internet and social media has been a boon for us as they bring issues around information retrieval, description and curation far more centre-stage than they have ever been. There is also a serious challenge here, as most information professionals will be keenly aware: the UK and global financial situations have had an impact on the profession – public libraries have been significantly affected, and the library schools are well aware of this impact. Having said that, recruitment remains buoyant and I am constantly impressed by our professional, committed, skilled and intelligent students and their belief in the profession. Despite current pressures, it is a rewarding career in which it is possible to develop professionally in many directions – customer service, research, using technology and teaching.

We keep our established courses relevant through the updating and introduction of new modules – which happens continually. It's as much about making existing courses more focused and current as it is about totally new offerings. For example, we have just started running a new module in Knowledge and Information Architecture. In recent years we have also introduced new degree schemes in Digital Curation, Digital Information Services, and a brand new postgraduate certificate in Digital Preservation.

What skills are necessary for being a successful librarian or information professional?

I regularly ask our students this question as part of an ongoing research project! The replies are varied but tend to centre around flexibility – the range of skills needed, including communication and people skills, ease with the developing technological / digital environment, ability to work under pressure, an interest in research and problem-solving, teaching and, in recent discussions, an emphasis on advocacy and ethics – which reflects a trend in the information profession. Management of people can very quickly become part of the needed skill set for a new professional too. The need to be willing to update or adapt your skills to

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new environments, and, of course, the traditional skills and understanding that are the foundation of library and information work – how and why information is organised to preserve and provide access – remain strong.

What programmes do you offer and what jobs do your graduates go to?

In the last couple of years we have developed our suite of course offerings, including new degrees in Digital Curation, and Digital Information Services, and an upcoming postgraduate certificate in Digital Preservation. This is in addition to our established flagship postgraduate degrees in Information and Library Studies, and Archive Administration, which remain very popular. We also offer an undergraduate BSc in Information and Library Studies by distance learning, which is ideal for those who are already working but don't have previous experience of higher education. It is fully professionally accredited, like all our degrees, by CILIP (and in the case of Archive Administration, the ARA).

I consider one of our strengths to be our provision of distance-learning courses. The programmes we offer are flexible, to allow students to combine study with work and the demands of everyday life, but they are also highly structured, providing a clear path to a final qualification. Being able to combine study and work is important when students have to take into account, more than ever before, how they will fund their learning. We have also been able to expand our range of standalone short courses delivered online, which are excellent for CPD but may also count as credit should you decide to take one of our degree courses.

Our courses in Archive Administration and in Information and Library Studies remain broad-based introductions to the field, which I think appeals to those starting out in their careers and gives the student a strong base from which to further develop their career and specialise.

Thanks to the strength of our distance-learning courses, many of our students are already working in an information environment, and they often achieve promotion or are able to move to a new role or a different job as a result of doing the course. Overall, graduates go on to work as information professionals (librarians, information and records managers, archivists) in local and national government (libraries, archives and museums), health services and law firms, the military, charities, schools, colleges and universities, and ICT-rich organisations around the world. My feeling is that the majority of graduates still go on to work in academic, public or school libraries, or local archives or records offices – but within these traditional employers there are many new roles, particularly in the developing digital environment; and there are opportunities in museums, media libraries and services and the health, law and business sectors too. My advice to students if they are interested in a specific area is to supplement their education by getting some kind of relevant experience, e.g. work shadowing or volunteering, as this helps to establish their commitment to and knowledge of the field.

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Developing the professionals of the future

Views from experts in 'library schools'

University of Ulster



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How does your library school engage with the active profession?

At Ulster University, the Library and Information Management programme is very closely connected with the active profession. As the course is designed to enable those working in the sector to study part time for professional qualification (the PGDip and MSc are accredited by CILIP), all our students are working in library and information roles (with a small number on voluntary internships). We regularly seek feedback from employers regarding the curriculum and the skills and knowledge they expect our graduates to have, and we bring in top library and information professionals as guest speakers in our Leadership in Libraries for the Future module. We also deliver CPD training and workshops in library workplaces.

What challenges have you seen in the past ten years and how have you met them? What future changes do you predict will be needed?

The course at Ulster is almost ten years old. It developed out of a Postgraduate Certificate in School Library Management and now is designed to meet the requirements of those working in a range of organisations across the library and information sector and in library and information roles in other sectors. So initially the focus was on building this new course, ensuring that it was delivering the best possible curriculum and meeting the needs of employers. The course also has an important role in developing a local research base through postgraduate research at Masters and PhD levels. The one big change is that from September 2016 the course will be fully online for all new students. It will involve live weekly seminars as well as use of asynchronous discussion and the virtual learning environment. Peer learning is a very important aspect of the course and this will be just as crucial in an online environment. One big benefit of moving online will be that participation will not be limited to those able to travel to the university. We recognise the importance of flexible delivery for those who are already in employment.

What skills are necessary for being a successful librarian of information professional?

- excellent organisation, communication and ICT skills, including being able to make effective use of social media for professional purposes
- good knowledge and understanding of core or traditional library and information skills and topics
- strong understanding of what is involved in management and leadership at all levels within an organisation
- recognition of the importance of research as an evidence base for decision-making and good practice
- commitment to continuing professional development

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What programmes do you offer and what jobs do your graduates go to?

- Postgraduate Certificate in Library and Information Management (one year, part time, fully online from September 2016)
- Postgraduate Diploma in Library and Information Management (two years, part time, fully online from September 2016, CILIP accredited)
- MSc in Library and Information Management (three years, part time, fully online from September 2016, CILIP accredited). Individuals who already hold a PG Dip in LIS/LIM or librarianship degree from elsewhere may be eligible to enter year 2 or year 3 of the MSc and undertake the dissertation to obtain the Masters.
- PhD (three years full time or six years part time)

Our graduates are working right across the library sector – in school libraries, further and higher education libraries, public libraries, special libraries (including Army Library Services, the Assembly Library, the Linen Hall Library, and the voluntary and community sector) and commercial organisations (for example, global law firm Allen & Overy).

University College Dublin



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How does your library school engage with the active profession?

Professionals teach as occasional lecturers, give talks at networking events, serve as guest lecturers in modules, and employ a number of our students during their postgraduate programmes. They also serve as observers for students' final capstone presentations. In turn, our students attend and volunteer at professional conferences and events and work with professionals as clients on their capstones.

What challenges have you seen in the past ten years and how have you met them? What future changes do you predict will be needed?

The biggest challenge we've seen is in the sheer amount of knowledge and skills that librarians need. Technical skills are an obvious area, but professionals are writing grant applications, marketing, collaborating on national and international projects and working with new communities of users. Ongoing economic factors have shrunk budgets but have made libraries more essential than ever as rich resources for low-cost / free entertainment, job-seeking, and community spaces. As a school, we've responded to these challenges by regularly updating our classes, creating opportunities for students to work with community partners and hosting alumni networking events. The coming years are going to require that librarians think ever more broadly (and perhaps with fewer financial resources) about the role of the library in society and prepare themselves and their institutions accordingly, as they are called upon to help their stakeholders navigate social media, steward digital resources, even

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Developing the professionals of the future

Views from experts in 'library schools'

work with 3D printing and create 'maker spaces'. (Maker spaces are physical spaces, often community run, where people can come together to learn about and work on design projects of interest. These workshops contain a variety of equipment, hand and power tools, craft supplies, computers and 3D printers. Members can learn from each other and collaborate to learn new skills and apply them through workshops, events and unstructured time. Libraries are increasingly setting aside bespoke or pre-existing space and acquiring such tools for their patrons.)

What skills are necessary for being a successful librarian or information professional?

Librarians are increasingly called upon to be familiar with, if not experts in, new technologies, including open source software, social media, scripting / programming, and even 3D printing. Even if the librarian doesn't know the specifics, s/he will work with IT professionals and thus need to 'talk the talk'. Staying current will require them to be creative in finding venues for gaining new skills and knowledge. Online courses, local events and online forums dedicated to specific software or topics are all sources of information. Being an advocate for the profession through traditional and social media, talking to policy makers and the public, and writing in professional publications is also increasingly needed.

What programmes do you offer and what jobs do your graduates go to?

We offer an LAI-accredited Masters in Library Science and a Graduate Diploma. Graduates work in 'traditional' librarianship positions, but some are pursuing careers elsewhere as information managers, social media analysts and data analysts. We also offer an MSc in Information Systems and a Graduate Diploma. These graduates tend to work in industry, in technology-intensive positions. Our newest programmes, which commenced in 2015, include an MSc, Graduate Diploma and Graduate Certificate (CPD) in Digital Curation, the first such programme in Ireland. All programmes are both full time and part time, and we expect to be rolling out more CPD offerings in the coming years.

University of the West of England



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How does your library school engage with the active profession?

In a number of ways. We have regular specialist teaching slots when professionals come in to talk about a topic (and often their own route into the profession). Many of our students are already working and are encouraged to raise and discuss relevant current professional issues in their study groups. On a broader level, the course is accredited against the CILIP PKSB, itself developed in consultation with the profession. We also have an informal steering group of local employers who provide input into teaching topics and overall course strategy.

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Views from experts in 'library schools'

What challenges have you seen in the past ten years and how have you met them? What future changes do you predict will be needed?

Obviously the closure and downgrading of purpose of public libraries has had an impact, as have the changing requirements, on academic libraries. We have tried to open our course up to different types of information professional – while at the same time trying to provide exposure to new or alternative professional roles. We see an increasing future overlap with other information and communication roles, but with information professionals retaining their focus on information and customer-centric skills.

What skills are necessary for being a successful librarian or information professional?

This is a big question! In general: flexibility, adaptability, good communications skills, service innovation. Also, of course, core information handling skills, leadership and project management, customer services. There is an increasing emphasis on value, return on investment, quantitative research skills, digital resource management.

What programmes do you offer and what jobs do your graduates go to?

We have just the MSc in Information Management. Graduates go on to work (amongst other areas) in academic or education librarian roles, health and law libraries, publishing companies, government agencies.

Robert Gordon University



Peter Reid

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How does your library school engage with the active profession?

We have very strong links with the professions in public, academic, specialist and school libraries and in information management in other sectors. Many of us are active in CILIP (e.g. I am past President of CILIP Scotland and former chair of the Board of Trustees of CILIP Scotland). We also have representation on the board of Scottish Library and Information Council and other professional groups. We have an industry liaison group and all staff are actively engaged in a range of professional organisations and networks. We particularly value collaborative work with library services and have some interesting research activities in this area.

What challenges have you seen in the past ten years and how have you met them? What future changes do you predict will be needed?

The key challenges have been the impact of the economic downturn and public sector cuts and the particularly gloomy news on public library closures

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Developing the professionals of the future

Views from experts in 'library schools'

in England (nothing like the same here in Scotland). Although public libraries are only one part of the information sector, these press stories cast a negative shadow over how the sector is perceived as a whole. Many areas of the profession have fewer professionals doing bigger jobs, so courses such as ours have had to reflect this. As I see it, there are two challenges facing LIS education providers. The first is how the profession is perceived (mentioned above); the other is the recruitment of students in the context of their fees and the higher education environment. Again, there are differences between the situation in Scotland and other parts of the UK, but everyone faces challenges in a very competitive marketplace.

What skills are necessary for being a successful librarian of information professional?

If they have completed a professional qualification, I take the professional skills (information searching, knowledge organisation, etc.) as read, but I reckon their interpersonal and communication skills and their ability to network, be creative and innovative and to seek solutions are what really matter. I'm a great believer in the notion of the creative and reflective practitioner and think that is core to what makes a successful librarian.

What programmes do you offer and what jobs do your graduates go to?

We have MSc Information and Library Studies and MSc Information Management on campus and by distance learning. We also have a Graduate Certificate Information Studies course, which is effectively an access route to our Masters course for those with work experience. We are about to launch a new Graduate Certificate in Petroleum Data Management, which has been sponsored by and developed in conjunction with the oil and gas industry.

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Pedagogical approaches to teaching blogging and reflective writing to library school students



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Background

I am a library information professional with over twenty years' experience of working in a variety of library and information environments, and am a part-time lecturer in the School of Information and Communication Studies at University College Dublin. In 2012 I began teaching a course to Masters in Library and Information Studies, and Masters in Computer Science students, entitled Management for Information Professionals, which covers a range of management theories such as general management, project management, staff management, strategic planning, leadership, introduction to finance and accounting principles. In order to ensure that students have a firm understanding of these principles they are assigned weekly reading tasks about each topic; they then reflect upon them and how they relate to the management theory being explored in the upcoming class. They write their reflections in WordPress blogs that form a significant part of their course assessment.

Introduction

The luxury of reflection is a rarity in a world where there is often a constant surge of activity as we tick things off lists and move on to the next task or engagement. Decision-making has to take place in an instant; the barrage of information via online resources only seems to heighten the pace. The time taken to reflect upon one's experiences, readings, research and application of findings should become integrated into the way we work and understand the world around us.

The students who undertake the MLIS and MSc degrees at University College Dublin tend to come from a variety of backgrounds, primarily from humanities and computer science. Very few come from business management undergraduate programs. The knowledge and understanding of management principles is an essential part of their professional development once they enter the workforce.

Assessment construction

A detailed step-by-step WordPress guide has been developed and is given to students via the VLE Blackboard. At the end of every term each of the students submits a critique of what was useful or not in the guide and this ensures the WordPress guide is kept up to date and is reviewed from the student's perspective. On a weekly basis students are assigned relevant chapters from the course textbook (Evans, 2013). Related articles and many cases studies and related videos about the upcoming topic are reviewed. The WordPress guide is in essence an online e-portfolio.

Week 1 of the semester includes an introduction to what reflective writing is, and students are given supplementary readings and videos to help them gain an understanding of the process. They are instructed that the assessment will be based on the following criteria:

- As a reflection, your writing should not primarily be a summary of the readings. Rather, you should summarise each article's argument in a sentence or two and then reflect on your own assessment and the questions and connections they inspire in you. You should use the questions below as starting-points; in some weeks additional questions or activities specific to the topic will be assigned.
- Meeting minimum criteria adequately would earn a B. Evidence of additional thought and energy, signified by critical thinking, reflection, and connections made, would warrant an A, while significant deficiencies regarding the criteria would put you in C range for the assessment.

Pedagogical approaches to teaching blogging and reflective writing to library school students

The blog post is due on the Monday before the class that takes place on Thursday afternoons. By Wednesday of that week each student receives bullet-point feedback for discussion in class. This level of interaction ensures that students take responsibility for their own preparation for class and have the basic grounding in topics that many of them are learning about for the first time. It allows the teaching session to focus on the application of theory to practical examples in library and information environments. The iterative process of constructive feedback adds to the dynamic elements of this continuous assessment course. Students who find concepts challenging are identified early on and concerns can be addressed in class that week during the interactive discussions.

Flipped classroom

The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed (Educause 2012). Students in the Management for Information Professionals course are in a constant state of preparedness for the upcoming class. They come to class with a working knowledge of a one aspect of a theory and then discover its relevance to practical applications. For example, during the week in which students are introduced to accounting principles, the lecture consists of examples of the role of an acquisition librarian and how to develop a basic library budget. The students are not the only beneficiaries of this approach. The lecturer can move away from the podium and the slide deck to be more involved with students on a collaborative basis. This makes the teaching and learning process more interactive and cooperative (Educause 2012). There are greater demands on the lecturer's time on a weekly basis, but the ethos of a continuous assessment approach to teaching compensates for this.

Reflective writing

Reflective writing provides a means by which students can engage with and evaluate a complex topic using a range of sources and resources to make sense of the content and to reflect upon its relevance and their understanding of it. Students in the MLIS programme at UCD are exposed to a range of courses and assignments which require them to read information, analyse the content and then evaluate and reflect upon it. Reflective writing from a pedagogical perspective helps the student to be a self-learner, and this is a highly relevant skill for a library and information professional. Professionals in the field are required to work in diverse and complex environments while supporting, and increasingly collaborating with, researchers from a range of disciplines.

Sen (2010) conducted a study at the University of Sheffield to analyse students' reflective writing in terms of identifiable outcomes, as explored through the reflective writing process. In summary, the findings of this study identified a significant relationship between seven of the eight outcomes tested. These were academic learning, the need for self-development, actual self-development, critical review, awareness of one's own mental functions, decision making and empowerment and emancipation. Sen identified the practical applications of reflective study as a management skill that has potential benefits for personal and professional development.

Learning outcomes

The use of a blog is an ideal conduit for student development in this area. It has the potential to provide students with the following skill sets:

- The ability to set up and develop an online communication platform which can be used for blogging but also for basic website design. The WordPress solution enables the linking of images, video and other media and the understanding of the application of key words and themes enhances the skills required to make work discoverable.

Pedagogical approaches to teaching blogging and reflective writing to library school students

- The ability to read complex information from the course textbook and assigned readings, reflect on what has been read and write about it in a clear and succinct format (maximum 300 words) develops students' editing and writing skills. This is a direct transferable skill relevant to abstract writing and research grant applications.
- The reflection process makes the learning and understanding more personal and provides students with an appreciation of this learning style, which can transfer to the workplace and to further learning.
- The ability to write concisely enables students to summarise information for the non-expert – an integral part of library and information management work. Perhaps most importantly, students learn to reflect on what they have learned. The reflection element carries the most points for assessment – comprehension and application of the management theory are secondary.
- Students have reported that they have found this part of the assessment a key part of the learning experience. More significantly, they have referenced their online portfolio on CVs and discussed it at interviews as an example of their technical, writing and reflective skills.

Challenges

Students often struggle to understand the difference between summarising and reflecting on information they have read, so lecturer involvement in giving feedback in the initial stages is critical. Clear examples should be provided in class and on the platforms where students manage their work, such as a VLE.

Conclusion

This article shows a practical application of the use of reflective writing using the medium of blogging by MLIS students who are learning about management principles. Students perform well in this course, demonstrate an understanding of these key management concepts and have anecdotally reported positive and practical applications in workplace environments. Please contact the author if you wish to obtain a copy of the WordPress guide.

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Delivering a structured pre-course intern programme at University College Dublin Library



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Introduction

Four miles south of Dublin's city centre, University College Dublin (UCD) is the Republic of Ireland's largest university. Its library dates from the establishment of UCD as a constituent college of the National University of Ireland in 1908. It operates from five sites, the James Joyce Library being the largest and housing the administrative units and 80% of stock and study space. The library supports the learning, teaching and research needs of some 30,000 students and staff (plus over 5,000 students based in affiliated and otherwise related UCD programmes abroad) in a wide range of disciplines. In 2015 UCD Archives and the National Folklore Collection were amalgamated with UCD Library which, together with the library's Special Collections, constitutes a strong cultural heritage offering.

LIS education in Ireland (UCD Library commitment to the information profession)

UCD Library and library and information service education and training in Ireland are inextricably linked. The Diploma in Library Training, established in UCD in 1928, was hosted by the University Library, with the syllabus delivered by the University Librarian, senior colleagues, academic faculty and guest lecturers (Traxler Brown, 2009). Thanks largely to continuity of personnel – a graduate of the inaugural class succeeded the founding Director of the School of Librarianship in the dual role of University Librarian and Director of the School – this situation prevailed until the mid-1970s. Then the incoming University Librarian devolved his inherited role as Diploma Programme Director to the holder of a new academic chair in the Faculty of Arts (ibid.). Following academic appointments to the new Department of Library and Information Studies, and the development of a restructured diploma curriculum, academic (MA, MLitt, PhD) and professional (MLIS) degree programmes were developed (ibid.). These programmes are now delivered in the recently restructured and renamed School of Information and Communication Studies in the College of Human Sciences. (<http://www.ucd.ie/ics.ie>). UCD's monopoly of library education in Ireland ended in 2009, when the Dublin Business School (DBS) – a private, for-profit institution specialising in the provision of career-focused postgraduate programmes – launched an MSc in Information and Library Management on both a full- and a part-time basis in its Postgraduate School of Business and Law.

The need for pre-course work experience

Work experience in a library or information environment has long been a pre-requisite for admission to the MLIS course in UCD, with the length of experience required varying over the years. The current requirement is six weeks. The library intern programme outlined in this article is structured to meet that specific need. It also meets the needs of the DBS programme, which incorporates, during the programme in this case, a three-week (or equivalent) work placement in a library and / or information management setting. Students with prior experience are exempt unless they choose to engage for additional experience.

Structured programme

In addition to requests to visit the library, including those from international visitors via exchange schemes, the library receives a number of requests annually from people seeking library experience. The workload and resultant lost staff outputs as a result of such visits has meant that we have had to become more selective in agreeing to such requests. However, the management team remains fully committed to continuing support for the library and information profession, and feels that rather than operating on an individual and ad hoc basis, a structured programme would be mutually beneficial, thereby contributing to the fulfilment of course requirements for workplace experience for MLIS candidates, and also to the delivery of specific library project outcomes.

Delivering a structured pre-course intern programme at University College Dublin Library

UCD Library therefore offered a fully structured interns project from 5 July to 13 August 2009 for six interns. This offer was repeated in 2012, when it focused on a project to identify and remove pre-1930s titles from general stock.

Extensive paperwork, outlines of work achieved and feedback reports were maintained, particularly for the 2009 programme; these were valuable in shaping the current programme.

Review and refresh of the programme

In 2015 the question of running a programme regularly was discussed, and the Head of Outreach and the User Services Manager volunteered to lead the programme. A great deal of project work was planned for the summer of 2015, so there was a benefit to the library in running the programme and as well as a guaranteed range of project work of a suitable level for interns.

After reviewing the excellent previous schemes, we kept the key features, including basing practical work around one project, allocating each intern to a home library team, and providing a fully structured programme combining project work with a series of unit overviews and presentations.

Changes were made to cut back on the bureaucracy for library staff, to spread the workload and to provide a richer intern programme. The main changes agreed were:

- eliminate detailed record keeping by library staff, as this is not a requirement of the institutions concerned
- devolve record keeping of work done and reflection to the interns themselves
- maintain a standard structure for the main weeks of the programme
- introduce a mid-week day of visits to units and thematic talks to break up the week
- introduce practical activities: poster and presentation production, reflective diary keeping, an introduction to the CMS and LibGuide environments, an introduction to the library management system and shelving practice
- include some visits to other libraries in the programme
- ensure the interns had regular mentoring from their home team leader and a weekly update chat with the User Services Manager.

Experience in 2015

The programme ran from 6 July to 14 August, with four interns participating, all of whom were enrolled for the UCD MLIS programme. This was fewer than anticipated, but several candidates could not commit to the dates, and we were not prepared to support any other work experience during the summer. The home teams selected for these interns were: Special Collections, Collections, Client Services and Research Services, as they all had suitable projects.

As an intern's work day is from 10:00 until 16:00 (which we feel is fair given that there is no payment), with one day a week spent on other activities, the return in terms of concrete project work outputs from the programme is limited: in effect around 100 hours of work from each intern over the six weeks, including training time. While the level of maturity of the interns varied considerably, in a programme such as this, the input determines the reward for all parties.

The approach to obtaining library staff feedback on the programme was simplified: we offered a couple of sessions for all staff involved in the



Delivering a structured pre-course intern programme at University College Dublin Library

programme to meet and discuss the experience, with an online option also available. Intern feedback was circulated via an online mini-survey, and despite chasers, only two of the four completed the survey. Although this was disappointing, a possible reason is that two of the group had by the end of the intern programme deferred their places on the course. However, overall intern and library staff feedback indicated that the programme worked well: two of the interns in particular seemed to thrive and are now on our casual staff payroll in various capacities. Though this is not something that can be assumed on either side as a programme outcome, it has in real terms proven to be a major return on investment for the library from the 2015 programme. Their testimonials are worth quoting:

During the time I spent on the internship, I got the opportunity to work within the Research Services section of the library, an area of librarianship in which I have a personal interest. In addition to receiving valuable experience working within this department, the structure of the internship programme also provided the opportunity to learn about all of the library's other sections, and how they work together to maintain the library as a whole. I found the internship highly rewarding. I gained valuable experience and made my first contacts within the library world. I enjoyed my time in the internship and learnt a lot about the industry I was getting involved in. In addition to this the internship also provided me with the opportunity to gain paid employment within the library during the academic term. I would recommend the summer internship without hesitation to anybody who has the opportunity to undertake it. (Alison)

For me, the internship was a trial run to see how I would like a career in a library. And honestly I could not have enjoyed it more. The six week programme allowed me to see what working in an academic library is really like both in terms of the day-to-day running and long term projects. Each of UCD Library's departments was visited for a day, giving me the chance to see the different work each area does. Chatting to the members of different departments gave me a better understanding of what each role entails. Before the programme I was convinced that I would only ever want to work behind the scenes in collections. However, experience gained on the desk showed me that I enjoy being a part of client services just as much as collections. Being trained at the desk and in other areas when it was quiet over the summer was an added bonus. Come September, I was fully prepared for the possibility of work in the library as a student. Having never attended UCD before, the programme also gave me the chance to become familiar with both the campus and the library, knowledge of which was incredibly useful once lectures began. (Megan)

The programme is labour intensive, but spreading the load across teams worked well, as did developing the role of User Services Manager to maintain co-ordination and deal with any programme alterations and other issues as they occurred. Commitment to the programme is essential to success.

Review of the programme

The main changes implemented for 2016 were:

- A marketing flyer including testimonials and a full outline of the programme was forwarded to both institutions in January 2016.
- Feedback from the interns will be sought on paper on the last day
- A larger group of interns is worth aiming for (in the event we have six for 2016 – but we would like up to ten). We had hoped to provide a social dimension to the experience, but this did not happen last year, and

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discussion sessions were not as lively as we would have liked. A larger number should help.

- Where possible the presentations and day spent in each unit will be opened up so that interested library staff can also attend, as it is felt this would help to justify the work and time involved; this may require a shift from round-table discussion approaches to a more formal theatre-style presentation for some sessions.

UCD Library Interns Programme 2016
July 4 - August 12

Can We Help You?

Looking for a 6 week Internship, before starting your library/information course?

We offer an excellent programme based at the James Joyce Library, which aims to offer the opportunity to meet many of our staff and to offer a good overview of work in an academic library today.

" I would recommend the summer internship without hesitation to anybody who has the opportunity to undertake it"

Alison, one of our 2015 interns

" ..the internship was a trial run to see how I would like a career in a library...."

And honestly I could not have enjoyed it more. The six week programme allowed me to see what working in an academic library is really like both in terms of the day-to-day running and long term projects"

Megan, one of our 2015 interns

What Do We Offer?

A fully structured programme
10-4 working day (unpaid)
Placement within a friendly Library team
A weekly chat on how things are going
Practical work experience on projects
A programme of talks
A day a week visiting each Library team
Visits to other libraries
Maintenance of a reflective diary
Preparation of a poster and short presentation to deliver on your last day
Introduction to desk work and the system used to manage our stock
Introduction to our website and online guide platforms

Apply Now!

Contact Claire.Nolan@ucd.ie in the UCD School of Information and Communication Studies
OR
Apply directly to Avril.Patterson@ucd.ie

 **Leabharlann UCD**
UCD Library

Marketing leaflet for the 2016 programme

Staff feedback from the 2015 programme indicated that it would be much better to offer the programme earlier in the summer when fewer library staff members are away, and before the peak period of preparation for the new academic year, when planned projects are commencing. The 2016 programme was therefore initially marketed for the period 13 June – 22 July.

Take-up was minimal, and very disappointing in the light of targeted marketing efforts. Discussion with the UCD School of Information and Communication Studies suggested that the earlier dates were unattractive to potential students for a number of reasons: they did not yet have their examination results; they generally preferred to have the earlier part of the summer to themselves, with the interns programme running immediately before the course commencement in September. DBS indicated that placements were already organised by mid-

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to late January, which suggests that the 2017 programme should be marketed before Christmas 2016 to attract that cohort.

Based on the poor response, in April we relaunched the programme with revised dates of 4 July – 12 August. Interest picked up immediately, and six have signed up for the programme.

Conclusions

UCD library staff has a great tradition of networking and sharing expertise, and, despite very heavy workloads, all staff involved in delivering the programme put a lot of effort into it regardless of any direct benefits to themselves. This is the first essential to the success of such a programme.

The revised programme worked well, and now that the shape of the scheme has been established and the talks and unit visit presentations prepared, the workload in offering the programme is less onerous. Feedback from both interns and colleagues is vital to keep it fresh and to maintain relevance. We are committed to offering the programme on an annual basis for as long as it is needed to meet the pre-requisites of academic programmes. Levels of interest are a concern, but our experience this year has indicated that marketing at the appropriate time in the academic calendar is essential, and that if we want takers from DBS we shall need to market before Christmas each year.

Other academic libraries in Ireland are also taking on interns and this is an area where co-operation and two-centre programmes could be developed, if the wish to collaborate is there. There would be merit, for example, in an intern spending three weeks in a large university library and the remainder in a smaller library or a public library that has a different mission and user profile.

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Appendix

Interns programme at UCD Library 6 July – 14 August 2015

The six-week programme will run from 6 July to 14 August

The programme will be led by Avril Patterson (User Services Manager) together with Ros Pan (Head of Outreach). Each intern will meet with Avril on a Monday morning to discuss how they are getting on, their portfolio and any other issues that arise.

Each intern will be placed in a unit as their home team, and will have a supervisor in that team who will manage their time here on a day-to-day basis. As well as getting to know the team during their time here, they will do their principal practical work in that team, working on one or more summer projects during weeks 2–5 of the programme.

In addition to that practical work experience, the programme includes:

- Initial orientation and tour round all libraries, plus day later in the programme when each intern can spend a whole day shadowing at a site library of their choosing in week 4
- Practical experience of using the Millennium Library Management System (LMS) and some shadowing on service desks and shelving during week 1; hands-on experience of editing the library website and LibGuides online environments in week 5
- Spending time with one of our units each week, to include a range of presentations and talks on aspects of the teamwork, to give rounded overview of what is done in each team

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- A number of one-hour presentations covering: career paths; planning, strategy and quality; library collaborations and organisations; external talk from student advisors or similar
- A couple of visits to other libraries in the final week
- Each intern will be asked to maintain a detailed reflective journal of what they have learned and done during their time here; their thoughts and reflections; and, if they wish, photos. These will be used to produce, with assistance as required, a poster and a PowerPoint or Prezi presentation. Each intern will give a ten-minute talk in the last session to include this presentation and discussing their poster.

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The ANLTC Library Assistant Award

A competitive opportunity for personal development



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This article provides an overview of the history of the Academic and National Library Training Cooperative (ANLTC) Library Assistant Award and explores the practical elements of co-ordinating the 2016 competition. Personal reflections from award prize-winners and authors of highly commended entries provide some insight into the perceived benefits of the award. Reflections focus on the impact of the award in creating staff development opportunities in the authors' home institution, the Royal College of Surgeons in Ireland (RCSI).

The Academic and National Library Training Cooperative (ANLTC)

The Academic and National Library Training Cooperative (ANLTC) was established in 1995 to provide cooperative staff training programmes for library staff in the seven Irish university libraries and the National Library of Ireland. In the intervening years membership has grown and there are currently 13 members.¹ The activities of the group are managed by the ANLTC Committee, to which all member institutions nominate a representative.² The committee reports to the Consortium of National and University Libraries (CONUL).³

The ANLTC Committee organises an annual training programme of events for members and co-ordinates two biennial awards to encourage staff development and research activity – the ANLTC Research Award and the ANLTC Library Assistant Award.

Background to the ANLTC Library Assistant Award

Open to all library assistants and senior library assistants in ANLTC member libraries, the original incarnation of the award was a competitive bursary to support professional development. It could be put towards the cost of postgraduate programmes in librarianship, conference attendance, visiting libraries overseas or to offset the costs of undertaking a research project in their home institution. Applicants were required to write a 1,500 word essay, later revised to 1,000 words, outlining how they would use the award to advance their professional development.

In 2011 the bursary was reviewed. Library assistants and senior library assistants in the ANLTC member libraries were surveyed and feedback on the scheme was sought from senior managers in member libraries. A decision was then taken to discontinue the bursary and replace it with a biennial award with a first prize of €200; second prize of €150 and a third prize of €100. The prize money awarded would be for personal purposes.

Moving from a bursary to an award required a change in the application format. In 2012 entrants were asked to submit a poster⁴ on a library topic of interest. Entrants in 2014 were asked to design a blog on a library topic of interest.

The 2016 award – the practical stuff!

In 2014 a low number of applications were received. Entrants had been expected to design, create and contribute content to their blog over a period of time. The technical and editorial skills required, along with the time commitment, were perceived to be off-putting and for 2016 the award submission format was revised.

The application process needed to reflect the aim of the award, which is to provide an opportunity for library assistants to voice their thoughts and views on library themes. In creating a blog post applicants would: share their thoughts on a library theme of interest to them; develop an understanding of blogs as a communication channel; source, manipulate and create images; cite and reference resources appropriately; demonstrate a blogging style that engaged their audience and have an opportunity to explore blogging as a way to share their professional practice with a wider audience.

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The ANLTC Library Assistant Award

A competitive opportunity for personal development

For the 2016 ANLTC Library Assistant Award entrants were invited to submit a blog post of 500–800 words in length on any aspect of their work, for example: training they attended; a new development in their library; a collection item in their library; research they had undertaken. Applications were invited from library assistants, senior library assistants and equivalent grades in member institutions.



Fig. 1 2016 ANLTC Library Assistant Award poster imagery

The award was promoted on the ANLTC website. A poster was created to promote the award, along with guidelines for applicants and a list of useful resources on blogging. Each ANLTC representative promoted the award internally and centralised receipt of applications in their home institution.

A judging panel of three members was formed from the membership of the ANLTC committee. Each blog post was reviewed by two members of the panel; they did not review entries from their home institution. The panel selected the prize-winners and highly commended entries. All entrants received notification of the outcome of the award in relation to their entry, with feedback from the judging panel.

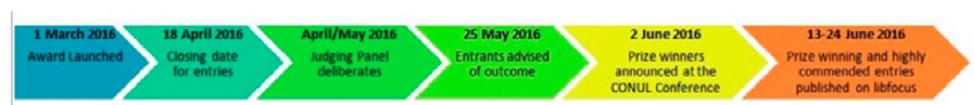


Fig. 2 Timeline for 2016 ANLTC Library Assistant Award

Outcome

A high number of entries was received from across the ANLTC member institutions. The themes explored by the award winners focused on new technologies, blogging, open access and collections. First, joint second and joint third prizes were awarded and the judging panel highly commended five entries. Prize-winners were announced at the CONUL Conference on 2 June 2016. The prize-winning and highly commended entries were published on the libfocus blog⁵ during June 2016.

- 1st Prize *Tradition and technology and the Glucksman Library, UL* by Seán Cafferkey, University of Limerick
- 2nd Prize *A captive audience* by Bernie Gardiner, Maynooth University
The Kelmscott Chaucer by Helen McGinley, the Library of Trinity College, University of Dublin

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3rd Prize *Facing the open access challenge –the experience of a university open access team* by Megan Corrigan, Queen’s University Belfast
Brian O’Higgins / Brian Ó hUiginn (1882–1963) by Olive Morrin, Maynooth University

Reflections on the ANLTC LA Award 2016

Reflections from entrants

In preparation for this article the authors of prize-winning and highly commended blog entries were invited to share their reflections on applying for the 2016 award. Prompting questions for the reflective piece included:

- What motivated you to make a submission?
- Why did you choose your topic?
- What are your learnings / reflections from putting the submission together?
- What tips would you offer future entrants?

With the exception of themes that were reported by more than one respondent, the reflections are unedited and presented as received from the respondents.

Motivation to apply for the award

- Encouraged to consider applying by either a line manager or another work colleague. (A number commented on the importance of person-to-person follow-ups.)
- Appealed to the competitive nature of some entrants
- Seen as an opportunity to showcase writing talents to a broader audience
- Wanted to share information and knowledge with a wider audience
- Identified this as an opportunity to develop their blogging skills

Benefits of participating

- A welcome opportunity to reflect on practice
- Sharing information about the collections in their institution with a wider audience
- Publishing outside their home institution
- Developing / enhancing their writing skills e.g. editing, citing, researching etc.

I think the ANLTC LA Award is a great chance for library assistants to work on skills relevant to our jobs. It is a good experience just participating but there is a great sense of achievement even if you don't win.

As a library assistant you don't get many opportunities to write something that will be published and seen by a wider audience, because of this I think the award is a valuable opportunity for people working at this grade.

Supports identified

- Direct encouragement from line managers to consider applying
- Enthusiasm from line managers was infectious
- Support of colleagues at all levels sharing skills and knowledge; reviewing and providing feedback
- Senior managers creating a supportive environment for those participating

Top tips for future applicants

- Pick a topic you are genuinely interested in
- Get colleagues to review and provide feedback

...blogging is fun, have a go and you might surprise yourself.

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- Ask for help from colleagues
- Don't be afraid to learn new skills

The reflections provide a snapshot of the benefits perceived by those who provided feedback. Their feedback supports the view that the award has a positive effect in providing an opportunity for library assistants to share their thoughts, ideas, research and professional practice with a wider audience.

Professional development opportunities: an institutional reflection

For the library team in the Royal College of Surgeons in Ireland (RCSI), engagement with the award has presented continuing professional development opportunities across the team.

Library assistants

The library assistants who submitted entries chose diverse topics that reflected personal areas of interest: investigating observed student behaviours; sharing professional practice; showcasing materials from the collection. Once the topic was decided on the library assistants researched their topic and sourced relevant resources. From their learning perspective the award challenged them to develop their research and writing skills and most significantly to find their writing voice.

Assistant librarians

The assistant librarians who are direct line managers for the library assistant team undertook to speak with each team member and encouraged them to consider applying. They were tremendously enthusiastic in conveying the opportunities that participating in the award provides. Working together, the assistant librarians devised a blog training tutorial covering: idea generation; how to structure content; language and tone; finding and selecting images; copyright issues; referencing and linking; and design of the blog post. While directly aimed at library assistants thinking of applying for the ANLTC Award, the tutorial was attended by other members of the team. One-to-one support was provided with line managers, who supported queries about image quality, embedding links and images and providing feedback on the overall blog piece.

Associate librarian

As the RCSI representative on the ANLTC Committee, I had the opportunity to assist with coordinating the award and to work and learn from other members of the judging panel. I have learnt a tremendous amount from reading all the entries received about current practice, developments under way, unique collections and emerging challenges in libraries. I have delighted in the sharing of the prize and highly commended entries with the wider library community. Through judging and compiling the feedback from all members of the judging panel, I too have learnt a lot about blogging – perhaps more about critiquing than writing! As a result of my participation in coordinating the award I now have the opportunity to share direct experiences from multiple perspectives about the award.

Next steps

ANLTC representatives, working with other managers in their home institutions, should encourage all participants in the 2016 award to continue to develop their writing voice. Participants should write and seek out opportunities to publish both within and outside their home institution.

As always, it is beneficial to reflect, and to capture how the process can be improved for the 2018 ANLTC Library Assistant Award. There is much to learn from the reflections provided by participants in how we promote the award and the support infrastructure we can put in place in our home institutions to nurture engagement.

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The ANLTC Library Assistant Award

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Notes

- 1 In 1995 ANLTC members included Dublin City University (DCU); Maynooth University; NUI Galway; University College Cork; University College Dublin (UCD); the University of Limerick (UL); the Library of Trinity College, University of Dublin (TCD); and the National Library of Ireland. Since then membership has expanded to include: Dublin Institute of Technology (DIT); Queen's University Belfast; the Royal College of Surgeons in Ireland; the Royal Irish Academy and the University of Ulster.
- 2 The author is the nominated representative to the ANLTC Committee for the Royal College of Surgeons in Ireland.
- 3 The Consortium of National & University Libraries (CONUL) is a group of Ireland's research libraries which aims to develop and improve the library and information services of CONUL members through the exchange of experience and the organisation of co-operative activities. CONUL recently launched 'Ireland's Memory. Ireland's Discovery', the 2016–2019 strategy for the consortium. See <http://www.conul.ie/> and http://www.conul.ie/media/CONUL-Strategy2016_2019.pdf [accessed 31 July 2016]
- 4 2012 ANLTC Library Assistant Award winning posters are available at <http://anltc.conul.ie/awards/> [accessed 31 July 2016]
- 5 libfocus (<http://www.libfocus.com/> [accessed 31 July 2016]) is a communal blog on the subject of library and information management. It features posts by guest contributors on a regular basis. The prize-winning and highly commended blog posts for the 2016 ANLTC Library Assistant Award are available at <http://www.libfocus.com/2016/06/conul-anltc-library-assistant-award-2016.html> [accessed 31 July 2016]

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A graduate trainee in library services

A generalist perspective in a specialist environment

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Introduction

Like a growing number of higher education (HE) institutions, the University of Birmingham runs a graduate management scheme in Professional Services. The two-year programme is about to enter its sixth round of recruitment. It offers four placement rotations in a variety of departments, generally delivering project work, alongside a training and professional development package. Graduates can come from any academic field and no particular experience is necessary, although working at a university does help. The aim is to produce well-rounded, generalist HE professionals with the breadth of skills and experience to progress quickly into management positions. With this in mind, there is ongoing debate about the value of trainees undertaking specialist placements. Of course, every department will be specialised in one way or another – but is there value in placing trainees in a department where the majority of staff will hold professional qualifications, or where they would struggle to return after the scheme and pursue a career without retraining?

As a former graduate trainee, I undertook placements in some fairly specialised areas, including corporate accounting and library services, and my experience was very positive. Whilst working in the library, I learned not only about cataloguing and resource provision, but also about the way HE provision is changing – the focus on e-learning, the change in student demands, and the relationship between professional and academic staff in providing high quality learning experiences. This understanding is so important for almost any job in the HE sector (and was crucial to me in securing my current position). However, the benefits are definitely more than personal. Whilst moving so regularly around the university, trainees can counteract the too-often established silo mentality, and bring with them best practice from other departments, a fresh perspective on the problem at hand and, sometimes, a helpful challenge to current systems.

The project

I joined the library in May 2015, when Talis Aspire had just been announced as the product for Birmingham's new resource list system. I became project officer, supporting the project manager and the team of library, IT and e-learning staff to implement the system (now ResourceLists@Bham) and launch it in time for the start of the academic year.

My particular focus was on process improvement for the acquisitions team, working out how our current workflows would (or wouldn't) fit with the introduction of the new system, and how we could manage the import of current data into the system, while keeping the range of list types intact. Due to the range of resource needs across all the academic schools in Birmingham, there was no easy one-size-fits-all approach.

As the only full-time resource person assigned to the project, I also undertook a range of other duties, from working on the design team to delivering training and creating test lists and looking for broken links. By not sitting directly in any team, or holding a substantive role, I was able to change and shift my focus more easily and to respond quickly to the needs of the project.

Getting up to speed

Before any of this could be delivered, I faced a steep learning curve. My only real (and still limited) experience of a university library was as a student, and with only four months to deliver this piece of work, there was a lot of ground to cover in a short space of time. This was managed successfully, due largely to the well-planned and intensive induction programme which awaited me upon my arrival. It included training in every stage of the acquisitions process, meetings with most of the other library teams, and, of course, some background reading.

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All of this was focused on the task at hand and relevant to the resource lists project. Wider context was helpful, and in some cases necessary: making changes to acquisitions processes would have a knock-on effect across the library. Nevertheless, it was important for my supervisors and I to recognise how much I needed to know. In some cases, an overview of the department and a contact person for future queries was enough to get by, whereas in others I needed a more thorough grounding. As the placement progressed, my knowledge of the most relevant topics developed, and I was able to recognise what I needed to know to deliver the project successfully. I never came close to becoming an expert, or a library professional, but this had never been the intention.

Bringing a fresh perspective

Busy teams often lose the opportunity to step back, examine the way they work and explore how they could improve. There is also a commonly held belief that one needs to be an expert in an area to understand team needs and contribute meaningful suggestions for improvement. However, as my project demonstrated, the opposite is very often true. This approach is encouraged at Birmingham, with general support / consultancy services offered by the projects office, the strategic change team and the coaching academy.

As the major part of my placement centred on improving current workflows, I did make sure I understood how things worked and organised a process-mapping workshop with the team. Not only did this help me, but it was also a good opportunity for everyone to think about how they worked. As the non-expert, I kept asking questions – ‘Why do we do it this way?’ ‘What happens next?’ ‘What if this should happen instead?’ Some of these questions may have been too obvious for anyone else to ask, but some prompted real discussion. Getting people to start thinking about the reasons behind the current processes made clear to me where there really was room to change and improve, and where some systems were ingrained but not always as efficient as they could be.

For example, one of the very first things that struck me was the complexity of some paper-based ordering systems, which could be moved online. The current process was not widely understood outwith the team, whose priority was processing the high volume of orders on time. Because of this, there was limited understanding of the other options available, and whether the particular needs of the team could be met through a web-based system. The risk of changing anything and consequently delaying orders, or making mistakes, was obviously a concern. However, from my previous placement in the university finance office, I had experience of using shared mailboxes and collaborative working spaces such as Sharepoint to do equally complex tasks, and still maintain a system for authorisation and accountability. By observing the team working during peak time, I was able to make suggestions for process improvement to be implemented at a quieter point in the year. This wouldn't have been possible for any member of the team to do – there was simply no time.

Impact

The work I contributed to the resource lists project has had a positive impact on the library. ResourceLists@Bham was launched for the 2015–16 academic year and usage has been steadily increasing. After the placement ended, I was also able to use my graduate scheme presentation to the university senior management team to raise the profile of the project amongst the colleges and promote further engagement.

Within the acquisitions team, the process-mapping exercise was an important step in preparing the team for the changes that the ResourceLists@Bham system would bring. In the short term, we did make adjustments to start using

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the new system, but the more significant change is still under way, as the team familiarises itself with new practices and minor kinks are worked out. In the long term, this will be important to sustained and successful change that better supports the changing needs of the staff and students who use the library. For me personally, the placement had a real impact on my future development. It gave me exposure to a different side of the university from what I had experienced previously, and to an entirely new set of challenges. My project management, collaborative working and IT skills were all tested and improved during the placement, and I am proud of the whole team for what was achieved. Further than this, it helped me establish what I wanted to do next. Throughout the project, we were constantly balancing the needs of the library users with the practical limitations in order to deliver the best possible experience for students. Both the challenge and the goal drew me in and I have just started a student experience and quality assurance post in the College of Social Sciences. I will often be working with the library on how to deliver the best for our students, but with the knowledge and understanding I now have of how the library works, this will be a much more effective relationship that it could otherwise have been.

I would recommend any department to consider what opportunities it has for bringing in a trainee, intern or placement student. The benefits of a fresh perspective on an unsolved problem can be really significant. There are also so many projects which lose steam due to the workloads of the team members, and having an extra resource to pick up work and bridge some of the gaps between different teams can make all the difference. I am also fairly confident that my colleagues in the library would agree – at least, I certainly hope they would!

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The cpd25 programme of the M25 Consortium of Academic Libraries

A regional consortium's approach to training and staff development



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What the M25 Consortium is and what cpd25 is

The M25 Consortium of Academic Libraries (<http://www.m25lib.ac.uk>) has existed since 1993 and has always sought to help improve library and information services in London and the South East. A growing membership of university and other scholarly libraries has meant a continued interest in collaboration in our corner of England. Today there are fifty-six institutional members.

The Consortium is governed by a steering group (comprising library directors and their representatives, who are elected to the group) and run by an employed Support Team. Over the years the Consortium has completed many pioneering projects. For example, the SCONUL Access scheme we all enjoy today was first formed as the M25 Access and Borrowing scheme. But the most long-lasting and far-reaching project of the Consortium is the staff training and development programme known simply as cpd25.

How cpd25 is run

Formed in 2002, the cpd25 programme was initially governed by five task groups whose chairs, together with an overall cpd25 chair, formed a cpd25 steering group. Today there are four task groups and the steering group is called the working group, but the mechanism remains broadly the same. Each of the four task groups is responsible for devising training in a particular area. The task groups are:

- Career Development
- Quality Standards and Legal Frameworks
- Operations Management
- Personal, Management and Business Skills

The cpd25 chair is an ex officio member of the M25 Steering Group, ensuring the programme is responsible to the Consortium's executive. The M25 Consortium employs a full-time cpd25 Coordinator within its Support Team to work with all the task groups and the working group.

In addition to the employed Coordinator, cpd25 relies heavily on the work of volunteers from across the Consortium's membership to act as task group members. The M25 Consortium remains very grateful to library directors and other line managers who have released their staff's time to serve on task groups. Without their considerable contribution, both in terms of time and expertise, the cpd25 programme could not continue. cpd25 task group members and chairs can serve varying lengths of time in post, with some remaining on groups for many years.

The audience of cpd25

Participants in cpd25 events comprise library staff of all levels from both M25 member and non-member institutions. The latter include libraries from as far away as Bristol, Leeds and Dublin. As a response to the growing need to demonstrate library services' value and justify budgets, it is becoming customary for professionals to work in a variety of different roles and to develop skills beyond their traditional remit. This leads to a widening participation in the cpd25 programme; we are seeing an increased commitment to learning from entry level through to management roles.

The cpd25 programme of events and visits would not take place without the expertise and generosity of the speakers involved. We are very fortunate to be able to work with professionals in leading roles who share their abundance of experience in the library sector. We hope that by attending cpd25 workshops, participating in the task groups or speaking at an event, everyone involved with

The cpd25 programme of the M25 Consortium of Academic Libraries

A regional consortium's approach to training and staff development

the cpd25 programme can continue their own professional development in some form. cpd25 aims to provide a platform upon which library professionals from all types of institution and job levels can collaborate and learn from one another whilst developing their skills.

Current cpd25 activities

As the academic year 2015–16 drew to a close, we reflected on the activities of the year and started planning and looking ahead to a busy 2016 autumn term. In 2015–16, thanks to the ideas and dedication of our four task groups, we have successfully run 38 training events and visits. Staff of M25 member institutions benefit from free visits to interesting collections both in London and beyond. Recent popular visits have included UCL Museum Collections, where we witnessed some of the charming treasures stored away in the Institute of Archaeology, and the Feminist Library, where we were able to learn about the challenges facing a unique collection managed almost wholly by volunteers. In the coming year we already have a number of exciting visits planned to collections such as the British Film Institute Reuben Library, the new library at the University of Bedfordshire, and Goldsmiths' Special Collections to celebrate Black History Month in October.

Training and development workshops usually take the form of presentations, often with additional group work. The wide variety of interactive training this year has proved a great success, the most significant being our Professional Qualification Workshops, organised by our Career Development task group. This is a hugely popular programme of between six and ten annual workshops aimed at library professionals working towards CILIP chartership. Workshops have ranged from Supervisory Skills and Developing a Service, through to Copyright and Marketing. It has become apparent over the years that individuals attending these events are not only those working towards chartership: they also come from a variety of job levels in order to improve their skills and job prospects. Therefore in 2016–17 the Career Development task group will be remodelling the programme of workshops to support a broader audience. We hold a number of other training events throughout the year. Some of the training looks at very specific challenges facing library professionals such as 'Supporting staff and students with autism and learning disorders', and 'Changes to the disabled students' allowance'. We also hold sessions with a more digital focus, such as 'e-resources and collections management', and 'Licensing e-resources for collaborative partners on overseas campuses. The Consortium takes pride in the flexibility of the programme, which responds to changes in the sector and provides training accordingly throughout the year.

What impact does the cpd25 programme make?

The year 2015–16 proved a successful year for the cpd25 programme as it contributed to the development of hundreds of library professionals across the sector. During the year, our workshops received 475 attendances from 97 institutions, and there were 152 attendances at our free library visits. Evaluation forms are provided at the end of each event to enable attendees to give their feedback, and the high return rate allows us a comprehensive evaluation of participants' experiences. This is an important way for us to measure satisfaction levels, identify what presentations or tasks were most effective and highlight any areas of staff development that we are not yet addressing. Based on the feedback we received, the vast majority of attendees rated their workshop either 'very good' or 'excellent'. This is to the credit of our task group organisers and first-rate speakers. We are delighted to be delivering training events of such a high standard and will continue to do so whilst responding to the needs of our ever-growing and varied audience.

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The cpd25 programme of the M25 Consortium of Academic Libraries

A regional consortium's approach to training and staff development

How cpd25 benefits M25 Consortium libraries

The provision of cpd25 training is a primary point of attraction for prospective M25 Consortium members. The impact of the training means that cpd25 is widely recognised for its provision of high quality and affordable training. This success record has made cpd25 into a strong brand within the overall M25 portfolio, with a reputation for quality, value and efficiency. The programme is recognised around the country as providing training that makes a real difference to staff members' skills. Since the training is provided by the M25 Consortium – itself a registered charity – and many courses are delivered by volunteer speakers, costs are relatively low, and so our attendance fees are highly competitive. M25 Consortium members are entitled to significantly discounted attendance fees and the visits are exclusively available to members. The organisation of the administration of cpd25 brings benefits to libraries too. The participation of staff from M25 members in task groups adds to their own personal networking and CPD opportunities, as well as being a great opportunity to give back to the information sector.

How cpd25 is responding to current culture

The growing popularity of the cpd25 programme is representative of the culture in which we are currently navigating. Staff development may not be a new term or a fresh concept, but it has become an increasingly important way for individuals to establish their value in a culture of cuts, streamlining and cross-role working. The CPD Certification Service (2016) describes continuing professional development as 'the holistic commitment of professionals towards the enhancement of personal skills and proficiency throughout their careers.' The cpd25 programme aims to provide a platform for this type of development by identifying gaps in skill sets, and addressing the needs of our member institutions, thus contributing to the proficiency of individuals and the overall effectiveness of organisations.

There is a fundamental relationship between individual growth and institutional growth that raises the question of where the responsibility for continuing professional development lies. Institutions are generally contributing to organisational development by overseeing and encouraging individual employee training. However, individuals who partake in training and development are also increasing their own job prospects by gaining additional skills and showing the will to learn and develop themselves. Therefore, both parties remain stakeholders in the impact that training and development can have on an individual or team's work. Without a doubt those who engage with a staff development programme such as cpd25 will find benefits at both an institutional and individual level. The success of the M25 Consortium's cpd25 programme can be attributed to the understanding that staff development is an essential factor in the progress and sustainability of libraries in the present day. In the coming year we will continue to offer training in both broad and distinctive skill sets and subject areas, responding to the needs of our members, and guiding the learning and development of library professionals in the south east region.

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Librarians supporting research in Wales

Collaborative staff development and capacity building

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Introduction

Librarians based in higher education involved in user support have seen their role change over the years as the demands of students and academic staff have changed, but with a recent increase in demand to support research there is a feeling that we are now moving into 'uncharted waters' (Auckland 2012).

There are key areas where libraries have supported research at their universities for many years, including collection building, researcher training, and providing specific information retrieval support such as searches for systematic reviews. Over the last four to five years, we have seen an increasing demand for academic libraries to provide services for researchers engaging with new models of scholarly communication, requirements for research data management and emerging technologies. The recently published UK Survey of Academics 2015 demonstrates that since the last survey ran in 2012, open access and research data management have increased in importance for researchers. The two surveys give us access to valuable data that map researchers' behaviours and attitudes, and which we can use to plan our library services (Wolff, Rod & Schonfeld 2016). As Jaguszewski and Williams (2013) state, we are now having to focus on 'what users do (research, teaching and learning), rather than what librarians do (collections, reference, library instruction)'. We should see this as an opportunity to 'draw a new map of support and services for researchers' (Auckland, 2012).

Some libraries have responded with a restructure and now have dedicated research support teams; others have a more dispersed model. Many academic support librarians have taken on the challenge and have added another string to their bow to support researchers' needs; for others this role change can be intimidating. As Bent (2016) describes, 'we are moving from a cosy library to a scary library, where our role is less about being custodians of knowledge and more about "assisting to increase the productivity of research and scholarship."'

Creaser et al. (2014) describe how developing library research support services is challenging when researchers are not able to identify the support they require, when we are faced with the 'self-sufficient image projected by academics', and with 'librarians lacking the confidence to approach academics with offers of help'.

Keeping up with the demands of students and teaching staff and continuing to complete traditional library functions is a major challenge for libraries responding to researchers' needs. 'For far too long, the mantra in many libraries has been 'do more with less' – the idea that we should somehow solve shrinking budgets by creating more projects and services despite time and budget constraints. This inevitably results in a slew of half-finished projects and frazzled librarians.' (Hoffman 2016)

In April 2015, the Wales Higher Education Libraries Forum (WHELP) established a new Research Support Group with the aims of developing a research action plan and a research strategy for WHELP, whose mission is to 'promote library and information services co-operation, to encourage the exchange of ideas, to provide a forum for mutual support and to help facilitate new initiatives in library and information service provision' (<http://whelf.ac.uk/> accessed 29 June 2016). One of the main aims of the new research group is to identify areas where we can work across Wales to support librarians who are transitioning into a role that more actively supports researchers.

Initially the group focused on the desirability of establishing a shared repository across Wales, but with the transition to a new LMS and sometimes new research information management systems in member institutions, it was agreed that this was not the best time to be proposing further major system

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changes. We also identified great interest in our libraries in the future role of the academic liaison / subject librarian and decided to tackle this first.

Regional events

We organised three parallel regional events in May 2016 for north- and mid-Wales universities (at Aberystwyth), for south Wales universities (at Cardiff) and for universities in west Wales (at Swansea). These events were not designed as traditional 'chalk and talk' training events, but as sessions where we could come together to share experiences. We were able to pool our thoughts, work together to identify areas where we need more support, and identify areas of best practice.

All three events were organised in the same format: members of the WHELP research group prepared three presentations beforehand, and we asked librarians who were attending the events to volunteer to present these presentations. The slides provided bullet points that would set the scene and prompt questions and discussion points. Each presentation was followed by a lengthy discussion session on each topic.

The role of librarians in supporting research

The first of the presentations was on the role of the librarian in supporting researchers. We could all identify areas where we had concerns about taking more of a research support role: lack of confidence, lack of time or capacity, not fully understanding researchers' needs. Before the sessions ran, we had compiled a list, from a scope of the recent relevant literature, of potential mechanisms that could help to alleviate these concerns. We discussed whether the suggestions from the literature were something we were already doing, and, if not, whether it seemed likely that they could work in our own contexts. The list included the following:

- Identify and potentially re-purpose skills we have as librarians (Auckland 2012, Jaguszewski, Williams 2013, Bent 2016, Brown, Wolski et al. 2015, Hoffman 2016, McKnight, Wycoff et al. 2016). This suggestion was popular and it was suggested that a skills audit might be useful. The usefulness at an individual level of the CILIP Professional Knowledge and Skills Base (PKSB) was also discussed.
- Identify efficiencies, mapping roles and carrying out time inventories (Hoffman 2016, Malenfant 2010). We discussed how difficult it is to quantify what we do; we cannot always measure and separate the tasks.
- Become more targeted and focused in our support, and scoping projects (Kenney 2014, Jaguszewski, Williams 2013, Gore, Jones 2015). While some institutions described effective scoping work, some librarians also described a situation of 'trying to please everyone all the time' and not always looking at a cost-effective solution, which may mean outsourcing in some cases.
- Concentrate on what is important to researchers and the institution (Kroll 2010, Auckland 2012, Malenfant 2010, Kingsley 2016, Hoffman 2016). This was seen as a key area where we should be gathering more evidence.
- Sharing the load and collaborating (Jaguszewski & Williams 2013, Simons & Searle 2014, Watkins & Morrison 2015, Reinsfelder 2012, Verbaan & Cox 2014). We were able to identify many examples where we have collaborated successfully across library services, and it was felt that it was very important to keep this up. Discussions moved to how we can work more closely with staff in the Research Office and with researchers themselves.
- Planning a clear strategy and considering organisational change (Hoffman 2016, Corral 2015, Barbrow & Hartline 2015). We liked the idea of

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involving everyone in the team in strategy planning, but understand that this is difficult to do in practice. Institutional policy changes come up often, and the library strategy needs to respond to those changes.

- Developing dedicated support for academic support librarians, dedicated training budgets and clear roles and expectations (Law 2014, Rodriguez 2015, Johnson, Bresnahan 2015, Malenfant 2010). Face-to-face training is highly valued and shrinking training budgets should be protected.
- Building partnerships with researchers (Creaser & Spezi 2013, Delaney & Bates 2015, Creaser et al. 2014, Carlson & Kneale 2011). It was agreed that it is key that researchers get a better understanding of what librarians do, and that librarians get a better understanding of what researchers do.
- Taking risks (Malenfant 2010, Carlson, Kneale 2011). It may be that we are not comfortable about taking risks in developing new services or support, perhaps because we are scared of alienating customers who think of us in one particular way.
- Being ready to change again, horizon scanning. Our structures need to be flexible enough for us to be able to pick up or adapt to the next hot topic in research; Vitale (2016) suggests this may be research reproducibility.

Researchers and the open access agenda

The aim of this presentation was to describe the open agenda in the UK and in turn how this informs library services developments. The slides described the controversial Sci-hub, the open data agenda, the inadequate reporting of clinical trials data, and the Finch report and the position of the UK government on open research. The research councils' policy on open access publishing was described along with the requirements for open access research for the next research assessment exercise. The slides also prompted us to talk about the reasons why researchers are still reluctant to engage with open research; they include the risk and fear of change, the effort involved, contracts with publishers and commercial partners, the sensitivity of their research data. We highlighted useful tools that librarians attending the sessions could look up when they got back to their desks, and we shared our experiences of offering support to researchers in this area. Examples of enquiries dealt with on open access publishing included: identifying the post-print version of a research article, contacting a publisher to ask for their copyright policy, explaining creative commons copyright licences, and calming panicked researchers. Examples of enquiries answered on research data management included how to comply with a funder's policy, how to anonymise data, and calculating the costs for data storage.

We had a wide-ranging discussion around where and how library staff support researchers engaging in open research; it is important to know when the institution needs someone to intervene and to be able to identify where else in the institution help may be available. We discussed the open access training we currently offer in our different institutions and shared experiences of how we felt delivering these training sessions

Researchers and social media

The third theme we chose for the events was researchers' use of social media. The Survey of UK Academics 2015 demonstrated that, since 2012, there has been a 'substantial increase in the share of respondents who indicated that they have shared findings in blogs or via social media'. In addition, a large proportion of the impact case studies submitted to the 2014 Research Excellence Framework (REF) mentioned the use of social media for promoting their research outputs and engaging with communities outside academia. Researchers have difficulties keeping abreast of all the information that is being shared on social networks, and in deciding which of the overwhelming number of digital academic communities they should belong to (Matthews 2015).

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We also talked about alternative metrics (altmetrics), which measure the impact of research articles in newer forms of media such as social media sites, online news sources, and collaborative reference management tools like Mendeley. There are opportunities for librarians to get involved in many ways, from increasing researchers' awareness of the benefits of engaging with social media, describing the different communities and tools available, helping researchers measure their metrics, and advising on copyright and how researchers can share their outputs lawfully. We shared examples in some Welsh universities where librarians are already involved, but some librarians indicated that they would want more training in this area before feeling confident on supporting researchers. In some institutions it was clear that this support is being provided by other areas of the university, but there may be opportunities to offer assistance.

Going forward

The feedback from the events was very positive, with many librarians commenting that this was exactly what they needed at this time.

'More like this, please! It's really helpful to have the opportunity to step out of the office and share experience, worries and ideas with others.'

We have agreed that we shall repeat the events next year. We gathered a lot of information at the sessions, which we are in the process of analysing. We have identified four main themes for the WHELF research group to work towards developing initially:

Providing more training events and shared resources. There was a lot of feedback that face-to-face meetings and opportunities to share experiences and knowledge were highly valued. We have already organised collaborative events on institutional publishing for international open access week, and have contributed to a research theme at the annual WHELF colloquium at Gregynog Hall in June 2016. We have further training events in planning, including a session on research data management, and we are using the WHELF blog to share resources and experiences.

Evaluate and demonstrate proven strategies for working more efficiently and on target. A collaborative project between Aberystwyth and Bangor Universities investigated the use of human performance technology; the process mapping used in that project was found to be very useful and could be used more widely.

Identify opportunities across the Wales higher education institutions for librarians to become embedded in the research environment and to build (or rebuild) relationships with researchers who often have not stepped into the library building for a number of years. This could involve working on joint research bids with researchers. We have some good examples of this already happening in Welsh universities and in these cases it is important that we communicate our involvement and share our experiences of being part of the research team. Librarians who have authored their own peer-reviewed research articles will be able to demonstrate to researchers that we understand the process of authorship, as we have been through it ourselves.

Demonstrating our value and impact in supporting research, building on the advocacy role that WHELF has within Wales. This will involve promoting our skills and rebranding our services: for example, one librarian attending our events identified that 'researchers currently have to admit a weakness for us to go in and provide support'. It is important that we communicate our impact in terms that a researcher values. A series of case studies would be useful. It is clear that we can increase the confidence of librarians if they can see that researchers value their skills and their contribution to the research process.

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From providing advice on collections and information literacy, we anticipate making the leap to guiding the creators of new knowledge in managing and disseminating their research. This work has always been undertaken by librarians but the context and connections are different. Librarians have always been an adaptive team; this presents our next challenge.

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Building digital capability

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'An institutional workforce that can make informed choices around the tools and technology they use, be that for teaching, research or administrative tasks, is essential in ensuring that institutions realise their strategic goals across all aspects of their business.' (Lawrie Phipps, Connect more... in Scotland (event) 16 June 2016: <https://www.jisc.ac.uk/events/connect-more-in-scotland-16-jun-2016>)

Digital capabilities can be defined in a variety of ways – by individuals themselves, by their colleagues and students, by their professional and representative bodies, and by the organisations that employ them.

The Jisc Digital Capability Framework was developed in order to articulate the capabilities in a way that can be contextualised to suit a range of staff working in any (educational) organisation. In developing the framework, Jisc has drawn upon the experience and expertise of professional bodies and staff working across higher education in a range of jobs in order to create a framework that can be contextualised for all staff and integrated into staff development activities.

The Jisc '7 elements of digital literacy' model is well used and recognised (93% recognition from survey April 2015). Most other frameworks and definitions can be fitted comfortably into one or more of the elements as originally defined. However, since it was first devised, two issues have emerged as critical in living, learning and working effectively with technology: *data literacy* in an age of proliferating personal data, big / deep data and data hacking; and various aspects of 'well-being' (health, safety, work-life balance, relationships, personal safety and privacy) in an increasingly hybridised (real / virtual) environment. Some of the original elements now look a bit dated as digital practice has moved on and discourse about digital literacy has become more nuanced and widely shared. The most significant change is to combine 'information' with 'media' literacies, as feedback suggests that users have difficulty distinguishing between the two.

This version has been adapted considerably from an earlier one in response to detailed feedback from sixteen stakeholders (more than 40 were consulted about the initial version) and to broad-brush feedback from consultation events, which are ongoing. There was consensus about the need for shared language, and an appetite for a shared framework – one that was mapped carefully to other frameworks such as the SCONUL 7 pillars, CILIP, ANCIL, UK PSF, Vitae digital lens, etc., showing how and where these representations add detail to the broader picture.

The framework was seen as most useful to:

- bridge staff and student digital capabilities (i.e. supporting discussion about and planning for both in departments and services)
- plan for embedding digital capabilities into specific subject areas (for which the 7 elements are already well used)
- map digital expertise across all staff

The framework sits within a suite of other resources: a discovery tool, an online offer and a leadership programme.

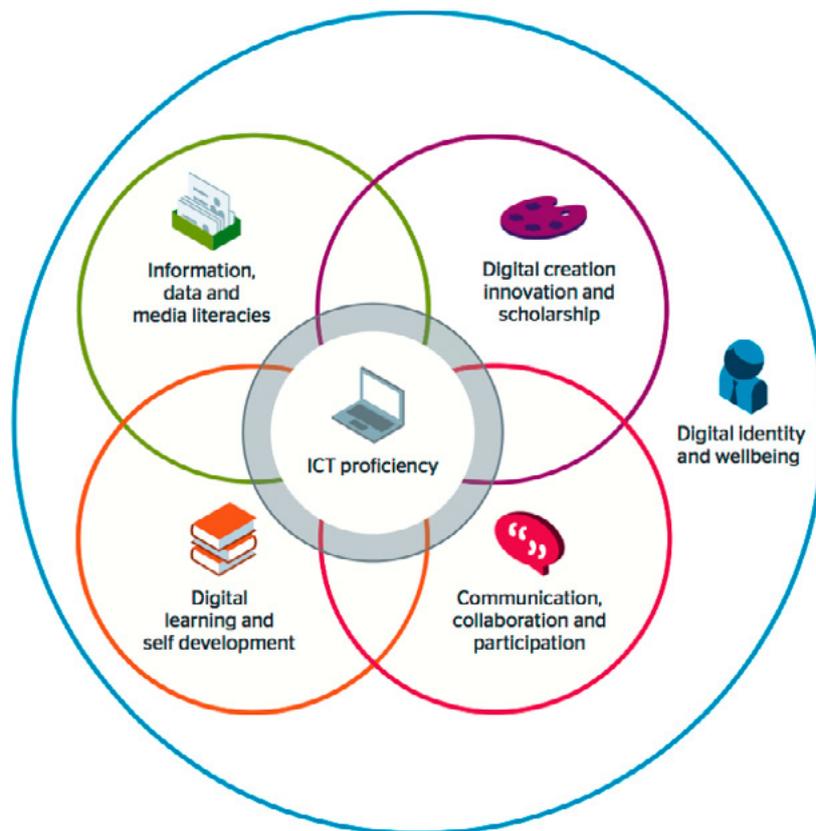
The discovery tool, provided by Jisc, gives individuals the opportunity to understand and build their digital capability through a series of questions. The tool will help all staff explore digital capabilities and assess what they can do to build their skills and experience across the six digital capabilities (see diagram) to suit their own needs. After answering the questions in the tool, the user is provided with a diagram that reflects their current level of digital capability,

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which they will be able to compare with others.



*Digital capabilities:
the six elements*

A series of feedback statements across sub-elements of each digital capability is provided as part of the results. These statements focus on advice and guidance for staff to build their own digital capability, providing them with a dynamically generated suite of resources and activities that can be undertaken to help them build their capability. These guides and resources are drawn from a body of work from across Jisc, professional bodies, universities and colleges.

Digital learning and self-development

Summary

- In the digital world, we are learning all the time as technologies and practices change. While this can feel overwhelming, an active and positive approach will help.

[less information..](#)

Actions and Resources

- Watch other people use digital technology (ask them to help if necessary!) and ask them about what they are doing.
- Turn information searches into learning opportunities with podcasts, TED talks, google scholar and open learning resources.
- Learn to use at least one completely new digital tool, application or service. What was the best way for you to learn?



Playlist: Digital learning and self-development

Screenshot of one of the feedback statements

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To ensure the relevance of the framework to staff, Jisc has worked with and is continuing to work with a range of professional bodies and associations to create digital capability profiles for various roles within educational institutions. These profiles can be used as discussion documents or serve as templates

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that can be contextualised, depending on the member of staff or role, to help embed the need for digital capabilities into the professional roles within each organisation. Sample profiles for staff in a variety of roles, including academic, support and leadership and can be accessed from the Jisc repository:

Sample teacher profile

http://repository.jisc.ac.uk/6240/1/Digital_capabilities_teacher_profile.pdf

Example Researcher Profile

http://repository.jisc.ac.uk/6238/1/Digital_capabilities_researcher_profile.pdf

The discovery tool will generate a set of data which Jisc will collect, anonymise and aggregate by institution. This data will then be used to provide the nominated contact in a member organisation with an institutional view of the digital capabilities of their staff, along with appropriate advice and guidance on how the institution can support and build capability from an institutional perspective.

One method Jisc is using to support the development of the proposed service is to create user stories that reflect the actual way in which the service may be used by staff who will engage with it to build their own or their organisation's digital capability.

User stories: a hypothetical example

Fionnuala is the Library Director at Weatherfield City University. She felt frustrated that the university was not making more strategic use of digital technology and that many academic staff lacked essential digital information literacy skills. She struggles to provide the appropriate training and staff development effectively. Following a meeting with her Jisc Account Manager along with the Technology Enhanced Learning (TEL) Manager, Organisational Development Lead and the IT Director, she decides to roll out the Digital Capability Discovery Tool across the university. Using the dashboard, she is able to drill down to see the levels of digital capability demonstrated by staff across different areas of the university. She notes that some areas have high levels of capability in digital information literacy, whilst others have very low levels. Her team creates a targeted training plan with different kinds and levels of training for identified areas of the university. Following the training, a review of information literacy is undertaken. This shows that usage and patterns of use have changed and increased. Fionnuala and the other managers are now using the dashboard to identify other aspects of digital capability to build on across the university.

Leadership with good understanding of digital practices is needed in order to embed them and make best use of what they have to offer. Alongside the discovery tool, Jisc have developed and continue to deliver a face-to-face course for staff in leadership positions (<https://www.jisc.ac.uk/advice/training/digital-leaders-programme>). The course is supported with online materials, but the core component will be run regularly as a residential course at a variety of locations. The role of leaders in enabling the benefits of digital capability to be realised is essential, as Sarah Davies, Head of Higher Education and Student Experience at Jisc highlights: 'Development and support for digital leaders emerged as a strong need from our stakeholders right from our initial consultation on the Building Digital Capability challenge. We know that educational organisations need digitally capable leadership and a strategic approach to digital capacity across a wide range of leadership roles, not just in those with a traditional technology focus.'

In the context of advances in the digital world, leaders in all parts of an organisation need to think about more than just technology, infrastructure

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and governance. In the current climate, education and business environment success – no matter how defined – will have an element of digital technology and will require leaders to demonstrate digital capabilities. That environment is changing constantly. Strategies and visions acknowledge taking risks and the importance of innovation at all levels and across all areas of institutional activity. A key element is how this is communicated to staff and stakeholders; how does a leader communicate change, and ensure innovation is understood and embraced by the organisation?

In the framework, the leadership role, and how it relates to digital capabilities, is framed in two ways, highlighting the way leaders should structure their own development:

- Leading and managing an effective digital organisation (team, service, department)
http://repository.jisc.ac.uk/6237/1/Digital_capabilities_organisational.pdf
- Being an effective digital leader
http://repository.jisc.ac.uk/6235/1/Digital_capabilities_effective_leader.pdf

The final element draws together a host of resources, providing an extensive online offer. This will be personalised, depending on the user and their results, through the discovery tool. Through dynamic personalised playlists of guides and resources from Jisc, professional bodies, universities and colleges, the user will be provided with a list of resources and activities to help them build their capability.

The project has a phased approach, with features and functionality being added as they are developed and revised following evaluation from the pilots.

We have designed and are managing the project in collaboration with co-design partners from a range of organisations including UCISA, RUGIT, and ALT. We also have a user group of 91 universities, colleges and skills providers who provide feedback on developments.

We are running two types of pilots:

- Small-scale phased pilots with small groups of staff. This is mainly to test the technical aspects of the tool, but also to ascertain feedback on the questions and feedback from users.
- Whole-institution pilots, covering all staff across the organisation. This is to test roll-out processes, robustness and scaling up of the discovery tool. In addition we shall look at the aggregated institutional data.

Effective use of digital technology by university and college staff is vital in providing an excellent student experience and in realising a good return on investment in digital technology.

By working with stakeholders and sector bodies, we intend to provide clear guidance about which digital skills are required and to equip leaders and staff with the tools and resources they need to improve digital capability at a local or institutional level.

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Being an active member of a library organisation

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Conference attendee A: 'Why do you never organise any events in my part of the UK?'

Me: 'We have tried to but we do need local help to host an event and we would really love someone from your area to join our committee to help us achieve that'

Conference attendee B: 'Everyone that works for BIALL (British and Irish Association of Law Librarians) is a volunteer, and so we do need as many members as possible to step forward and help so that we can all get the most out of the organisation.'

* * * * *

Every year at the BIALL Conference there is a Q&A session where members can ask questions of anyone involved in running the organisation. This was the part of my role as Acting Chair for BIALL's Professional Development Committee (PDC) that I dreaded most.

The BIALL PDC, one of ten BIALL committees reporting to the BIALL council, organises training and network events for the law librarian community. Anyone who has been part of a professional organisation that offers training has probably heard questions similar to that posed by conference attendee A. This was asked of me at a recent BIALL Conference Q&A session. The truth was that we had been working hard to facilitate an event in this area for quite some time but lacked local volunteers to enable the event to happen. When conference attendee B stood up and added to my answer I wanted to hug her. Attendee B was a stranger to me, but she had hit the nail on the head: if we want library groups, committees and organisations to be more active and to do more for us, we the members have to step up and become active participants in making things happen.

Committee history

The BIALL PDC was not the first that I had joined. I started with a local CILIP group that would arrange CPD events for academic librarians in the West Midlands. I helped to arrange one event with them and then it disbanded for a time because the leader of the group moved on. Shortly afterwards BIALL sent an email request for volunteers to join their new PR and Promotions Committee. As I had previously had training in writing press releases, I thought that I may be an asset to the group. Everyone on the committee was very nice and they were all experienced law librarians but I found it difficult see how I could be actively useful to the committee. At the BIALL conference that summer I was asked by a member of the BIALL PDC, who had seen me present on e-learning, if I could help transfer a fully face-to-face course that was held in a London university every week, to a fully online course to enable BIALL members from across the UK and Ireland to participate in it. After a conversation about what they needed and my views on it, I was fully signed up and the project to transform the course was mine to complete. A month later I was invited to my first meeting. It felt quite overwhelming – my advice to anyone who is testing out a new committee is that it takes time to understand all of what is being discussed.

What's in it for you?

Being part of a library organisation is not only about making things happen and giving something back: it is also very rewarding. Membership of a committee can provide networking opportunities and skills that are valuable for CPD. For example, my first task for the BIALL PDC was to use project management skills to ensure that the whole of the face-to-face course was transferred to an online course within a few months. I had to develop negotiation skills in order to work with the academic who led the course, and when I became acting chair of the

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Being an active member of a library organisation

committee I acquired leadership and management skills to ensure that events were going to plan and on schedule. I also produced updates for the BIALL newsletter and other BIALL committees. I improved my event management skills through arranging venue hire, production of course materials, advertising, event booking, dealing with participants' queries, catering and acting as host for events across the UK and Ireland. As a result I found that when I attended the BIALL conference in Dublin this year quite a few Irish law librarians came and said hello to me as they had seen me when I had hosted two events in Dublin. It can sometimes be nerve-wracking attending a four-day conference with strangers but if you are already an active member of a committee or organisation, other people will recognise you, and you are likely to make committee friends to socialise with too. (BIALL PDC has the best dancers!)

Being involved in a library organisation allows you influence and change things. For example, as an institutional member of BIALL, I was unhappy that only personal members of BIALL could apply for bursaries to attend conferences or training courses free of charge. I made the case that active members should also be able to apply, particularly as they are likely to have had significant input into organising such events. As a committee we were also able to persuade BIALL Council to extend bursaries to a wider range of courses. Members of BIALL Council also have the opportunity to attend conferences around the world if the current President cannot do so.

What's in it for the employer?

Being on a committee that organises events allowed me to attend a number of them free of charge when I was acting as BIALL host. This will have saved my employers over £2000 in course fees and travel costs. My employer and the law students and staff whom I support have also benefited from the new knowledge and confidence that I gained from participating in these courses. In addition, I twice received a 50% discount on the BIALL conference fee because I was an active member of the committee. Similar organisations in other subject areas offer discounts to active members for their conferences. When I applied for a BIALL bursary to attend a course, the fact that I was an active member strengthened my case. Employers will benefit from the skills you gain as an active member and can use this as evidence of their workplace influencing the wider community.

Get active – something for everyone

This article has mainly focused on BIALL, but there are other organisations that require volunteers, such as the Business Librarians' Association. CILIP offer a range of groups for their members to become involved with, such as their Regional Networks or Special Interest Groups. UKSG allow you to self-nominate to become a member of one of their sub-committees. All these organisations are keen to get more active members and many are now becoming restricted in what they can offer due to the lack of new volunteers. The main argument I hear for a person not wishing to become an active member is that they 'do not have the time'. This implies that those who are active have lots of spare time, which is seldom the case. Since the last recession, work-load has increased for many librarians as cut backs have been made, but the same is true for those people organising that conference you plan to attend, or who edit the monthly newsletter you receive and the web pages you use. Most organisations that are looking for volunteers understand this and will allow you to participate as much or as little as you can. For example, in BIALL PDC we had a member who could not leave the office due to workload, but she was there at every networking event outside office hours to welcome people and ensure everything ran smoothly, and would join us online for meetings when she could. The more people who volunteer and get involved, the more the overall workload is reduced. So with the new academic year upon us, why not consider whether now might be the perfect opportunity to put yourself forward and volunteer for an organisation supporting your area of work?

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Continuing professional development through our professional association

Attaining an award from the Library Association of Ireland (LAI)



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Introduction

The Library Association of Ireland (LAI) offers two awards to recognise contribution to the library profession. This article recounts the experiences of the two authors in attaining Associateship and Fellowship.

Associateship of the Library Association of Ireland (ALAI)

Laura Connaughton

The Library Association of Ireland aims to 'promote the career development of persons engaged in library services and information provision, and to foster their professional and paraprofessional interests and aspirations and to promote a high standard of education by evaluating and according recognition to degrees and courses as appropriate' (LAI, 2015). The LAI offers Associateship of the LAI (ALAI) as part of this aim. This is an internationally recognised award that signifies both academic success and practical experience in library and information studies' (LAI, has 2015). Any member of the LAI can apply for the award provided s/he been a personal member, in good standing, for at least one year. The applicant must hold an academic qualification in library and information studies which is recognised by the LAI and have a minimum of two years' post-qualification work experience.

My career path

I decided to apply for Associateship for a number of reasons. I've worked in libraries for six years; my first post was with the Marine Institute (<http://www.marine.ie>), a small specialised library; following that I spent a short while at Dublin City University (<http://www.dcu.ie/library>) before joining Maynooth University (MU) (<http://www.maynoothuniversity.ie/library>). This is my first permanent post and I am keen to develop as a professional. I've been actively involved with the LAI (<https://libraryassociation.ie/>) for a number of years and served as chair of the LAI Career Development Group.

Why do ALAI?

Attaining associateship reflects professional recognition from both peers and possible future employers. In addition, it demonstrates my commitment to my own continuing personal development, which is a very important career consideration for all librarians. It certainly adds to and enhances my CV. Being elected to the register of associates of the LAI, I can now use the post-nominal letters 'ALAI'. Five years after attaining ALAI I shall be eligible to apply for Fellowship of the LAI (FLAI). And of course it is also an opportunity for me to promote the importance of our professional association and its values.

The application process

The application process was an opportunity for me to reflect on my career to date and highlight evidence of both personal and professional achievement. There are four elements to the process:

- application form (from <https://libraryassociation.ie/career/apply-award>)
- 500-word personal statement
- CPD activity record
- application fee.

Application form

The application form asks for details of education, academic qualifications, work experience, an outline of CPD activity and two referees.

Personal statement

At the time of application, I had four years' library experience, which is relatively short; however, I still found it challenging to put my experiences into 500 words. I did, however, find the personal statement an excellent way of reflecting on my career to date; it made me consider how I've contributed

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Attaining an award from the Library Association of Ireland (LAI)

to the library profession. I included information on conferences at which I have presented, seminars I've attended, committee membership and my professional memberships. It also afforded me the opportunity to write about the development of my personal, managerial and leadership skills. Through my personal statement, I think I conveyed my passion and enjoyment of my chosen profession.

Record of CPD activity

I keep a record of all my CPD activity – training, courses, seminars attended, any blog posts, articles, speaking at conferences, committee membership activities etc. This is really useful for job applications and also to develop a sense of professional identity. CPD is so important both for new learning and to build and engage with our professional network. Having a strong record of CPD enhanced my CV and strengthened my application.

Fee

The application is accompanied by a €100 fee. At Maynooth University (<http://www.maynoothuniversity.ie/library>) the fee is paid by the library as part of staff professional development.

I was awarded the ALAI in March 2015. I presented a poster at the annual LAI Academic and Special Libraries conference in 2015 entitled 'Continuing professional development in librarianship: applying for the Associateship of the Library Association of Ireland' (<http://eprints.maynoothuniversity.ie/5926/>). I was delighted to win the Best Poster award at the conference.

I enjoyed compiling my application for Associateship – it was a learning process, allowing me to reflect on my career to date and to look towards my future career. My aim is to apply for Fellowship (FLAI) in the future.

Fellowship of the Library Association of Ireland (FLAI)

Regina Richardson

After five years at Associate level, members of the LAI can progress to Fellowship, the highest level of professional qualification awarded by the LAI. This represents professional recognition for outstanding professional contribution. It signifies that an Associate or other eligible member has developed to the potential required for that award and has applied an increasing level of professionalism both through personal professional practice and through contribution made to the profession at large.

Candidates are required provide evidence in keeping with the key criteria below (LAI, 2013):

- appreciable achievement in professional practice;
- continuity of involvement in professional development;
- having added significant value to all or aspects of the profession.

My career path

In professional terms my journey began in 1977 when I became Librarian & Information Officer at the Spanish Cultural Institute in Dublin (now the Instituto Cervantes). From working in a small organisation in a team of four administrators I moved to a university library with a much larger staff and a somewhat different clientele: a university which had started on the road to endless and enormous changes and developments in terms of resources, technology, buildings, services, and indeed culture.

From catalogue cards to OPACs, from stencilled newsletter to webpage, via subject librarianship in music and modern languages, teaching and learning, collection development, information literacy, academic liaison, editing and research, project management, archives, rare books and pamphlets, my journey

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has been one of great variety and interest, and I have been fortunate in that I have been able to incorporate my personal interests into my professional work to enhance my role.

I obtained my Associateship in 1989. Now in late career it seemed timely to apply for Fellowship, as there had been a great many developments in the library and information world as well as in my own career since then. In both cases it was at the suggestion of the deputy and university librarians at Maynooth University, who were both deeply engaged with the LAI and with its professional activities. The encouragement and support of library management was very important, as it allowed me time and facilities to prepare my submission and the library paid the application fee €150 as part of CPD activity.

Submission

In preparing my submission, I first considered the *raison d'être* of an information professional. I considered how my work reflected the goals and aspirations of my university and library, referring to their current strategic plans. I provided evidence of relevance, for example:

- participation in an on-going programme of Continuing Professional Development;
- taking on new roles, gaining knowledge, developing new skills and enabling innovation;
- engagement with the student population and academic community, and the development of resources such as library guides and subject webpages to assist users;
- publications and presentations in my fields of expertise thus adding to the body of professional knowledge;
- active participation in professional conferences and meetings - both organising and presenting;
- collaboration with academics, archivists, librarians and other information providers on and off campus;
- involvement in the university library working groups and committees, and in the LAI with committee memberships and contributions;
- being a contributing member and bringing representation of my university library and country to international professional organisations
- engagement with the wider community on the library committee of the local post-primary school, doing voluntary work by assisting them in choosing and setting up an integrated online library system.

While the LAI has a formal mentoring system, I didn't avail myself of this; rather a colleague in house, who had completed the FLAI, provided informal mentoring, which was invaluable.

Portfolio

Because of my long and diverse career, and the existence of many supporting documents that I had kept over the years, I had quite a large amount of information for my portfolio, which included documents, images, letters, facsimiles, photographs, CPD certificates, testimonials and weblinks. My physical portfolio was in a dozen sections under the following headings:

1. Application form; personal statement; CV
2. Degrees and diplomas
3. Testimonials
4. Publications

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5. Russell Library / Archivo General de Simancas
6. Learning, teaching and research
7. Bibliographic services
8. Music
9. Exhibitions
10. School library
11. Spanish Cultural Institute
12. Visual arts

Outcome

I was admitted to Fellowship of the Library Association of Ireland in March 2014. For me it was illuminating to look back over a long career in librarianship, and having gained recognition, to allow myself a sense of achievement. Far from encouraging one to rest on one's laurels, the Fellowship is an incentive to learn and develop one's career even more, and implies the responsibility to be involved in collective professional development, and to continue to be deserving of the accolade.

Conclusion

The route to attaining Associateship and Fellowship of the Library Association of Ireland is a learning process which allowed us both to reflect on career so far and to formulate plans for the future. We would highly recommend engaging with this initiative not only as a way forward with your career but also as a reflection on what you've done to date. If you've been thinking of doing either the Associateship or Fellowship, we would urge you to go for it. The initial work involved in completing the applications pays dividends as you proceed towards attaining the awards. Further information can be found at <https://libraryassociation.ie/membership/associateship-fellowship>

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Supporting knowledge exchange for Birmingham City University Library and Learning Resources staff



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Introduction

Like many libraries, Birmingham City University (BCU) Library and Learning Resources (L&LR) is a multi-team department across different locations and includes staff with various areas of expertise and interest, many of whom attend training and events to further develop their knowledge and skills. In order to make the most of this wealth of experience and knowledge, we have recently been looking at ways to facilitate knowledge exchange within the department.

This has grown partly from a strategic focus on supporting more effective knowledge exchange. To align with the university's strategic aim '*to support the university's commitment to using innovation to enhance provision*', one of the objectives set out in the Library and Learning Resources Service Plan for 2014–15 was to adopt an external focus. Subsequently, horizon scanning has been added to strategic team meeting agendas and L&LR staff are encouraged to suggest new ideas for service improvements.

The support for knowledge exchange has also grown from staff wanting to share and reflect on their own learning experiences and learn from their colleagues.

This article gives a brief overview of our work to improve knowledge exchange so far and our future plans.

Knowledge exchange events

We were particularly inspired by colleagues at the University of Cambridge who established a series of events supporting knowledge exchange with the aim of encouraging people to share what they had learnt at events, training, or conferences they had attended. Having discussed this on social media and read the subsequent article (Sewell, 2015), we agreed this approach was something BCU L&LR could benefit from too.

Following a successful proposal to senior management, we held our first event in December 2015. We branded the event LIKE (L&LR Information and Knowledge Exchange). Organisation was minimal; we booked a room, set up a booking form on Eventbrite (this wasn't essential but it helped us ensure we had enough space as we'd only booked a small room), produced a digital flyer explaining the purpose of the event, publicised it using the internal library newsletter and emails, and brought along some refreshments on the day. We made it clear that the event would be very informal, and that we wanted to encourage sharing of knowledge through conversation. We chose not to arrange for people to present, but we did encourage them to prepare some things they would like to share. In addition to sharing learning from events people had attended or training they had received, we also wanted to encourage sharing of interests, in order to support potential collaboration or knowledge transfer. Awareness and understanding of colleagues' interests would, we hoped, ensure that future opportunities could be shared and connections made. For example, if one member of staff will be attending a conference and spots a session that they know a colleague would also be interested in, they may choose to attend on their behalf and pass the information or contact details on afterwards.

The first event went well. We had a relatively small group, as expected, because of the fairly short notice we'd been able to give people about the event, and because it was during term-time. Despite its being a small group, we had representatives from most library teams and from different sites and we discussed a variety of topics during a packed two hours. Some staff shared projects their team had recently been working on that colleagues may not have been aware of; others shared things they had read about or what they had learnt about at conferences. Everyone went away having learnt something

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new, and as a group we came away with some things to investigate for future potential service developments as well as staff development opportunities.

One of the potential service developments discussed was a series of 'Day in the life' blog posts to advertise what each department or section in L&LR does and to break down some of the barriers between users and staff. This was implemented to tie in with National Libraries Day 2016.

As a follow-up, a summary of our discussion was posted on our blog and shared in the library newsletter. It was hoped that staff who had been unable to attend could nevertheless see what had been discussed.

The second event held in April 2016 attracted even more colleagues who wanted to learn and share their experiences, which ranged from a visit to University College Ghent to ethnography and the world of libraries.

Judging by the comments we received after the sessions, attendees found them inspiring. Suggestions for improvement included having broad themes for sessions, and inviting academic staff.

CILIP Professional Registration event for staff

One form of continuing professional development that both authors have found beneficial is CILIP's Professional Registration (i.e. Certification, Chartership, Fellowship and mentoring). A number of L&LR staff have successfully completed a level of CILIP professional registration, though not all are aware of its benefits. In order to share this more widely, we organised an internal event to coincide with Love Your Libraries day, which focused on encouraging staff to invest in their professional development through CILIP membership and professional registration. We invited a member of CILIP staff to introduce the event, and then had candidates (including ourselves) talk about their experiences.

Again, the event was informal in its focus, and discussion and networking were encouraged. Our aim at this event was to encourage staff to work towards a level of professional registration, if appropriate; to revalidate their current level; or to consider mentoring others. We also hoped that this sort of event would enable more connections to be made in terms of supporting colleagues through the process (not necessarily through formal mentoring, but through informal support mechanisms) and again lead to potential collaboration and knowledge exchange. Although we didn't collect formal feedback after the event, those who attended commented that they had found it really useful and were considering professional registration in the future.

Future plans

In future we plan to hold one knowledge exchange event per term. The effort in organising is very low, with high potential benefits both for the individuals attending and for L&LR. In future we may encourage people who have completed training or attended a conference to prepare an update to share at the next LIKE event. We may also consider holding events on particular topics, to support knowledge sharing in specific areas in which staff have expertise.

In addition to the events, we intend to encourage knowledge exchange on a more regular basis through online communication. We are currently investigating different means of delivering this, but are likely to use a combination of our library blog (which is publicly available and could therefore support knowledge exchange with other library colleagues outside the university), and a LibGuide to be used for shorter updates and discussions between staff. In this way, we hope staff will share what they are learning as well as development opportunities that they are aware of, and which others may be interested in.

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Supporting knowledge exchange for Birmingham City University Library and Learning Resources staff

Our intention is to enable staff more easily to share knowledge with the rest of the department, whether through informal events or through online communication. Our hope is that by supporting this we can enable effective knowledge exchange and foster collaboration.

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Relationship management as a tool for engaging with the academic community

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In November 2015, the authors attended the first Relationship Management in Higher Education Libraries conference, in Stirling, Scotland. The aim of the conference was to explore ways in which academic libraries are using relationship management (RM) techniques to engage with students and the academic community.

The opening workshop at the conference was aimed at producing an agreed definition of RM. It quickly became apparent that definitions varied across the groups, and that it was easier to discuss RM as a set of characteristics / responsibilities.

There was some discussion over whether RM is distinct from liaison. The latter has been defined as 'a formal, structured activity in which professional library staff systematically meet with teaching faculty to discuss stratagems for directly supporting their instructional needs and those of their students' (Miller 1977, cited by Rodwell & Fairbairn 2008).

Rodwell & Fairbairn (2008, p.119) note that liaison in modern libraries covers a broad range of activities, primarily focused on collection development, information literacy, participation in teaching and research, and, significantly, 'managing the relationship of the library with a faculty'.

In addition to building relationships with a 'faculty', Silver (2014, p.9) adds that part of liaison consists in building relationships with academic staff and students more generally. By contrast, Frank et al. (2001) describe proactively developing relationships with academic partners, an approach they refer to as 'information consultancy', as the opposite of traditional, passive liaison models.

Silver (2014) describes an approach to liaison that progresses in stages: from initial contact with the department and starting to build relationships (phase 1), to establishing two-way communication and collaboration, for example around collection development and marketing library services (phase 2), to 'advanced' liaison outreach, such as joint teaching or collaborating on research. RM is the common thread that runs through these activities: it is emphasised from the start that building and maintaining a good relationship with academic colleagues is the key to successful liaison and outreach.

Soules (2001) identifies RM as a component of an overall marketing strategy, showing that interactions with library users contribute to the creation of a positive or negative impression of the library. RM therefore becomes a tool for creating positive interactions and associations, thus enabling effective promotion of the library. Likewise, Frank et al. (2001) describe developing partnerships with academic colleagues as a strategic activity for librarians.

RM at the University of Huddersfield

Although difficult to define and quantify, RM can be discussed in the context of the actions taken in order to manage and develop the relationships with service users successfully. At the University of Huddersfield we have carried out a series of targeted outreach activities in order to promote the library further and to build rapport with our service users; these activities include personalised desktop visits for staff, and optional workshops for students. These were piloted with academic schools that had been identified as low users of the library, and have since been extended to include all academic schools (Stone et al. 2015).

At the RM conference we ran a workshop exploring some of the outreach activities we have trialled as it were from the perspective of the academic community, using a 'spectacles' exercise (Petty 2014, pp. 145–46). We asked delegates to put themselves in the shoes of various service users, e.g. undergraduate students or new lecturers, and asked them to discuss in groups

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Relationship management as a tool for engaging with the academic community

what they thought of the various engagement activities we had tried, then feed back to the room. This emphasised the importance of considering users' views and opinions when planning any outreach activities. When working with service users we need to be aware of the diversity of the university population and offer support in a variety of ways in order to reach as many people as possible.

The feedback we received from the delegates was that academics are more likely to engage in activities that are tailored to their research needs – e.g. desktop visits or publishing workshops. They are unlikely to attend events outside their academic school. Optional workshops and drop-in sessions were thought to be appealing to students but they also commented that they may never actually go to one – they're a good 'back up'. There was similar feedback from the group regarding creative workshops, which were seen as engaging for those who do attend but likely to attract low numbers, as some may not feel they are 'academic enough'.

As well as evaluating Huddersfield's outreach activities, delegates were invited to share additional ideas that their service user may appreciate. Suggestions included Skype appointments for distance-learning students, and interactive online materials.

We are aware that although this workshop brought up some useful and insightful feedback, it had obvious limitations in that the participants were all librarians, rather than actual service users. Our next step is to conduct evaluation exercises with our library users. During spring / summer 2016, we have been conducting user experience (UX) interviews with international students, to gain insight into how these students understand and make use of the library. We plan to roll out these interviews to home and EU students next, starting with the academic schools that show the least library use.

Current and future developments

We have expanded our optional workshops to include sessions targeted specifically towards international students and dissertation students. The sessions for the former were held at weekends in the first term, and covered a range of library skills including keyword searching and referencing. Turnout for the first few sessions was initially high, and feedback was positive; however, attendance dropped during the course of the term. Next academic year we intend to run these workshops again in the first term, and open them to all students.

For dissertation students, we ran a series of workshops in the second term, branded as part of a 'Dissertation Toolkit' programme of support created in collaboration with the Students' Union and the IT Training team. These were popular with students: all sessions were fully booked, and turnout was high. Feedback after each session was overwhelmingly positive, with most students saying they had learned something that would help with their research and expressing interest in similar workshops in the future. Due to the popularity of the initial schedule of four workshops, we organised an additional two workshops on referencing, also in the second term. We intend to repeat these workshops in the next academic year, possibly running them slightly earlier in the term.

We have also run more events in partnership with information providers. Following the success of events with input from the IEEE in the School of Computing and Engineering (Stone *et al.* 2015), in November 2015 representatives from the *Financial times* were invited to come roving with us in the Business School as *FT.com* had recently been purchased for those students. The librarians and *FT.com* representatives registered students for the resource on the spot and demonstrated its features, explaining how it could be used in their studies.

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Relationship management as a tool for engaging with the academic community

In February 2016, representatives from the IEEE visited the university to talk to students from the School of Computing & Engineering about student membership. They provided a free lunch for students, and delivered presentations about the benefits of student membership for career progression, alongside a demonstration of the IEEE Xplore Digital Library. The event was co-organised by the library and the school, and provided an opportunity for the librarian to remind students of the range of resources provided by the library, and how these could be used for careers planning as well as university assignments (e.g. using IEEE Xplore to find out about what research a company has been involved in, prior to being interviewed for a job with them).

During the 2015–16 academic year Computing and Library Services (CLS) has been involved in the university's open days. The law department brought their prospective students into the library on these days to give them a brief overview of legal resources and research. This builds on existing initiatives such as a legal research teaching session that has been running for a few years for local students studying A-Level law. Building relationships with local colleges and potential future students is important to the university, so this is something for the library to build on.

We are also working on reaching out to members of the academic community who do not visit the library. One of our primary tools in this is YouTube: we are creating short, shareable videos explaining library services and information literacy skills. We have created short videos aimed at students, introducing their subject librarians for the Schools of Computing & Engineering and Education, using free video-editing app Adobe Voice; as well as short animations aimed at lecturers on topics including copyright and online reading lists, using animation software Powtoon. All our videos can be viewed at youtube.com/user/hudlibrary

During the 2015–16 academic year the Business School has funded a temporary Reading List and Collection Development Librarian post in CLS. This is a proactive post that reaches out to the department, ensuring their reading lists are up to date and copyright compliant, and has provided opportunities to promote the role of the library and the skills of the librarians.

Focusing outreach towards historically low users of the library has enabled small initiatives to have a high impact. They have enabled the team to build relationships where there were none before and to promote under-used but valuable services. By taking this bottom-up approach to RM, the service will reflect and respond to the diverse and ever-changing university population.

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Engaging students through User Experience at the University of the Arts London

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University of the Arts London (UAL) is a specialist provider of art, design, fashion, communication and performance education from Foundation through to PhD level. It is made up of six colleges: Camberwell College of Arts; Central Saint Martins; Chelsea College of Arts; London College of Communication; London College of Fashion; Wimbledon College of Arts. The student population is approximately 19,000 full-time equivalent, around half being international students. Currently 74% study at undergraduate level, 14% at postgraduate level and 12% at further education level.

Library Services is a university-wide service, with a library in each of the six colleges, as well as two Learning Zones and the University Archives and Special Collections Centre. In addition, the Resources and Systems teams provide systems, resources, infrastructure and process support and innovation for the department. Each of these areas of the service is responsible for the quality of student experience of Library Services. In looking at quality assurance and an approach to continual service improvement, Library Services has always been very proactive in consulting and engaging with its students. Forms of engagement have included regular meetings between managers and student union sabbatical officers, student representation on project teams and employment of students through the university's student recruitment agency. Students work for Library Services as shelveers, student ambassadors and on specific projects. Such engagement allows for the student voice to be represented in specific service developments and for students to play a key role in providing feedback into service improvements. Feedback is also sought and gathered through several other initiatives, including: LibQUAL surveys; 'Tell us what you think' feedback channel; analysis of National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) and FE survey data; surveys relating to specific projects, such as one carried out to determine the look and feel of the new library catalogue public interface.

Student engagement in space planning and design

During 2015, UAL announced several estates and new-build projects, all of which have huge implications for Library Services. These include: a new academic building, including a new library at Camberwell College of Arts; relocation and new campus build, including a new library, for London College of Fashion; new campus build, including a new library, for London College of Communication. This fortunate position of being involved in three new-build projects allowed Library Services the opportunity to consider how best to engage with students in the planning of these developments. In seeking a method for such student engagement it was necessary to consider:

- The long-term nature of some of the projects (five years for London College of Communication and London College of Fashion) means that any students involved now are unlikely still to be students when the new builds are completed. Could student engagement also result in positive actions in the shorter term (i.e. whilst they are still students)?
- Predicting future learning space needs and requirements in the future
- How to approach this from a service-wide perspective and include all our library spaces.

Colleagues from the Library Services Customer Service Group set about the task of finding a method that would achieve the student engagement and consultation that we were looking for, but would also address the concerns and questions raised above. There were some excellent examples in the library sector of techniques that could be applied to the UAL setting. These included examples of student diary mapping for finding out how learning spaces are currently used by students at Edge Hill University (Ramsden & Carey, 2015) and at Liverpool John Moores University (Appleton, 2014) and a small-scale project carried out at Newcastle University, in which students were observed

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using library learning spaces before discussing their requirements as part of a focus group (Oddy, 2015). The UAL team certainly drew inspiration from these methods and this led them to investigate further the possibility of using a User Experience (UX) methodology.

User Experience in libraries

UX for libraries involves a suite of techniques based around first understanding and then improving the experience that users have when using libraries. One of the fundamental principles of UX is that it uses ethnographic methods to achieve this. In his article for Cilip update, Andy Priestner (2015) describes ethnography as 'a way of studying cultures through observation, participation and other qualitative techniques with a view to better understanding the subject's point of view and experience of the world'. He goes on to say that 'applied to the library sector, it's about user research that chooses to go beyond the default and largely quantitative library survey, with a view to obtaining a more illuminating and complex picture of user need'. Until recently, UX was largely applied by libraries to the design and usability of websites and systems interfaces, but academic libraries have begun to show willingness to apply UX in a broader approach and now increasingly use ethnographic methodologies when exploring the UX experience in their physical spaces (Bryant, Matthews & Walton, 2009).

Rather fortuitously, the inaugural UX in Libraries Conference took place in Cambridge in March 2015; this allowed UAL Customer Service Group colleagues to go and find out more about this new world of UX. The conference was very participatory, practical and informative, as well as being a motivating and inspiring event. There has been much reflection on and many write-ups of the conference; a blog post by Matthew Reidsma provides an excellent overview of the event and effectively synthesises the various activities, interactions and reflections from the conference as well as presenting back on some of the learning that took place (Reidsma, 2015).

From the UAL perspective, the conference proved very successful and the team came back inspired and informed, and ready to apply some of their learning to the UAL learning space design projects and to engage students in the process effectively.

The UAL UX project

The UAL UX project aimed to engage students in the design and planning of the new builds, but also to impact on the learning spaces that they currently occupy. This was regarded as a key objective of the project, in that students would potentially see the benefits of any developments themselves, for as long as they remain at UAL. A recurring theme in all the feedback provided by students through the various UAL feedback channels (see above) is that of space within the libraries and the learning zones. Many comments received are about a perceived lack of space, or a lack of certain types of space in the libraries. Library Services is very conscious of the demands and expectations that students have about the library and learning spaces available to them and every effort has always been made to ensure that space is used effectively and efficiently in the libraries and the learning zones. Decisions on the layout and furnishings of the spaces have always been informed by Library Services staff's general observations and understanding of how the service works and how library users behave in particular spaces. However, until the discovery of the UX methodology, there had never been any dedicated initiative to evaluate student behaviour and usage in the library and learning zone spaces in order to inform such decisions.

Project aims and objectives

The UX project has allowed Library Services to explore current student learning behaviours in order to effectively develop library and learning spaces both now

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and in the future. Specific objectives include:

- to use UX techniques to observe existing student behaviours in the libraries and learning zones
- to optimise their current usage by responding to the ways in which students make use of these learning spaces
- to encourage existing students to reflect on their current usage of UAL Library Services, in order to understand better how students use them
- to embed a responsive approach towards developing library services through proactive partnership and discussion with student user groups
- to inform planning projects and future services and facilities involving library space through observation and discussion with students

UX methodology at UAL

UX as a methodology uses a range of methods and techniques, often described as anthropological and ethnographic in that they encourage objective observation and reflection on user behaviour in a given environment or system. The UAL Library Services UX project used the following specific methods for gathering intelligence within the overall methodology:

Observation of student movements in library spaces

This is achieved by placing observers at vantage points throughout the libraries and learning zones at specific times of day in order to observe and map how students move through given learning spaces. This is a popular way to see if signposting works, whether students use particular preferred routes through the library, and if there are particular physical paths of least resistance within spaces. It is also a good way to ascertain which are the popular or unpopular destinations.

Observation of static spaces

This technique places observers at particular vantage points (i.e. communal areas, silent zones, photocopy areas) to see how the area or space is naturally used. This allows the observer to observe which natural behaviours occur within given areas.

Touchstone tours

Touchstone tours involve walking around the library or learning zone with the user, observing them, questioning them and discussing their experience of the space. This allows for individuals to present their subjective views. Obtaining a critical mass of these within a given learning space can help to establish well-used and under-used areas of the space, as well as common likes and dislikes. It is also a useful channel for getting suggestions for service improvements from users.

These space observations validate each other and provide useful observational intelligence about the set-up and layout of a given learning space.



Fig. 1 Student UX team being taught how to conduct static observations

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As well as needing to observe students and engage them in Touchstone tours, we also wanted to make use of students in facilitating the project. A team of twelve current UAL students, representative of all the colleges, was recruited to spend two weeks carrying out the observations in all the college libraries and learning zones. The team was trained in the observational techniques and their time was split evenly between the three methods. Library Services advertised for participants for the Touchstone tours, and there was the incentive of an Amazon voucher for all who participated.

Ninety-nine Touchstone tours were conducted across the libraries during the two-week observation period.

Some of the original observation team were then employed in the summer of 2015 to perform the data analysis for the final reporting.



Fig. 2 Student UX team being taught how to conduct movement observations

Focus groups

Focus groups are a useful method of generating deep and reflective discussion with library users about a given topic or theme. The UX project used this method in each of the libraries; a focus group with up to eight participants in each was conducted during the second phase of the project.

Similarly, the team of twelve observers was also convened for an initial focus group, designed to elicit feedback about the observational techniques (i.e. for future UX activity) and to generate some discussion about their observations of student use of and behaviour in and around the library and learning zone space. The initial focus group allowed the project team an insight into the key themes that had emerged from the observations, which formed the basis of the subsequent focus group discussions.

Users of all libraries were invited to take part in these library-specific focus groups and all were successfully subscribed to:

- Camberwell College of Arts – 7 participants
- Chelsea College of Arts – 7 participants
- Central Saint Martins – 5 participants

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- London College of Communication – 6 participants
- London College of Fashion – 5 participants
- Wimbledon College of Arts – 7 participants

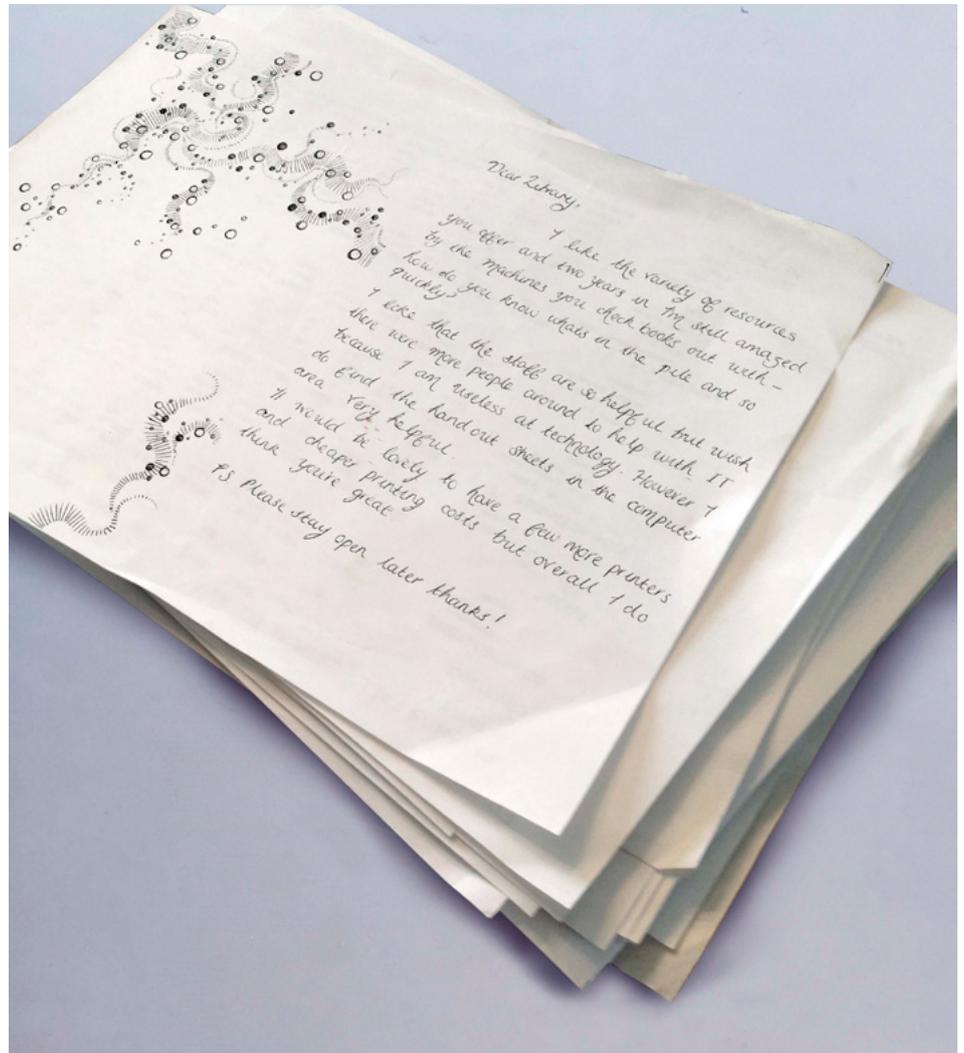


Fig. 3 Example of a student love letter, which students were asked to write during the focus groups (photo: Anne Odling-Smee)

Reflective journals

All the focus group participants were invited to keep a reflective journal of their learning and studying behaviour over a three-week period in June and July 2015. Reflective logs allow the participants to capture their different behaviours and preferences, and each was asked to particularly consider what made a learning space conducive to study, with a focus on the learning spaces provided in the libraries and learning zones. There was a further incentive (more vouchers) for those who successfully completed and submitted a reflective journal.

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I have a deadline and am panicking a little about time, so decide to organise my pile of papers and notebooks (that I carry everywhere with me) on the empty seat next to me on the bus. I end up ripping out and separating the pages, making two piles for different projects, one ongoing (so they can be scanned and used), and one completed (to be filed away and stored for a while in case they are useful). I also made a pile for paper recycling, and one of personal projects.

I worry about pulling out a valuable laptop on a bus so it's great to have all of my notes, briefs, and spare paper tucked into one book I can carry around with me.

I am weirdly focused on a busy moving bus, maybe because of the pressure, but I feel more focused than I do at home at my quiet desk surrounded by other things I could/should focus on. Maybe being confined with a 45 minute time limit (bus terminating) and nothing else productive to do is the key to my concentration.



The contents of my notebook organised into piles, on top of my jacket, on top of a moving bus.
05/06/15

I had a project due, and I needed to do some minor edits to some badge designs, print them off and assemble them. I arrived at LCC at about 11am, going straight to the library. I used one of the computers in the learning zone, as what I wanted to do was to be quick and didn't require much thought, so it was fine to be in a busier, brighter space. It's also useful to be in eyesight if meeting someone there.

I opened InDesign and Photoshop and started working on my designs, a friend arrived and I asked him for help with something, he slid his chair over easily (as they are wheeled and there is enough space), and we collaborated on my screen. One problem in the learning zone was that there was a group of about five students making a lot of noise, which was entertaining but distracting.

I noticed a lot of people coming to this section for very short periods of time and then leaving, presumably printing something, leaving off and then collecting their prints using ID cards. The print system is great, as it

Fig. 4 Excerpt from a student reflective log

Timeframe

The UAL UX project was carried out in distinct phases, the first three of which involved the ethnographic activity. Phases one to three were therefore intentionally scheduled during term time (April – June) in order to ensure that any observation and fieldwork was carried out whilst the libraries and learning zones were busy and fully occupied.

Phase	Activity	Timeframe
Phase 1	Recruitment of students to observation team	April 2015
	Briefing and training of observation team	April 2015
	Movement observations	April – May 2015
	Static observations	April – May 2015
	Touchstone tours	April – May 2015
Phase 2	Focus groups	May – June 2015
Phase 3	Reflective logs	June – July 2015

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Phase 4	Recruitment of students to undertake data analysis team	July 2015
	Analysis period	July – August 2015
Phase 5	Reporting and actioning recommendations	September 2015 –

Project outputs

The outputs from such an extensive project have been numerous. Each of the six college libraries (and Central Saint Martins learning zone) received a report at the beginning of the 2015–16 academic year detailing key themes and suggested short- and long-term recommendations for service and space improvements. This has allowed the library managers at each site to focus on ensuring short-term ‘quick fixes’ as well as recommendations for longer-term planning of the new library spaces. The UX project has also allowed Library Services to think about where space and layout has not been consistent across the libraries and to address this. As well as the reports and recommendations to each library, the UX project has had wider-reaching outputs, such as the ability to inform the department’s student responsiveness policy, processes and initiatives and the development of a method for future UX projects and activity.

Project outcomes – what has changed?

Each of our six sites has acted upon the improvements suggested in the final UX reports, in terms of enhancements that could be acted upon immediately, and the longer-term objectives that will feed into key decisions and designs for the future.

The sites have responded to the reports individually and there have been significant physical improvements for users.

Camberwell College of Arts Library – As a direct result of the UX report, a new quiet study area has been created as this was identified as a priority by the students during the UX project and was strongly evidenced through the observational mapping of spaces. The UX report is also informing the design of the new library. As well as feeding into the architects’ plans, library staff have produced a mood board for the new space that incorporates suggestions from the project.

Chelsea College of Arts Library

The UX project highlighted some of the demands and expectations of the students and provided further evidence of the need for some changes that were already being considered. The computer centre at Chelsea has been enlarged to include extra work stations. The previously silent ‘old college library reading room’ has also been turned into a group study area, with new furniture making it into a more social and better-used space. This has proved very popular with Chelsea students.

Central Saint Martins Library and Learning Zone

Extra MacBooks have been purchased and we are about to introduce self-service laptop lockers. This will be a huge benefit to our 24-hour opening four times a week. The UX report raised some issues about lighting, and additional lighting has now been installed and has improved the environment in the quiet zone. The project also allowed for the CSM library managers to rethink their space layouts, and further workspaces have now been created in the library areas.

London College of Fashion Library

The UX project highlighted access to IT facilities as a main concern of students at London College of Fashion. Subsequently, extra power sockets have been installed and resources budgets have been allocated for the acquisition of additional laptops.

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Wimbledon College of Arts Library

The observations and discussions that took place as part of the UX project have resulted in extra IT facilities being dispersed throughout the library spaces.

London College of Communication Library

The UX project provided lots of intelligence as to how the various spaces at the London College of Communication were perceived. Subsequently, space was redesigned to make the area feel more welcoming and to provide a wider variety of study spaces. This included adding new comfortable seating and soft furnishings to break up the silent space, and moving the journals to a preferred location. Self-service laptop lockers will be added over the summer.

In all instances the UX project has helped the University of the Arts library managers to make decisions about where to deploy and prioritise resources. The project has informed several 'mini space projects' and has assisted in focusing budgets on solutions that allow for short-term gains for students.

The UX project findings became invaluable in terms of intelligence for informing business cases around the student experience. As well as helping to shape learning space improvements, other outcomes include being able to present a portfolio of evidence for making improvements to accessibility. One of the key improvements made across all sites was enabling longer opening hours, which were introduced at all six sites during 2015–16 and included 24-hour opening four times a week, and increasing weekend opening hours. Across sites, we have reviewed and expanded information skills provision, allowing students to attend when they need to, rather than at the start of term. We have also begun to use consistent mapping and colour coding of specific areas, making it easier for our students to find their way around, no matter which site they are in.

Wider influence

In addition to the above-mentioned outputs and outcomes, the UAL UX project helped to inform a *Library visioning* workshop, which we held as a starting point for discussion around our proposed new buildings and around the 'inspirational environment' theme of the current Library and Academic Support Services strategy. The Library Services UX project has generated a lot of interest across the university, especially amongst our Estates colleagues, who are now considering using UX methodology and adopting it for informing other university space planning and design projects.

A final further, unforeseen outcome, is that of the team of extremely enthusiastic students, who became very engaged with Library Services over the course of the project. They have gone on to become advocates for the UX project and ambassadors for Library Services in general and have subsequently been involved in other projects and activities run by Library Services (e.g. strategic planning workshops, staff development events and Customer Services Excellence assessment)

Conclusion

The UAL UX project has been a huge success for UAL Library Services, and we are very pleased to have been introduced to such a useful, thorough and engaging methodology. Being able to invest in the methodology as a formal channel of student engagement and as an instrument for consultative service improvement has proved invaluable for UAL Library Services. The students who use UAL libraries are now enjoying some very effective learning space redevelopments, and the university is better informed about learning space requirements for its libraries in the future. UX will definitely be a regular fixture of UAL Library Services' improvement planning. After all, as Graham Walton points out, 'Now that the importance of the academic library UX has been

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recognised, it is difficult to see it reducing in profile. In a world where the user is king / queen, UX can only increase in importance' (Walton, 2015).

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The Library Ireland Week (LIW) job swap initiative

Experiences from Maynooth University Library

Each year, as part of Library Ireland Week (LIW), Irish libraries are encouraged to engage in job swaps. This initiative, championed by the Library Association of Ireland (LAI) (<https://libraryassociation.ie/>) is straightforward, with individual libraries organising swaps and absorbing any costs involved. This article describes the experiences of six library assistants from Maynooth University (MU) (<https://www.maynoothuniversity.ie/library>) Ireland, who participated in job swap.

While LIW is in November each year, MU has scheduled exchanges outside this period, as this is a particularly busy time close to start of term. All job swaps were with libraries within easy access of MU, which is 17 kilometres outside Dublin. The swaps were with public, health sciences and a special library.



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I've worked in MU Library since 2015 as part of the desk services team. In November 2015, I had the opportunity to take part in the Library Association of Ireland (LAI) Library Ireland job swap initiative. My one-day swap was with Kildare County Library and Arts Service (<http://www.kildare.ie/library/library/maynoothlibrary>) in our local Maynooth branch. Keith, from the public library visited Maynooth University Library the following week. Kildare Library Service has a county-wide network of fifteen branches of which Maynooth is one.

After giving me a warm welcome to the library, Keith, my 'job swap', gave me a guided tour of the library. We discussed the sourcing and ordering of new material, how the inter-library loan service works, the type of events the library hosts and the range of community groups served by the library in its catchment area and beyond.

The library is widely used by children, from pre-schoolers to older teens. Community groups make good use of the resources, and there is a meeting room for diverse groups / sessions including the local knitting group, the Spanish and Polish conversation classes, the creative writing group and lots more. Ireland has many new nationalities, which are reflected in the events and the collections.

Next we took a look at the inter-library loans. A delivery had just arrived that morning, so Keith processed a number of these items, explaining to me the steps involved in inputting the information on the library system and notifying patrons that their requested material was now available.

In addition to traditional printed material, the library provides e-books, e-language learning, e-learning online courses and e-services. Other online facilities include *eHistory*, which provides a wide range of material relating to the history, archaeology and heritage of County Kildare. This is of particular interest to local and family history groups and has underpinned the significant amount of research currently being undertaken about Kildare families in both the 1916 rising and their involvement in World War I. *eMagazines* provides online access to 35 popular magazines and periodicals, while *eLearning* provides members with access to over 500 unique online continuing education courses.

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The Library Ireland Week (LIW) job swop initiative Experiences from Maynooth University Library

The SMS texting service is popular with library users, as is the monthly e-mailing service, which provides information about upcoming events both at the local branch library and country-wide. The Libanywhere app allows members to manage their accounts on the go.

I signed up as a member of the library and borrowed a book on my brand new library account! Keith talked me through the steps involved and issued me with a library membership card along with a key-ring version. I was also given a PIN for online use and a bookmark depicting their slogan 'There is time for everyone at Maynooth Community Library.' We rounded off my visit with some relaxed discussion on reading preferences, and I discovered that one of my favourite authors, Martina Reilly, would be visiting Maynooth in the coming days. My visit to Maynooth Public Library was an enjoyable, informative and memorable occasion and I will definitely be paying a return visit there in the near future.



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I've worked in MU Library since 1997, having previously worked in the library at University College Dublin (UCD) (<http://www.ucd.ie/library/>). I currently work in Collection Management Services at MU. I was delighted to have the opportunity in November 2012 to visit the health sciences library at Tallaght Hospital (<http://www.amnch.ie/Departments-Clinics/Departments-A-Z/Tallaght-Hospital-Library/>), which is a large teaching hospital located in south-west Dublin. The library is open to all staff in the hospital, staff of the Irish Health Service Executive, Psychiatric Unit, and Trinity College Dublin (TCD) (<https://www.tcd.ie/>) staff and students based in the Trinity Campus located on hospital grounds. The library receives some funding for books from TCD.

On arrival I was given a tour by the Librarian, Anne Murphy. I was introduced to library staff and familiarised with the Library Management System (LMS), Heritage. It's an LMS for mid-sized libraries, quite different from Aleph, our LMS in Maynooth.

The library had undertaken a major review of their journal collection shortly before my visit. The decision was made to hold print versions only of journals that are not available electronically. This freed up valuable space for casual seating and an area for training and demonstrations from database suppliers etc. I was fortunate that a demonstration of Ovid Technologies was scheduled for the date of my visit. I gained an insight into Medline, multiple searching across different databases and using the medical thesaurus and other features. Looking at the Medline database brought back memories of a former life, when I was working as a library assistant in the Medical, Civil & Agricultural Engineering Library, UCD, at Earlsfort Terrace (https://www.ucd.ie/news/may07/052107_farewell_to_the_terrace.html).

At that time Medline was available on CD-ROM. The demonstration reinforced how extensive the electronic collection is for current library users. Representatives of the Emerald suite of online journals were also on site that day and their talk, 'Accessing Emerald e-journals and e-books', was very informative.

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The Library Ireland Week (LIW) job swop initiative Experiences from Maynooth University Library

In addition to medical books, the collection includes a wellness and good read section. Not surprisingly the library is popular as a quiet study space. I spent a short period at the Reader Services desk and noticed the warm rapport between library staff and their users. I gained some familiarity with the daily routines, including the processes involved in receiving new acquisitions, cataloguing and inter-library loans. I learned about the freely available Cochrane Library, an evidence-based database (<http://www.cochranelibrary.com/>). Not having a medical background, I found the plain language summary particularly useful.

Because of staffing constraints (there are just three staff in the library) there wasn't a formal return visit to MU as part of the job swop. However, valuable links were established and the Librarian is now on our events guest list and has attended a number of events in MU Library.

This was a really worthwhile day and one that I will remember.



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I've worked in MU Library since 2001. I'm part of the desk services team. I haven't worked in a library other than MU, so I was pleased to have the opportunity to visit the John J. Jennings Library at Stewarts Care Ltd, (library@stewartscare.ie), which is only six miles from MU. Stewarts Hospital is a charitable foundation and provides care for people with learning difficulties. The library was officially opened in 2000 and is a partnership between the Irish Health Services Executive (<http://www.hse.ie>), Stewarts Care Ltd. (www.stewartscare.ie) and South Dublin County Council (www.sdcc.ie). It addresses the information needs of both staff and clients in Stewarts and provides a public library service to the wider community in Palmerstown, a large town on the outskirts of Dublin. It was wonderful to be able to visit what is essentially a public library – a library for healthcare practitioners and a library for the residents.

I set off with slight trepidation wondering what lay ahead. The Librarian, Siobhan McCrystal, took me through the normal morning procedures, logging on to their library management system, Open Galaxy, which is used by all South Dublin County Council libraries. Checking emails, answering phone calls and dealing with face-to-face queries from service users and staff were all part of the routine. The post was delivered by a very happy and chatty service user accompanied by his guide dog.

Patrons registered with Stewarts library can request books from any South Dublin County Council Library. The onsite library collection consists of current fiction, arranged alphabetically by author's family name, while medical and course books for students are organised by the Dewey Decimal Classification system and shelved accordingly. Library holdings can be accessed from <http://library.sdublincoco.ie>. There are daily newspapers and magazines, alongside a range of topical brochures and pamphlets. Printing and photocopying facilities are available for a nominal charge, while Internet access is free to all patrons. Assistive technology is also available.

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The Library Ireland Week (LIW) job swop initiative Experiences from Maynooth University Library

The library has a dedicated children's section, which includes books (including talking books), a multisensory collection, DVDs and other media. Stewarts subscribes to thirty medical journal titles and has access to hundreds of other journal titles through their membership of the Irish Health Care Libraries Group (a co-operative of Irish healthcare libraries sharing journals), via the IDAAL website (www.idaal.com).

The morning included a visit from local school children who were celebrating ECO Week with songs about the environment 'as Gaeilge' (in Irish). That evening the library was hosting a music appreciation class for the local community, and a monthly book club meeting was scheduled to take place the following week.

Prior to my visit, I was a little concerned and the thought floated through my mind: 'It's very small compared to our library – It could be a long day with little happening.' How wrong I was! The John J. Jennings Library is a hub serving the wider Palmerstown community as well as staff and service users at Stewarts Hospital. It is a library first and foremost, but it is also a place where people can relax and feel welcome, whether on their own, with a group or just taking time out to chat or sit and reflect. A wonderful atmosphere of belonging prevails in this library, one that I reluctantly left. I learned so much about a library service that is quite different from MU Library; it was certainly a very enriching experience.

There are one full-time member of staff and one volunteer working in the library. Because of this, the librarian wasn't in a position to return the visit. Instead of participating in the swop she was given a free place on an academic writing workshop run by the MU Library as a thank you gesture. The workshop may have helped her write about the exciting events at Stewarts, including an article on the celebration of Dublin writer James Joyce on pages 19–23 of *An leabharlann: the Irish library*, available at https://libraryassociation.ie/system/files/private%3A/leabharlann/An_leabharlann_23_1_0.pdf

I would definitely recommend a library exchange visit. Go for it, you never know what you will discover.



Olive Morrin
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I've worked in Maynooth University Library since 1989. I work in Special Collections, and have a keen interest in local and national history. I was pleased to have the opportunity in 2015, through Library Ireland Week job swop, to spend a very pleasant and interesting day with [Kildare Library and Arts Services](#) – Local Studies Section in Newbridge, a town about twenty miles from Maynooth.

I met both the local studies librarian, Mario Corrigan, and James Durney, historian-in-residence for 2015–16. I was invited to view the [Teresa Brayton Archive](#), which was lent to us in 2014 for an exhibition in Maynooth University Library. Brayton was a local poet and nationalist, and I am a member of the Teresa Brayton Heritage Group which promotes her work and memory. Later in the morning the local studies librarian gave a talk to students from the local school on topics for Leaving Certificate history.

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The Library Ireland Week (LIW) job swap initiative Experiences from Maynooth University Library

In the afternoon we drove to Donnelly's Hollow in the nearby Curragh of Kildare to commemorate the 200th anniversary of a famous boxing match between the English champion, George Cooper, and local hero, [Dan Donnelly](#), which took place on 13 November 1815. A good crowd assembled around the stone memorial. This included representatives from local history groups and schoolgirls who read a short piece about Dan Donnelly and the boxing match. It's hard to believe that in 1815, twenty thousand people packed into this natural amphitheatre. As bare knuckle fighting was illegal, the fight was held at 8.00 a.m., with the crowd somewhat shielded from the view of the authorities. These fights were brutal affairs with little adherence to any rules. Fights could last up to fifty rounds and usually only ended when one of the opponents was so injured or exhausted they could no longer continue. Dan Donnelly won the fight and walked back up to the rim of the hollow to a waiting carriage. His fanatical followers carved out his footsteps and they have been maintained ever since. Donnelly died in 1820 aged 32. Grave robbers stole his body for an eminent surgeon who was later prevailed upon to part with it. He did so on condition that he could keep his right arm. For many years the arm was displayed above the fireplace in a local hostelry!

A wreath-laying ceremony and some talks followed. The group was then invited back to the library for refreshments and a presentation on Dan Donnelly's life.

It was a privilege to be part of this event. Although I grew up having an awareness of Dan Donnelly, I learned so much more about him and why it was important for poor ordinary people of the time to have a hero to celebrate. The local studies section of the library works with local groups to mark events and people who have made a contribution to the fabric of Kildare life.

James, my job swap, made a return visit to Maynooth University Library a few weeks later. Both of us found the job swap experience very enriching and we are presenting a poster on our swap at the national CONUL conference.



[Saoirse Reynolds](#)
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I work in Maynooth University Library as part of the desk services team. I was pleased to get the opportunity to participate in Library Ireland Week job swap. I felt it would be good to get some insight into a public library as I'm very open to working in different types of libraries. I visited [Celbridge Public Library](#). On this day they were closed to the public in the morning, but were open in the afternoon. Because of staff shortages, hours are much more restricted than what I am used to in the university setting. When the library is closed to the public, other events are happening, such as group meetings, classes, toddlers' reading groups and support groups for new mothers.

I was given a tour of the library building, and I helped to sort, issue and return items on the Library Management System, Horizon. In MU we use ALEPH, so it was interesting to experience a different system. [Open Door Time](#), [Scheduled Time](#) and [All the Time](#) (online resources) were explained to me.

I was also told about the fantastic [TTT \(Toys, Technology and Training\)](#) project which allows children with special needs to borrow sensory toys. Another great initiative is the Shelf Help project, which is a shelf dedicated to books on

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The Library Ireland Week (LIW) job swop initiative Experiences from Maynooth University Library

wellbeing, meditation and mindfulness. It is a brilliant idea, as people who are looking for information can be directed to the shelf without fuss and can easily find what they need.

It didn't take me long to figure out how to use Horizon as it wasn't too dissimilar to our own Aleph LMS. I really enjoyed meeting the children who visited after school – they were very different from the library users I was used to! Children of course need to be supervised at all times and are allocated time on computers if they wish to use them, subject to their parents having given written permission.

I got to learn about the different types of resources in the library, such as large print and audio books. I have tried audio books before and found them great as I drive so much! English language classes are held in the library free of charge and are very popular with all our growing new communities.

As a Master of Library and Information Studies student, I was delighted to get the opportunity to work in a public library. It gave me a great insight into the services they offer and what an important role they play in the community. The highlights of the day were learning about the children's books and events for children in the library.



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On a sunny February morning, I had the pleasure of going to Celbridge Public Library as part of an exchange organised through the Library Ireland Week job swop scheme. Celbridge is a bustling town just three miles from Maynooth, whose library is part of the Kildare Public Library system. I've worked in [Maynooth University Library](#) for twelve years, so this was a great opportunity to gain an insight into the public library.

The sense of community is very much part of [Celbridge Library](#), and with nearly 6,000 registered users, it is a very popular place. Méabh, the person I was doing the exchange with, described the facilities offered by the library and outlined the many events happening throughout the year. This was really useful as we have a large number of events in MU library since a major extension was built in 2012, and many of these are open to the public.

The Celbridge library has a series of performance indicators that must be met, and footfall is of increasing importance to justify funding.

Children are very much at the heart of the library, and there are many events for them throughout the year. There are story packs, which include books and cuddly toys. They have a new project 'Play to read', which they hope to promote to pre-schools to encourage children to read. They stock audiobooks, DVDs and CDs for children and have hosted visits by children's authors. These have proved very popular – in fact more popular than visits by authors of books for adults.

I was delighted to hear of the strong relationship Celbridge Library has built up with the local schools. In MU library we are involved in a school library project, which provides information literacy training to students in two secondary schools, with a third to be added in March. In Celbridge public library, various

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The Library Ireland Week (LIW) job swop initiative Experiences from Maynooth University Library

classes come in on a Tuesday to work on school projects. The library hopes to develop this further.

The library runs a course called *Touch Type Read and Spell*, specifically aimed at children with dyslexia. This course runs over two years and is free of charge. Children work through the modules, with library staff assisting them in the initial setup. Another wonderful facility in my opinion is the catalogue of Assistive Technology aids / toys for children. Parents / teachers / assistants can order the tool of choice, borrow it, and if it is useful they may decide to buy it. This is an excellent service as these products are expensive. The library also stocks online language courses, e-books, magazines and e-learning courses, all of which are free to the public.

The open space upstairs holds seventy people and is mostly used for classes, including TEFL, and for showing movies to the school children. It has been used to host artwork and musical events as the acoustics are excellent. A small meeting room hosts a Citizens' Information Centre for the public and literacy classes for visitors from a local special needs school. The library has a 'shelf help' section, a feature of all the public libraries in Kildare, and hosts sessions on dealing with stress and general life skills.

Public libraries will soon have a universal library card, so users will not be restricted to certain counties, and there will be a standard LMS called *Sierra*. As we have also transitioned to a new library discovery tool in MU Library, I could definitely relate to this! I am very interested in marketing and felt that they were at a slight disadvantage to not have their own library Facebook and Twitter account to advertise their events.

I am a huge fan of public libraries, and this opportunity gave me a new insight into how they are run. The staff really are multi-skilled, as they deal with the public, administration, courses and IT issues. Their passion for their job is so evident and they are committed to keeping the library as an important community service. The staff all love Saturday morning, when families come in from the minute they open.

Méabh visited MU library soon after and was really impressed at the size of the building and the array of services offered to our users. She found it a great experience to see how an academic library works.

I really benefited from this experience. I would definitely recommend the Library Ireland job swop scheme. Already I'm wondering about where I might go when Library Ireland Week comes around again!

Conclusion

The job swop initiative is an interesting way to gain an insight into how a 'different' type of library operates. It is also a good way to meet library colleagues and learn about different users and services. The visit is just one day, so there are no overnight costs, and as MU has organised swops in Kildare and the Greater Dublin region, travel costs are insignificant. This is a useful initiative which MU will continue to support.

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Continuing professional development opportunities at Dublin Business School



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Introduction

Dublin Business School (DBS) was founded in 1975 and is the largest independent third-level college in Ireland, offering a wide range of undergraduate, postgraduate and professional degrees in business, arts, law, IT and more, to 9,000 students. DBS degree, postgraduate higher diploma and masters programmes are validated by Quality and Qualifications Ireland (QQI). DBS's accreditation partners include ACCA, King's Inns, the Commercial Institute of Ireland, the Irish Association of Counselling and Psychotherapy and the Psychological Society of Ireland.

DBS has been offering an MSc in Information and Library Management since 2009. This is accredited by the Library Association of Ireland and validated by QQI.

DBS also provides a range of CPD opportunities to library professionals via the following mechanisms:

- DBS Library annual seminar;
- MSc in Information and Library Management – library professionals can now study individual modules for CPD purposes;
- The hosting of external library workshops and seminars.

DBS Library annual seminar

Over the past decade, DBS Library has been modernising and developing its staffing and IT infrastructure as well as its collections and services. There are just nine full-time staff members – a Head of Library Services (me); a Deputy Librarian (Jane Buggle); an Assistant Librarian, Reader Services (Trevor Haugh); a Teaching Librarian (Colin O'Keeffe); a Research Librarian (Alex Kouker); a Postgraduate and Law Librarian (Joan Colvin); an Assistant Librarian, Acquisitions (Marie O'Dwyer); a Systems Librarian (David Hughes); and a Library Assistant, Reader Services (Debora Zorzi).

The library has highly evolved digital and print collections and uses a variety of proprietary and open source library software, including LibGuides, EBSCO's EDS, Shibboleth access management software, Koha library management system, Loughborough's Online Reading List System (LORLS), dSpace, EBSCO's PlumX platform, OJS journal publishing platform, instant messaging software, assignment planning software and more. The library offers validated and programme-embedded information literacy and now publishes an arts journal (<http://sahjournal.com/index.php/sah>). DBS is currently developing the publishing of business and library journals. In 2009, DBS Library lobbied for and developed an MSc in Information and Library Management in association with established lecturers and practitioners from the library and information management sector. Two members of library staff, Colin O' Keeffe and David Hughes, teach on the programme.

DBS library and the MSc in Information and Library Management have been developing rapidly. The library has a highly skilled and committed staff, the majority of whom have worked at the library for over ten years. Library staff members have a superb personal and professional rapport and chemistry, with a shared vision and passion for library developments and innovation.

There was a shared feeling that as a library and a library school, we had stories and developments that we wanted to share with the wider library profession. However, as the library team is small, it was difficult to take time out of the library in order to present at external library conferences. I suggested to library staff the possibility of hosting a DBS Library annual seminar. The purpose of the seminar would be six-fold:

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- to showcase developments at DBS Library and on the MSc in Information and Library Management
- to showcase developments in the libraries of private higher education providers
- to develop DBS Library staff professionally. The seminar provides opportunities for presenting, event organisation and management, etc.
- to provide networking opportunities with the wider library profession
- to showcase developments in the wider library sector in Ireland and beyond
- to provide a free and Library Association of Ireland (LAI) accredited CPD opportunity to library staff and students in Ireland and beyond.

There was enthusiasm for the idea from the outset, but there was some concern that an annual seminar might be too ambitious given our small size. Library staff wondered whether we would have enough to talk about every year. I felt certain that we would, as we are working on four or five projects concurrently in any given year.

Library staff came together as a group and started to flesh out the ethos and scope of the seminar. One of the first decisions was that the seminar would invite external speakers in addition to speakers from DBS Library. The library had recently lobbied the Higher Education Colleges Association (HECA), an association of independent higher education providers (<http://www.heca.ie/>), for the establishment of a HECA library committee so that private college libraries could share ideas, expertise and training as well as negotiate better deals with vendors as a collective. The HECA library committee was established and has met these goals. The DBS Library annual seminar could also be a vehicle for showcasing library developments in the private higher education sector in Ireland. DBS Library staff subsequently scoped out what has become a tried and tested formula for this event. The seminar should adhere to the following rules:

- It should be free of charge in order to provide accessible CPD opportunities for library professionals. To this end we have secured sponsorship from a wide range of library suppliers including Ebsco, Mintel, Lexis, Urkund, Euromonitor International and Interleaf.
- DBS Library should submit an application for accreditation by the Library Association of Ireland each year. These applications have been successful.
- It should be open to library students from any library school not only to attend, but also to contribute to its organisation, poster competitions, etc. Next year's seminar will include a student speaker. This will be open to all library studies programmes. This year a library student from the University of Aberystwyth and two library students from DBS won the poster competition.
- There should be external as well as internal speakers.
- One speaker should be from the MSc in Information and Library Management at DBS or from DBS faculty.
- One speaker should be from the HECA library committee.
- It should promote new and interesting developments and ideas emanating from DBS Library and other libraries.
- It should ignite discussion and debate within the wider library profession and should not rehash old ground. The event should challenge existing practices and focus on innovations and developments.

From the outset, the seminar has met this brief. DBS Library staff such as myself, David Hughes, Colin O' Keeffe and Alex Kouker have spoken on Koha,

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LORLS, information literacy and employability, research services for faculty and the librarian as publisher.

The generosity of speakers from other libraries has been impressive. The seminar has attracted speakers such as Andy Priestner (Futurelib, University of Cambridge, and Andy Priestner Training & Consulting (<https://andypriestnertraining.com/>); Dr David Prosser (Executive Director, Research Libraries UK); Dr John Howard (University Librarian, University College Dublin); Dr Brendan Devlin (College Librarian, Dublin Institute of Technology); Margaret Hayes (Dublin City Librarian); Gary Brewerton (Middleware and Library Systems Manager, Loughborough University) and more. Presentations have challenged the way that libraries market their services (Andy Priestner); our understanding and practice of information literacy (Brendan Devlin); have presented a vision for a new city library in Dublin (Margaret Hayes); have introduced reading list software and challenged us to revitalise our use of reading lists in higher education (Gary Brewerton); have highlighted ten open-source softwares that can transform libraries and their budgets (David Hughes); shown valuable metrics that libraries can gather to demonstrate library impact (David Hughes) and the challenges and opportunities of hosting on the cloud (Brian Hickey). In the 2016 seminar Pauline Sargent, a faculty staff member at DBS, spoke on a digital marketing strategy for an academic journal (<http://sahjournal.com/index.php/sah>), whilst Dr Prosser spoke on enhancing the discoverability of digital collections: the view from the UK.

HECA library speakers have included Robert McKenna, Librarian of Griffith College, and Audrey Geraghty, Librarian of Hibernia College. Robert was a panel member on a discussion about disruptive technology and Audrey spoke on the challenges and opportunities of managing an online library.

The seminar now attracts approximately 80–100 attendees a year from a wide sector of libraries at all levels (university, medical, corporate, public, charity and institute of technology.) Ken Chad, library consultant, popped up in this year's seminar audience along with two librarians who had flown over from Germany.

To date, we have held three annual seminars. Planning for the fourth is already under way. For the first time last year we had a waiting list of those wishing to attend. The logistics of the event have evolved to such an extent that Jane Buggle, Deputy Librarian, project manages the event on the ground to ensure its smooth operation. This is a wonderful testimony to the success of the event, as can be seen in its Twitter analytics, which for 2016 illustrate the social media reach and impact of the seminar (see Fig.1). Twitter responses are positive and enthusiastic and confirm that its mission is being achieved (see Fig. 2 for examples). To see the full Twitter coverage of the event, refer to [#dbslib16](#)



Fig. 1 Twitter analytics for DBS Library's annual seminar

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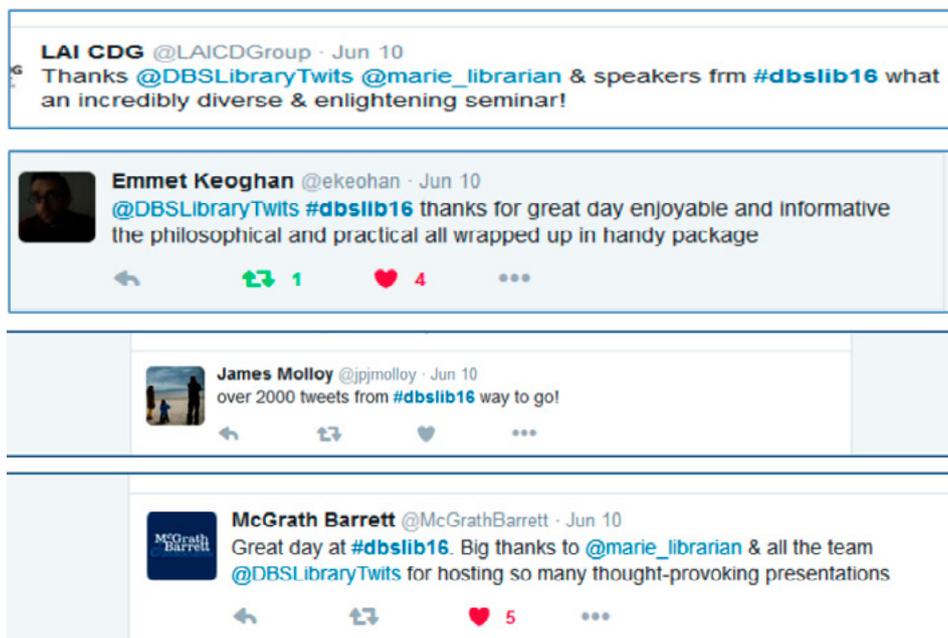


Fig. 2 Sample Twitter responses, DBS Library seminar 2016



2016 Annual Seminar. Left to right: Ken Chad, Library consultant and seminar attendee; Jane Buggle, Deputy Librarian, DBS; Alex Kouker, Research Librarian, DBS; Marie O' Neill, Head of Library Services, DBS; Dr David Prosser, Executive Director, Research Libraries UK and Pauline Sargent, Lecturer, DBS. Pauline and David were speakers in the 2016 Annual Seminar.

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Delegates at DBS Library's Annual Seminar 2016



DBS MSc in Information and Library Management students: Ryan O' Dea and Stephanie Chen

MSc in Information and Library Management

In response to a growing number of queries from library professionals about upskilling, DBS Library has lobbied for qualified librarians to be able to take individual modules of the MSc in Information and Library Management programme for CPD purposes. Those who complete these modules receive a CPD certificate from the Library Association of Ireland.

Modules are offered on a full-time day and part-time evening basis. The provision of CPD on a part-time evening basis is particularly advantageous to library professionals who are working. The following modules can be taken for CPD purposes:

- teaching librarian
- management for information and library professionals
- network resource management
- information architecture
- information technologies
- records management
- information organisation

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Line Up- DBS Library Seminar 2016

To date the majority of queries the college has received pertain to records management and IT modules as library professionals seek to upskill regarding the legal side of records management and the changing IT landscape of libraries (growth of cloud computing, etc.)



Dr David Prosser, Keynote speaker at the 2016 DBS Library Seminar. (You can delete the photo with Brendan Devlin)

Hosting of library events

DBS is increasingly hosting library events and workshops such as Library Camp 2016, which is organised by the Career Development Group of Ireland and the Academic and Special Libraries Section (AS&L) of the LAI, and has held a recent two-day workshop on privacy. The college also hosts smaller meetings, for example, of various LAI groups.

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Registration for Library Camp 2016 at Dublin Business School



Library Camp 2016, held at Dublin Business School

Conclusion

For over a decade DBS Library and its staff have been committed to contributing to the advancement of the library profession in Ireland not only by implementing best practice and innovation in its library, but also by supporting the development and delivery of an MSc in Information and Library Management, which now also offers CPD opportunities for qualified librarians. DBS Library hosts a free annual seminar and provides space for external library bodies to host seminars and workshops. There are further developments in the pipeline in relation to both the library and the MSc. Watch this space! Examples of past presentations from DBS library seminar can be accessed on the library's institutional repository eSource (<http://esource.dbs.ie/>).

2014 Annual seminar: <http://esource.dbs.ie/handle/10788/1759>

2015 Annual seminar: <http://esource.dbs.ie/handle/10788/2415>

2016 Annual seminar: <http://esource.dbs.ie/handle/10788/2939>

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It's all about me! A self-directed achievement scheme in the library at Ulster University



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Background

The Library services strategy¹ at Ulster recognises the importance and value of a highly skilled and motivated staff team to support the delivery of a responsive, high-quality library service to enhance the user experience. The library at Ulster has a strategic objective to develop and optimise staff, so training and development is integral to delivering the strategic principle of 'empowering our staff and developing their talents'. In recognition of its ongoing commitment to support and develop library staff, the library management team (LMT) established a continuing personal and professional development (CPPD) sub-group to oversee the training and developmental needs of all staff. Ulster is a geographically dispersed institution² and the library service is represented on each of the four campuses. These campuses are quite some distance from each other – for example, Belfast campus is approximately 70 miles from Magee campus. A significant number of staff working across a variety of shift patterns is required to deliver a high-quality service on a seven-day basis during semester. This in itself is challenging; it is essential that there is equality of access to training for all library staff in order to maintain a consistently high standard of quality in terms of service delivery.

Library staff at Ulster are highly valued by users, and their contribution to enhancing service quality has been endorsed through the *LibQUAL+*³ user perception survey and student nominations for excellence in the area of learner support. This reinforces and validates the priority given to investment in CPPD of all library staff as an overarching and enabling objective of the library services strategy.

The *Library services staff development framework* identifies a variety of approaches to skills development and acknowledges that not all require attendance at a formal training event. Informal feedback from library staff suggested that colleagues would like to have time to update their skills themselves, for example through reading, webinars or recordings, or experimenting with technology. However, concern was expressed that this would be perceived by some as a waste of time.

Following a review of approaches to staff development in the library sector, a model was identified which would meet the criteria required by Ulster, in that it offered a cost-effective approach to staff development, with the ability to maintain business continuity during service delivery hours. The model was well established in a number of libraries in the USA, notably Tooele City Library in Utah.

A pilot scheme was developed at Ulster and branded locally as *It's all about me*. The criterion for participation was simple – the only requirement was a clear link between the CPPD activity to be undertaken and the role of the individual or the changing needs of the library service. Managers were asked to support the scheme, and fourteen members of staff participated in the pilot.

The scheme

Each participant received a pack of information containing guidelines, information and proformas to use during the pilot. To raise the profile of the scheme, all materials, including address labels for the information packs, were branded. This acted as an advertisement as well as a motivator and triggered increased demand for participation in the scheme.



Fig 1. Branding was created using the WordArt tool

It's all about me! A self-directed achievement scheme in the library at Ulster University

Participants were encouraged to let curiosity guide them. The starting point for each activity was straightforward: Identify something relevant to your role. The steps were simple:

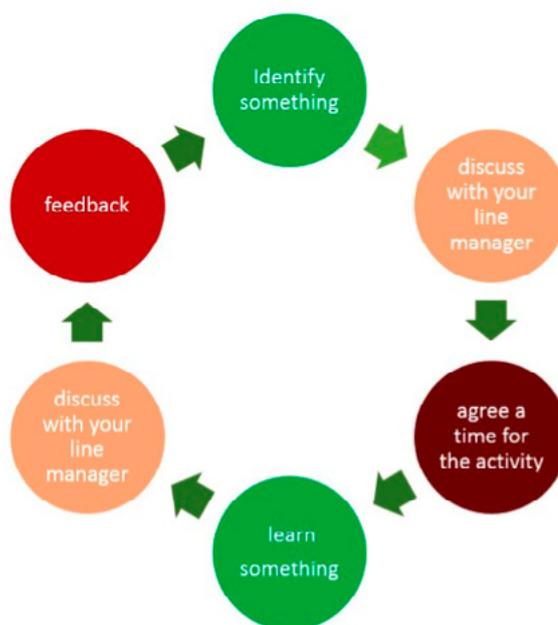


Fig. 2 simple steps

The developmental activity had to be work-related, achievable in one hour and supported by a line manager. Participants were asked to identify three learning goals based on SMART criteria (Specific, Measurable, Achievable, Realistic, Time-bound) and information about SMART was provided in the starter pack. Staff were also reminded that business continuity had to be maintained at all times.

Participants were invited to choose a location away from their normal place of work where possible. A 'do not disturb' sign was provided to alert colleagues that a staff development activity was in process, and library staff were asked to avoid disturbing participants when the sign was in place:



Fig. 3 Do not disturb

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It's all about me! A self-directed achievement scheme in the library at Ulster University

Given the diversity of approaches to learning, the university staff development team contributed an exercise on learning styles for inclusion in participants' packs, to help them to determine their own specific learning styles and identify suitable activities. This was an informative exercise for many colleagues who had not previously had an opportunity to consider their individual learning style.

Whilst many participants approached the pilot scheme with a developmental activity in mind, others were less sure. A *Starting points* sheet was compiled with useful websites and pointers to printed resources and DVDs under the headings of *watch something*, *read something*, *try something* and *identify something*. Participants found this a useful, thought-provoking activity.

Following completion of the staff development activity, the participant and line manager met briefly to discuss the exercise and note any possible future activity or further areas for development. The member of staff was asked to reflect on what they had gained from the activity, to consider how the newly acquired knowledge could be applied, and the value of the activity to other colleagues. Participants were also asked to rate the activity on a scale of one to ten. This information was used to evaluate the range of activities undertaken and identify those likely to be of interest to other staff. The feedback was used to provide additional links to relevant resources on the library's internal CPPD web pages and will inform the content of future staff training events.

Activities

Whilst some colleagues used the developmental opportunity to enhance existing knowledge, others experimented with technology, explored business processes in other parts of the library or investigated a service offered to library users. A range of topics was explored, and included the ordering, receipting and cataloguing of e-books; an exploration of the different page views on fixed PCs and mobile devices; creating a stop-motion animation; the use of social media by libraries; rare books and archives; and an overview of the Library of Congress classification scheme. Given the diversity of topics selected, it is clear that a more traditional model for staff training and development would not be an appropriate mechanism to meet the expressed need.

Benefits

The pilot of a self-directed learning approach to staff development achieved the primary objective of providing colleagues with an opportunity to enhance skills or raise awareness of facilities and services in order to help staff to operate more effectively.

The implementation of a self-directed achievement scheme has had positive outcomes on a number of levels for the library service at Ulster. Members of staff are encouraged to take personal responsibility for the identification of development needs and obtain managerial support for proposals. Line managers are fully involved in the approval process and can apply the scheme flexibly to ensure that business needs are given priority. The scheme is cost-effective and fully inclusive, the programme is available to all staff regardless of work pattern, and the impact on service delivery is minimal. Staff training and developmental activity are recorded centrally in the library, providing evidence that library staff are engaging in a process of personal and professional development, thus delivering on and achieving an enabling objective of Ulster's *Library services strategy*, to develop and optimise staff.

Next steps

Feedback from the pilot was very encouraging. Following evaluation, the scheme has been formally adopted by the library service and will be embedded into the annual programme of staff development activity.

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It's all about me! A self-directed achievement scheme in the library at Ulster University

Information packs for participants will be simplified and electronic access to content will be provided on the library staff training area of the institutional virtual learning environment (VLE).

The importance and value of staff as key enablers in the context of delivering a high quality, responsive library service cannot be overestimated, so the library at Ulster will continue to seek innovative ways to develop and optimise staff in the pursuit of the delivery of service excellence to all users.

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Coaching skills for managers

How to manage relationships and effect change



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Introduction

I have been interested in leadership, coaching and mentoring for many years in the context of developing and supporting leaders and managers and working with teams. I am now an internal coach at Bangor University, and I mentor as part of the Women in Universities Mentoring Scheme. I have found from experience that mentoring and coaching are excellent and effective means of implementing change and improving understanding and performance in leadership, learning and development in libraries and organisations. I would like to acknowledge the fantastic work of Mari Ellis Roberts, Training and Development Officer in Human Resources at Bangor, who put together the coaching skills programme referred to in this article.

At Bangor University, we run a suite of workshops for managers, including the Institute of Leadership and Management's Effective Managers and Developing Supervisory Skills programmes. These are supplemented by action learning and psychometric tools such as MTQ48 (Mental Toughness Questionnaire), MBTI (Myers-Briggs Type Indicator), 16PF (Sixteen Personality Factor Questionnaire); all programmes now include an element of coaching. There is a two-pronged approach to developing a coaching network in the university by:

- Supporting the development of staff wishing to undertake a coaching qualification, which is generally funded by individual colleges and departments. We now have a small team of qualified internal coaches in Bangor.
- By assisting (through the Human Resources department) in sourcing or referring potential coaches for training and referring the people being coached to the coaches. We have set up a coaching network and supervision to support coaches.

The Human Resources department is currently putting together a new strategy, which will include examining how a coaching culture can be further adopted across the university.

Coaching skills for managers pilot

Whilst coaching is carried out across the university, the library wanted a less structured approach, in order to be able to use coaching skills for managers as a style of management and leadership. This initiative followed on from a major restructure in 2013–14, when we implemented a change management programme across the service. We decided we needed to address further some issues of management styles, empowerment, attitudes and behaviours and culture. In order to develop an awareness of coaching and how it could be used in the service, Mari Ellis Roberts devised the programme and we started to implement a 'Developing coaching skills for managers' programme.

We piloted the programme in the library. To date all managers and supervisors in the Library and Archives Service have undertaken the training. It was felt that it was key to the success of this programme that the Director of Service (me) is a coach and supports the development of a coaching culture and style of working.

How we did it

Coaching Skills for Managers was run as a one-day workshop and was followed by a half-day workshop six months later to measure practical skills and give managers the opportunity to explore difficulties and how to overcome them. Coaching with a member of the pool of internal coaches was offered to each manager on a one-to-one basis.

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The programme focused on the knowledge and skills needed in order to use the coaching style with colleagues, staff and others. Participants explored the appropriateness of coaching in different situations. Informal coaching was advocated as a style of management that encourages staff to participate in the decision-making process, and to make decisions they trust; it encourages a sense of ownership and responsibility.

Format of the programme

In order to set the scene, the distinction between coaching and mentoring was examined, along with the advantages and disadvantages of coaching for the individual manager, the person being coached and the organisation. The application of coaching skills by managers in the workplace was also discussed, and it acknowledged that there will obviously be times when coaching is not appropriate. The following questions were raised and discussed:

- When is it appropriate and when is it not?
- What will be different?
- What will be difficult for you?
- Why is it an investment?

The skills development focused heavily on the following:

- Listening, questioning, reflecting and summarising. This takes a large proportion of the session and is based on practical activities and practising the skills.
- Communication – tone, body language, types of questions

During the full-day session, demonstration videos were used. One was from Videoarts; another was developed internally to demonstrate the GROW Model – i.e. goals, reality, options and will. It was developed by Sir John Whitmore and provides an excellent framework and structure to guide the coach. It includes actions that are SMART (specific, measurable, achievable, and relevant and time-bound). Further information can be found at: https://www.mindtools.com/pages/article/newLDR_89.htm

The group briefly explored other coaching models, but focused mainly on the GROW model. The best advice was to keep it simple at this stage. The importance of self-awareness and having an appreciation of different perspectives was explored. Fundamental to the role of coach is the ability to get the person being coached to consider situations from different perspectives before deciding on the way forward.

Emotional intelligence, personal iceberg (Bom 1992), Johari's Window (Businessballs 2016) and setting SMART objectives were touched upon so that participants had several tools at their disposal. These are standard on most managerial courses.

Practical coaching

The latter part of the session was dedicated to practising coaching in groups of three: participants took the role of coach, person being coached, and observer by turn. They were encouraged to use the GROW model; handouts contained examples of coaching questions. The observer ensured that the session did not overrun fifteen minutes; up to ten minutes were allowed for feedback within the group; this was then summarised in the plenary.

Issues to address

It is important to be mindful of the potential of coaching overkill. It is an excellent communication style, but using it when it is not appropriate can in



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itself lead to problems. When appropriate, staff will expect guidance direction and leadership. Coaching should not detract from, and does not take away, the need for addressing performance issues.

Feedback from managers during the second half of the programme

Sometimes managers were apprehensive, saying 'I don't have time to coach'. For the majority of managers, coaching is a 'style' to be used as part of their daily work and as a way of communicating. It is an investment that will ultimately save time as staff start to solve their own problems creatively.

'I'm not an expert'. You don't need to be an expert or a trained coach to begin to develop a coaching style of management. Coaching has more to do with managing a relationship.

I have seen several changes in working practices, with staff working more collaboratively and creatively, and with a greater sense of empowerment. Some staff have progressed in leaps and bounds and have made great progress. I wholeheartedly recommend this style of management and working.

Next steps

The Coaching Skills for Managers programme is being implemented across other areas of the university now, and feedback is being sought on changes in staff development. The university also rolled out a pilot coaching service during 2015–16, drawing on the small pool of qualified coaches on site. The particular staff groups targeted for this are early career researchers, supervisors and managers currently attending management development programmes, or those who have attended such a programme in the past twelve months.

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Been there, done it, badge it! Information literacy and the use of digital badges at Middlesex University



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Introduction

The concept of physical badges has been evident for hundreds of years, from military medals to the Scout Association's badges recognising achievement and, more recently, fridge magnets as marks of achievement or as a record of travels. Until 2011, the concept of digital badges was more or less confined to gamification software (Kapp, 2012) but the Mozilla / MacArthur Foundation's (<http://openbadges.org/>) development of a common web-based system for issuing, collecting and displaying digital badges opened up a new way for educators to motivate and engage learners.



Contextual use of digital badges at Middlesex University

With the continuing emphasis on graduate employability, the use of digital badges to record 'soft skills' inherent in the curriculum but hitherto unacknowledged has been piloted by the Business School at Middlesex University. Best and Parkinson (2015) found that students achieve much more than module learning outcomes, and that a significant amount of this learning corresponds with recognised employability skills. These include communication, research and leadership and are acknowledged by the award of a Group Leader digital badge that can be stored on a virtual 'backpack' and shared with potential employers on e-portfolios and via social media.

Parkinson (2016) commented, of a pilot badge scheme at Middlesex University: 'We have decided to implement the scheme for a further year with a change in the way the badges are promoted in an effort to enhance their visibility and value. Anecdotal evidence from the project pilot would suggest that students with an interest in participating in extra-curricular activities place value on the granular acknowledgement of key skills that badges can offer. However, there is some concern expressed that without the endorsement of recognised external bodies or significant employers the badges may lack sufficient value as standalone certification of employability skills.'



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The Centre for Academic Practice Enhancement (CAPE), which works across the higher education sector and collaboratively at Middlesex University for staff development purposes, also used digital badges for a Massive Open Online Course (MOOC) for nursing and social care practitioners who wanted to improve upon and learn competence in culturally relevant compassion skills – skills which in the main they inherently possessed but had no way of recording and demonstrating except within the workplace (Dayananda, 2014). Although learners undertaking the course assessment were awarded a certificate of completion, digital badges were awarded to acknowledge progress within the MOOC and the ability to demonstrate specific skills through online activity.

The librarian's use of digital badges

The use of digital badges at Middlesex University does seem to have contributed to this competency-based pedagogical approach, so it seemed a natural step to use them in the teaching of Information Literacy (IL) for Pre-sessional (PS) students who do not have the prerequisite skills to enrol directly onto their main degree programme and need to focus on improving their English language and academic writing skills. The badge itself is an image file with capacity to link metadata: who earned it, what they had to do, when it was issued and who issued it. The badge can also be linked to evidence for meeting success criteria such as an assignment stored in an e-portfolio.



Having supported the PS programme for both undergraduate and postgraduate students over two years while working closely with lecturers, academic managers and the Director of Programmes, I was in a strong position to determine the level of library support and IL skills that PS students needed in order to pass the PS course and be able to transfer these skills to their main degree programme. Building upon the initial IL session, a series of workshops was developed and implemented at strategic points during the course, which empowered students by giving them skills to access library resources (electronic and print books, journals, reports, etc.), evaluate them and reference in the required format. The opportunity to interact with the students for 1.5 hours at least twice a month over a four-month period ensured that constructive methods of teaching were applied. Card games and interactive online quizzes using Socrative software (<http://www.socrative.com/>) were used to reinforce threshold concepts and assess the level of learning taking place in a fun and competitive manner. This seemed to resonate well with the international and mainly young students (18–21 years), and reflected behaviours discussed in general theories of motivation in relation to technology (Glover, 2013).

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In May 2015, Middlesex University offered the UK PS programme to learners based in China who were enrolled as Middlesex students with full access to our online library. One of the first considerations was their level of IL, followed by the library support and resources available to them compared with UK PS students, and how this provision could be made more equitable. The Moodle platform is used to provide curriculum resources, so a separate page was developed for 'library skills' (user-friendly term for IL skills!) and included activities based on the physical workshops carried out in the UK. With less reliance on text and extensive use of images, this page used resources already developed, such as links to the PS Library Guide (<http://www.libguides.mdx.ac.uk/psg>), PS blog (<http://mdxenglish.com/>) and embedded interactive quizzes created using iSpring software (<http://www.ispringsolutions.com/>) as well as quiz templates readily available via the Moodle platform (https://docs.moodle.org/27/en/Building_Quiz).

In total, five IL units (the word 'module' was deliberately not used to avoid confusion with the programme curriculum) were created to provide a bridge between studying and using university resources in China and coming to the UK to continue their studies at our Hendon Campus. All units required students to participate actively. On completion they were awarded digital badges that had a specific description of the skill that had been acquired, such as finding a company report and sharing it with other students via the Moodle blog, which had been created for this purpose.

The Library Skills Units (LSUs) were made available to both PS students in China (Renmin and Shenzhen) and in the UK. I was able to demonstrate the units and their corresponding activities to the Programme Leaders in China while they were visiting the UK.



Outcomes

From the outset I explained to lecturers that the LSUs were designed to be stand-alone IL learning resources in terms of ease of navigation. Because of the different educational backgrounds of international students and their relatively passive approach to learning, the units worked better when they were teacher-led in the classroom, and activities carried out individually and independently by students. There was 100% engagement from students in Shenzhen and disappointingly 0% from the larger cohort in Renmin; 15% in the summer PS programme in the UK when the units were first used and a significant 51% in the autumn / winter (a/w) 2015, UK-only programme. The correlation between confidence in using the Moodle platform, innovative methods of teaching and engagement with the LSUs was very apparent in China, while the greater student engagement in the UK can be accounted for by a relatively larger cohort of students during the summer and the streamlining of the number of badges available, as well as revision of the instructions for each unit in the a/w programme.

End-of-course evaluation produced the following evidence in the UK:

- summer course survey results: 52% found collecting badges very useful; 42% quite useful and 6% not useful
- a/w course survey results: 69% found collecting badges very useful; 30% quite useful and 1% not useful

Anecdotal comments revealed that postgraduate students found the badges less relevant to their studies than did undergraduates; this ties in with the novelty factor associated with gamification in a non-game context (Kim, 2015).

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I was unable to collect quantitative feedback from students in China but anecdotal response from the lecturer in Shenzhen was very positive: 'The self-paced, self-directed units were a wonderful opportunity to break with their [student's] reliance on teachers for "the answers".' (Dalby, 2015)

More significantly, in terms of IL, there was a considerable movement away from reliance on Google searches to using academic sources. When students were asked which resources they used for research:

- PS Library Subject Guide increased from 46.5% in 2013 to 54.7% in 2015.
- Summon increased from 57.7% in 2013 to a massive 84.9% in 2015.
- Specialist database such as ProQuest Newsstand increased from 7.0% in 2013 to 16.4% in 2015.

Lessons learned

Despite extensive technological innovations in higher education, the use of digital badges is still in its infancy. What is apparent, however, is that we should not be using technology in isolation; it is used most successfully when it is linked to improving pedagogy and consequently student success (Ford *et al.*, 2015). The use of digital badges highlights the ongoing need for academics and librarians to work collaboratively, so that there is a shared vision regarding IL, learning outcomes and curriculum objectives. Certainly for the PS programme, even before introducing the LSUs and digital badges, I had time and the opportunity to 'embed librarianship' (Schulte, 2012), understand which skills are required by PS students in order for them to succeed and progress to a degree programme and lifelong learning (Berdrow and Evers, 2011). It is also important to remember that although badges can be a motivating factor and can engage students (Glover, 2013), learning and developing the skills to obtain them is the objective – collecting them is not. For this reason the use of the JISC open badge design toolkit (<https://hckuseal.files.wordpress.com/2015/02/jiscopenbadgesdesignToolkit.pdf>) is highly recommended as it helps to focus on why badges are used, what learning outcomes are expected, and the aesthetics of badge design.

Future direction

The content of the LSUs was being reviewed and refined in readiness for the start of the PS programme in May 2016. Level of engagement is monitored

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through Moodle activity reports, and digital badges awarded for completed activities will help to build up more research data with a view to extending their use to other programmes such as the International Foundation Programme at our Dubai Campus. Academics on the PS programme have been highly supportive of the LSUs and the use of digital badges; this has contributed to their success so far: 'From pre-sessional staff and student feedback, it is apparent that the digital badges have offered students an independent method of developing highly valuable skills that are particularly beneficial in supporting students from "pre"-university level studies to undergraduate and postgraduate degrees' (Chatterton, 2016).

Staff development in China and full engagement with the Moodle platform in Renmin should also mean an increase in the number of students in China completing the LSUs and collecting badges.

There is a lot of room for development but 'badges can provide a way to translate all types of learning into a powerful tool for getting jobs, finding communities of practice, demonstrating skills, and seeking out further learning' (Knight & Casilli, 2012). These claims have not been proven (yet), but at Middlesex University educators, including librarians, are experimenting in order to give their students an edge in their studies and success in the job market. For students, digital badges give the opportunity to record visually the attainment of cross-curricular skills such as communication, working in groups and of course IL.

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Creating pre-arrival library support for international students



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Introduction

It is widely accepted that many international students have very different experiences of using libraries in their home countries, and using an academic library in the UK for the first time can be daunting. Although international students at Coventry University are offered a library induction, along with home students, it doesn't cover the level of detail that some may need. In addition, due to problems with visas, many international students arrive late, missing induction altogether. For these reasons, it was felt that additional support was needed before students arrive in the UK, to help prepare them to get the most out of the library as soon as possible.

Like many higher education institutions, Coventry University has a high number of international students from many different countries. As well as students from EU countries, the largest national groups include those from China, India, Pakistan, the Middle East and Nigeria.

Two subject librarians took on the task of investigating the nature of support that was needed and how to deliver it. The project was supported by the Disruptive Media Learning Lab (DMLL), which was formed in September 2014 to research new and innovative ways of teaching and learning and to drive development at Coventry University. The DMLL was based in the library and the subject librarians were part of their team along with researchers, developers and learning technologists. This was one of the first projects they supported; it was considered innovative in that support is not usually offered before arrival and students would not normally be involved in its development. Collaboration with students was a factor that the DMLL was keen to support. The DMLL provided technical and general advice and funding, and managed student collaboration.

Research

At the start it wasn't clear what form the pre-induction support would take, other than it would be something offered online. We knew we wanted it to be multimedia, engaging, possibly interactive, and something students could easily dip in and out of. However, this was what librarians thought, rather than the students, so before we started we needed to do some research. We began by arranging a focus group, which was delivered in the style of a workshop, and putting the students into small discussion groups; the students then fed back their thoughts to the whole group. We were aware that some international students may be reluctant to express their opinion and we felt they were more likely to do this in a smaller group setting. We did gain some useful feedback, but felt the results were unbalanced as we discovered that most of the students who attended were on the same course, MA Human Resource Management, having been encouraged to come by their course tutor.

Within the focus group we explored their experiences of using libraries in their home countries, what they were expecting from Coventry University library, whether it met their expectations, difficulties they encountered, what they would have liked to know before arrival, in what form they would like that help to be given, and when they would like to use this help.

Key findings were that in their home countries, libraries often had shorter opening hours, less material, staff didn't always offer help or training, and it could be more time consuming finding books. They were also not expected to read around their subject; they were more reliant on a few key textbooks.

In some countries students had limited access to e-resources, books were reference-only and they couldn't do their own printing and photocopying. Generally, they were not encouraged to be as independent in their use of the library as they are in the UK and self-service was not an expectation.

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The kind of help they said would have liked included 'how-to' videos for borrowing and returning books, finding their way around and signposting other support services. There were a number of suggestions for the format of this help, including quizzes, advice from current / previous students, podcasts videos, pdf guides, animations and online chat.

To supplement the information collected in the focus group, we ran a survey, from which we received a very good response and obtained useful information to inform the development of our online support. It was set up through Bristol Online Surveys and was distributed through the university's international office, key academics who have contact with international students, pre-sessional tutors and on the library's website.

The responses to the survey represented 42 different countries, the highest number being received from students from China, India and Nigeria, which is fairly representative of the student population. The responses also corresponded to the numbers in each of the four faculties.

The survey findings reflect the findings in the focus group. The main differences between the libraries in their home countries and Coventry University (CU) library was that there were more resources (both print and electronic) at CU, and the physical space was much larger and better equipped. It therefore followed that they wanted help with understanding the processes, finding books on the shelves, accessing online material, printing and photocopying and using self-issue and return. They would like this help to be delivered through an online environment, but, surprisingly, in the form of pdf guides. They also liked the idea of short film clips, virtual tours, and advice from other students and, to a lesser extent, animations and quizzes.

Development

With the knowledge gained from the focus group and survey we set about developing the content and deciding what platform to present it on. Technologists in the DMLL advised that this could be achieved using a Wordpress site, which IT Services then set up; it would be easy to maintain without having to involve technical staff. Next we created pdfs about our services, facilities, how to find books, printing and photocopying, finding help and library words (glossary). In collaboration with students we created two films, one of student advice and the other introducing the subject librarians. We were also assisted by a colleague who used Captivate to create a short tutorial and quiz to explain how books are ordered and shelved.

We called the site PALS – Pre-arrival Library Support – as it is memorable, describes what it does, is inviting and friendly.

Challenges

When the idea of the pre-arrival support was conceived, we rather naively thought that we would have a free hand to create it in a way we felt was appropriate. However, we soon learned that there were university procedures we had to comply with. First, because we were running focus groups and surveys, we had to obtain ethics approval, which was a bureaucratic, but necessary process. The site also had to be approved by the university marketing department, as it would be viewed by people outside the university. The marketing approval alerted us to a number of points that we hadn't considered, e.g. search engine optimisation (SEO). We didn't consider this to be a high priority as we were giving the web address to students once they had been offered a place, so they didn't need to search for the site. Another consideration was the size of some of the images we had used; they were too large and would take too long to load onto mobile devices. This was important to us, so we had to re-size the images.

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We were not able simply to set up a site ourselves: it had to be set up by IT Services after we had gone through the correct channels of approval.

What had started out as quite a simple project became quite complex because of the interplay between the various university departments. This inevitably meant that the project took longer to complete. The aim had been to make the site available around mid-August in preparation for the arrival of the international students around mid-September. Due to various delays it was delivered to students the weekend before induction week, which was not ideal as it was supposed to be pre-induction support.

A further complication was the major refurbishment of two of the floors in the library. This had not been planned at the time of starting our project, but meant that these floors were closed from the beginning of June until Induction week. For this reason we were unable to take any photographs or videos in the library. This hampered us, as we would have liked to include a lot of images and a virtual tour, both of which we were unable to do for the initial package.

Continuous development and evaluation

It is our intention to keep the site up to date as changes are made to library services and facilities. We have now included with images of the newly refurbished library floors, and we hope to develop a virtual tour. We have improved the glossary and created something more interactive.

We are currently running a survey to evaluate the effectiveness of PALS and will use the information gathered to inform future developments. So far the site has been very well received and the informal feedback that we have received from academic staff has been very positive. In spite of the late launch, by the beginning of December 2015 the site had received 25,712 hits, 9803 page views and an average of 76 pages viewed each day. Clearly students felt that this package provided the help they needed as it was tailored specifically to their needs and was something they could return to through the term. As a result, the university induction group is generally looking to increase the amount and timing of pre-arrival information given to students, rather than pushing it out in the very hectic induction week. The success of the package has had wider ramifications for university policy and we hope to build on this for the next academic year.

The site can be accessed at <http://pals.coventry.ac.uk/>

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Putting e-journal turnaway figures into context

Using the COUNTER Journal Report 2 to make evidence-based decisions



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Introduction

Up to now we have mainly used usage statistics to make decisions about whether to cancel or renew subscriptions. This year we started to look at demand for content we do not currently hold, in order to help make decisions about purchasing as well. One strand of this work involved looking at all our journal 'turnaway' reports as a whole to see them in context. We discovered that there had been a lot of turnaways (that is, when a user has tried to access a full text journal article and was denied access), and not just because we did not have a current subscription. In many cases there were other reasons why clients were denied access to articles.

Background and methodology

The University of Portsmouth Library has been making good use of usage statistics for e-resources for many years. It is important that we make evidence-based decisions, so we regularly look at turnaways for e-books and cost per use figures for journals and databases. However, until this year we had only made sporadic use of the COUNTER Journal Report 2 (JR2), which shows the number of turnaways. Turnaways may occur because we have a limited user licence, but more commonly it is because we do not subscribe and do not have any access to that content.

In the past we have looked at turnaways sporadically, usually when there has been a query about one particular journal or a particular publisher. But this meant looking at the figures in isolation; I wanted to put them into context. I collected the 2015 JR2 reports for all publishers and platforms for which we already have a subscription, and collated them into one large spreadsheet. A sample is shown in Fig. 1:

Title	Platform	Reporting Period Total	Current UoP full text access
Journal of Abnormal Psychology	APA PsycNET	1056	PsycARTICLES 1906-present
Proceedings of the Geologists' Association	ScienceDirect	980	ScienceDirect 1995-present
Marine Biology	SpringerLink	955	Springer 1967-present EBSCO 2003-present (full text delay: 1 year)
The Journal of Finance	Wiley Online Library	878	Wiley 1997-present EBSCO 1946-present (full text delay: 1 year) JSTOR 1946-2012
Journal of Marketing	Ithaka	860	Allen Press 2000-present EBSCO 1936-present JSTOR 1936-2010

Fig. 1 A sample of the collated JR2 reports from all publishers

The list was surprisingly long. There were over 9,000 journal titles with a turnaway in 2015, a handful of them registering over 1,000 turnaways each. There were over 200,000 turnaways in total, not counting the publishers who do not offer a JR2 or where we do not have a subscription. By comparison, we registered around 1.6 million successful article downloads in the 2014–15 academic year, so it appears that roughly one in every seven attempts to access an article resulted in a University of Portsmouth client being denied access. This is clearly frustrating and potentially confusing for clients, so action needs to be taken to reduce this number – but what action? I expected to come up with a list of suggested purchases: some titles would obviously have a lot of

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Putting e-journal turnaway figures into context

Using the COUNTER Journal Report 2 to make evidence-based decisions

turnaways and should clearly be put on the wish list. However, when I looked more closely at each journal, it became clear that there were several reasons for turnaways, and this affected what action should be taken.

Context

It became obvious that we needed to know more about each journal before making any decisions. As well as knowing that access had been denied to many articles, we also needed to find out:

- Are we supposed to have any access at all to articles from that journal?
- If so, which years do we have access to?
- Do we have access via other publishers or via full text databases such as EBSCO databases or JSTOR packages?

With the extra information, the spreadsheet looked like this (Fig. 2):

Title	Platform	Reporting Period Total	Current UoP full text access
Journal of Abnormal Psychology	APA PsycNET	1056	PsycARTICLES 1906-present
Proceedings of the Geologists' Association	ScienceDirect	980	ScienceDirect 1995-present
Marine Biology	SpringerLink	955	Springer 1967-present EBSCO 2003-present (full text delay: 1 year)
The Journal of Finance	Wiley Online Library	878	Wiley 1997-present EBSCO 1946-present (full text delay: 1 year) JSTOR 1946-2012
Journal of Marketing	Ithaka	860	Allen Press 2000-present EBSCO 1936-present JSTOR 1936-2010

Fig. 2 A sample of journals with turnaways, with an added column showing our current full text access

I started by checking our current e-journals list in the EBSCO Discovery Service, but I also had to check title lists to see if each journal was included in a deal in 2015 (as that was when the turnaways were generated). I did this for the top 500 titles, which got down to titles with eighty turnaways, and some themes emerged.

Available on another platform

In many cases the journal was available on another platform (that is, not the platform with the high number of turnaways). For example, *Journal of abnormal psychology* had 1056 turnaways on the APA Psycnet platform. However, we have access to this title via PsycARTICLES, a full text database from EBSCO, from 1906 onwards. This indicates that some users are not searching in our discovery service or using the databases recommended by their faculty librarian; they may be using Google Scholar or other non-library search engines. So in this case the problem is not that we do not have access; we need to promote PsycARTICLES more widely and reinforce the message that clients should be using library search facilities for better results.

Similar results were found where clients had obviously searched in a favourite database such as JSTOR, but had not done a wider search in Discovery. Now in a deal <subhdg B>

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Many titles had already been made available for 2016, so no action was needed. The most common issue here was that we bought the Springer NESLi2 deal for 2016 for the first time; this was clearly a worthwhile decision, given the number of titles with turnaways in 2015.

Other titles had been added into a deal or their publisher had been taken over; for example Ergonomics, which we now take as part of our Taylor & Francis deal.

Errors

The investigation turned up some errors. For example, according to Discovery we had access to British politics from 2006 to the present; actually we had no access at all, so this was a good opportunity to correct the metadata in Discovery. In other cases the years were wrong, or we had selected the wrong platform.

Demand for older articles

For many titles it appeared that we had access, but there were still turnaways. The most common theme here was titles in our Elsevier ScienceDirect package, which generally offers access from 1995 to the present. Assuming that coverage is correct, the figures suggest that clients were trying to access articles that were published before 1995. While we might question why there is high demand for articles that are over twenty years old, there is clear evidence that there is demand, so we should consider purchasing an archive if funds are available.

No access to current content

After eliminating titles in all the above categories, I was finally left with a list of potential purchases – what I had originally intended to find. These were titles where we did not have any access at all, or we did not have access to recent content (for example, we might only have access via an EBSCO database with a one-year embargo).

For these titles I obtained an institutional price for the online version, and using this I could calculate a likely cost per use (subscription cost divided by number of turnaways) (Fig.3).

Title	Platform	Reporting Period Total	Current UoP full text access	Subscription price + VAT	Likely cost per download via publisher platform if we subscribed	Recommended actions
Daedalus	Ithaka	128	JSTOR 1955-2010	£115	£0.90	Consider purchase
Fertility and Sterility	ScienceDirect	119	No access	£1,096	£9.21	Consider purchase
International Journal of Performance Analysis in Sport	ingentaconnect	116	No access	£270	£2.33	Consider purchase
Human Rights Quarterly	Project MUSE	92	HeinOnline 1981-present (full text delay: 2 years) JSTOR 1981-2010	£210	£2.28	Consider purchase
Annual Review of Political Science	Annual Reviews	91	EBSCO 1998-2005	£210	£2.31	Consider purchase

Fig. 3 Calculation of likely cost per use based on turnaway figures and subscription cost

We would only want to subscribe if it is likely to be good value for money. For our current individual e-journal subscriptions we use £10 per article download as a benchmark. I used the same benchmark here: if the likely cost per download would be less than £10, I recommended considering a new subscription. If it was over £10, it would be cheaper to get articles via interlibrary loan, so a subscription is not worth considering.

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Decisions and next steps

This started out as a small project: simply putting several JR2 reports together and working out which journals we should be buying. However, a lot more investigation was needed to find out the context and the reasons why turnaways had been registered. I believe the effort was worthwhile, as we are now using the information to make decisions. From the 500 titles that I looked at, there were 35 that should be considered for purchase, plus 28 that had significant demand, but would probably be too expensive to buy. There were 164 titles where there is demand for archive content. As a result of the report, we have already bought two journal archives, which include 33 titles from the list of 164. Faculty librarians are also consulting with academic staff and will make decisions on whether to buy new subscriptions in conjunction with the main renewals work this autumn. We have also corrected several errors, which turned up while we were systematically working through the list. Finally, we have a better idea of how to teach our clients about searching, and we know which databases are most in need of promotion.

It would be useful to repeat the exercise next year to enable comparison; this will hopefully show a reduction in the number of turnaways overall, and fewer titles with hundreds of turnaways. Although we do have budgetary constraints, it is helpful to get as much information as possible to make evidence-based decisions about purchases as well as renewals and cancellations.

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Report on the Consortium of National and University Libraries (CONUL) Annual Conference

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CONUL (Consortium of National and University Libraries) is a consortium of Ireland's main research libraries.

The theme of the second annual CONUL conference, which was held 1–2 June 2016, in Athlone, Ireland, was 'Going further together: Collaboration in Irish academic and research libraries'.

The 2016 conference had a lot to live up to following the inaugural conference in 2015, and it managed to meet and exceed the success of 2015 with a range of speakers and presenters in parallel and plenary sessions over the course of the two days.

The theme of collaboration was interpreted and presented in many practical, interesting and thought provoking ways. Presentations and posters covered the many topics suggested in the call for papers, including collaboration in teaching and learning, collection development and management and user experience (UX).

Collaboration was interpreted to include sharing storage, personnel and platforms, both within and between institutions, and between institutions and the communities in which they exist. The collaborations highlighted at this conference were about building on existing research and projects and trying to solve problems and achieve outcomes which, for reasons of constraint in terms of finance, space or expertise, could not be achieved by individual organisations. Challenging times, with budgetary constraints and competing demands, were seen to stimulate collaboration.

The keynote speakers were Ivy Anderson, Director of Collections at the California Digital Library (CDL), and Dr Susan Gibbons, University Librarian and Deputy Provost for Libraries and Scholarly Communication, at Yale University.

Ivy Anderson reflected on the riches and challenges of our print legacy, which forms the record of our intellectual heritage. With the shift from a print-based to a digital culture, the CDL offers shared services, from online collections to innovation in scholarly communication and shared storage facilities. A key challenge for the CDL is how best to preserve and protect the intellectual legacy for scholars of today and historians of tomorrow in the face of budgetary and space challenges.

Some of the themes highlighted by Ivy Anderson, such as shared storage facilities, shared collections and economies of scale, were also mentioned by Michelle Agar of TCD Library in her presentation of her experience of the CAVAL consortium in Australia.

Shared storage, collections and a union catalogue were topics high on the agenda of the conference as they are key areas in the CONUL strategy and were topics for discussion in at least two of the parallel sessions. Eoin McCarney of University College Dublin considered a why Ireland needs a CONUL union catalogue and Peter Guidling of the Library at TCD presented on the Legal Deposit Libraries shared cataloguing programme.

Susan Gibbons's keynote presentation elaborated on an ethnographic study of library users, which originated at the University of Rochester and continued at Yale University. At its core was the question 'How can we stay aligned with the user of the library as their research practices changes?' An anthropologist joined the library team, and students were observed using the methods of anthropology and ethnography. Susan emphasised the importance of making changes based on the findings in order to encourage students to continue to collaborate in the process.

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Siobhan Dunne, of Dublin City University, had also undertaken research into how the library caters for students based on their actual behaviour. Siobhan emphasised the importance of capturing the student voice. The findings have been used to improve undergraduate study skills modules.

Collaboration between faculty and library was the subject of a number of presentations. Lorna Dodd, Maynooth University (MU) Library, and Brian McKenzie, MU Department of History, presented on the new interdisciplinary curriculum that MU have introduced, which includes a programme on critical skills. Every single one of the skills in the programme relates to information literacy in some way – for example, understanding plagiarism forms part of understanding academic standards.

Collaboration with MU Department of History's MA in Historical Archives focused on the library collections. Hugh Murphy and Barbara McCormack of MU Library spoke of recognising the expertise of library staff in areas such as project management, financial management, applying for funding and leadership.

John McManus, from the Library of TCD, and Dr Brendan Power, also from TCD, spoke of a collaboration with the Bodleian Library, Oxford, and the British Library to archive websites relating to the 1916 Easter Rising in Ireland. They learned many lessons which will be useful when it comes to framing web-archiving legislation in Ireland.

All speakers emphasised the benefits of collaboration to the library and academic staff.

Speakers from the National Library of Ireland (NLI), Katherine McSharry and Elizabeth Kirwan (who is the curator of the National Photographic Archive – part of the NLI), illustrated how 'community collecting' and exhibitions are ways to connect in a relationship of equals with people who hold important pieces in the jigsaw of our national story. These are ways to collaborate with new and longstanding communities, grow the collections of the NLI and NPA and bring out what is held by local communities.

Laura Rooney-Ferris of the Irish Hospice Foundation and Jane Burns of the Royal College of Surgeons in Ireland had harvested tweets on the hashtags #bereavement #hospice #palliative #grieving #grief #, complicatedgrief; they presented a well-received and fascinating paper on new rituals around grief, using evidence from social media platforms.

The CONUL directors took the opportunity to present 'Ireland's memory, Ireland's discovery', the CONUL strategy for Ireland's major research libraries 2016–19.

The conference featured more than twenty sponsors and exhibitors offering information on a wide range of products and services.

Prizes were awarded to the CONUL ANLTC Library Assistant Award winners and runners up and to the poster presenter winners and the first time poster presenter bursary winner. (See Kathryn Smith's article, 'The ANLTC Library Assistant Award', in this issue of Focus.)

Overall the conference highlighted that those involved in collaborations were fulfilling the theme of the conference and 'Going further together'.

Useful links

CONUL website: <http://www.conul.ie/> [accessed 12 July 2017]

CONUL conference website: <http://conference.conul.ie/> [accessed 12 July 2017]

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CONUL Strategy 2016–2019 <http://www.conul.ie/conul-strategy-2016-2019/>
[accessed 12 July 2017]

Livestream videos on YouTube: <https://www.youtube.com/playlist?list=PLp6Pui4M5LhHTJLfp1fHpStPeK1KqLdOq> [accessed 12 July 2017]

Conference presentations on SlideShare:
<http://www.slideshare.net/conulconference/presentations/2> [accessed 12 July 2017]

CONUL ANLTC Library Assistant Award 2016: prize winning and highly commended entries:
<http://www.libfocus.com/2016/06/conul-anltc-library-assistant-award-2016.html>
[accessed 12 July 2017]

Twitter: @CONULconf #conulac16

Facebook: <https://www.facebook.com/ConulConference/>

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<http://www.sconul.ac.uk/page/sconul-focus-guidance-for-authors>

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