Fair share: challenges and opportunities for shared access: report of the SCONUL Task and Finish Group on Access Issues April 2012

Contents

1. Introduction

1.1 The SCONUL Executive Board established the Task and Finish Group on Access Issues in November 2010 with the following terms of reference:

SCONUL Access

1. To identify the implications of the changing HE landscape on the SCONUL Access scheme over the next 5 years (eg private providers delivering HE courses, shared services) and to make recommendations.

2. To review levels of take-up and use of the SCONUL access scheme and assess whether the principle of reciprocity is threatened by uneven patterns of use and "hot spots" in take-up.

3. To seek SCONUL members' views on their participation in the SCONUL Access scheme and how the scheme should be developed.

Access to electronic resources

1. To assess the level of walk-in access to e-resources provided by HE libraries and to identify the barriers to libraries not providing walk-in access.

2. To review progress by the M25 Consortium in seeking funding for WAM25.

3. To make recommendations on how wider provision of walk-in access to e-resources can be facilitated.

Cross sectoral collaboration

To assess how SCONUL can support, sustain, and develop the cross sectoral collaboration agenda on library access.

1.2 The membership of the Task and Finish Group has been

- Matthew Brooke (from October 2011) [M25 Consortium representative]
- Liz Jolly
- Philip Payne (Convenor)
- Mary Nixon (until January 2012) [M25 Consortium representative]
- Helen Workman

Acknowledgements

The Task and Finish Group would like to acknowledge the funding support for the focus group and survey work which was provided by JISC. We would also like to thank David Kay and Helen Harrop of Sero Consulting for undertaking the focus groups and student survey. Their findings can be found in Section 3.6 of this report.

2. Methodology

2.1 A variety of approaches have been adopted to gather information to inform our recommendations. The Task and Finish Group commissioned a series of focus groups/discussions and surveys to investigate the current position on access issues:

- Focus groups with SCONUL Directors (at SCONUL Conference in Cardiff, June 2011)
- Breakout groups (at SCONUL Contacts Meeting in Manchester, July 2011)
- Survey of SCONUL Directors
- Survey of SCONUL Access Contacts
- Focus Groups in Cardiff, Glasgow, Liverpool, and London (conducted by Sero Consulting)
- Survey of SCONUL Access users (conducted by Sero Consulting)

2.2 The Task and Finish Group decided not to specifically investigate the views of researchers as this would have replicated previous work conducted by the Research Information Network (RIN). Instead, the Group did take account the conclusions of the various reports and particularly the summary report: "Overcoming barriers: access to research information content" which is available at: http://www.rin.ac.uk/our-work/using-and-accessing-information-resources/overcoming-barriers-access-research-information. Although conducted separately, the findings and recommendations of the Task and Finish Group turned out to be broadly in line with the conclusions of the RIN study.

2.3 The work of the Task and Finish Group has been greatly assisted by being able to deploy funding that JISC had made available to the M25 Consortium for taking forward walk-in access in e-resources. This enabled us to conduct the student focus groups and the student survey and also to support the continuing work on WATER (Walk-In Access To E-Resources). SERO Consulting were selected to undertake the student focus groups and the student survey. David Kay and Helen Harrop carried out this work.

3. Conclusions

3.1 SCONUL Access Statistics

Libraries in the SCONUL Access scheme keep statistics of registrations and loans. There were over 30k registrations under the scheme in 2009/2010 and over nearly 400k loans were transacted under the scheme. The ten institutions reporting the highest registration figures are Birmingham, Edinburgh, Kings, Leeds, Leicester, LSE, Manchester, Northampton, Northumbria, and SOAS. Statistics are not currently kept of the number of SCONUL Access cards that are issued by home institutions. Only a partial picture is therefore possible of the patterns of take-up across the scheme.

3.2 SCONUL Access Contacts

3.2.1 There were 78 responses from SCONUL Access Contacts to the online survey.

3.2.2 The key message from the SCONUL Access Contacts was that the scheme is generally working satisfactorily with warm praise from some Contacts for the support provided by the SCONUL Access Steering Group and the scheme administrators ("I think that the management is superb and the scheme is much appreciated by all concerned").

3.2.3 The greatest area of discontent was the slowness of the development of the SCONUL Access web site. The development of the SCONUL Access web site, and the associated automation of registration workflows, is an absolute priority for the institutional representatives. Over 60% of survey respondents identified the need for this development with over a quarter indicating that it is desperately needed.

3.2.4 The SCONUL Access Contacts also identified the need for improved defaulters' procedures. Nearly half of the respondents in the SCONUL Access contacts survey would like improvements to the defaulters' procedures. Suggestions varied from streamlining to the creation of a "universal scheme" or "online infrastructure" for handling defaulters.

3.2.5 SCONUL Access Contacts identified a number of other areas for improvement including the provision of walk-in access to e-resources, improved marketing of the scheme, and improved statistics on levels of take-up. Other areas such as pressure on study places, dependence on other libraries for core services, and behaviour issues were not generally perceived to be issues by the SCONUL Access Contacts.

3.3 SCONUL Directors

3.3.1 There were 70 responses from SCONUL Directors to the online survey.

3.3.2 SCONUL Directors were generally very satisfied with the SCONUL Access Scheme. Over 85% of the 70 respondents to the survey reported that they were satisfied with the scheme with nearly a quarter being very satisfied. Just one person was dissatisfied.

3.3.3 There was recognition by Library Directors that the value of access schemes was being diminished by the lack of access to e-resources. As librarie's manage down their print collections, the amount of material available to external users is being reduced every year (*"I envisage a not-too-distant crisis point in which so little information we provide can be made readily available to non-members of the institution that we can no longer offer any kind of service beyond our core users."*).

3.3.4 There was a fairly even balance between those libraries that provide walk-in access to e-resources and those that do not provide this service. 54% of respondents reported that they do not provide this service compared to 47% who did so. The vast majority of those who do not currently provide walk-in access to e-resources reported that they are interested in providing the service. Just 17% indicated that they were not interested. Some Directors perceived walk-in access as an interim step and, in the long-term, this may be overtaken by national e-Library developments.

3.3.5 Only 6.3% of respondents reported that their libraries publicised the walk-in access service extensively. Three quarters had only limited publicity and nearly a fifth of respondents did not publicise the service at all.

3.3.6 The favoured ways of providing walk-in access were managed visitor access (51.6%) and/or a dedicated kiosk or other locked down computer or terminal (51.6%). Nearly a third use IP authentication (32.3%) and just three respondents reported using Shibboleth.

3.3.7 The main obstacles believed to exist by those who have not implemented walk-in access were licensing issues (86.5%), lack of workstation capacity (64.9%), concerns about network security (62.2%), and difficulties setting up user accounts (62.2%). Over half of respondents (54.4%) felt that barriers elsewhere in the institution prevented the provision of walk-in whilst just under a fifth (18.9%) felt that it was a low priority for the Library.

3.3.8 A fifth of respondents reported no difficulties in the smooth provision of walk-in access. The main difficulties experienced by others were around licensing (63.3%), concerns about network security (40%), difficulties of setting up user accounts (33.3%), and lack of workstation capacity (30%).

3.3.9 Providing a service to the wider community was the main driver for those who provided walk-in access (68.8% of those that provide the service). Other drivers were increasing dependency on e-resources (65.6%), wider uptake of walk-in access benefits everybody (56.3%), demand from external users (46.9%), and alumni needed access (37.5%).

3.4 Other key findings from the Director's survey were:

3.4.1 More than four in ten respondents reported that their libraries are completely open to everyone (42.8%) although this tended to be for access only. User groups that were only given reference access were generally undergraduates from other UK HEIs, researchers from overseas, prospective doctoral students, sixth formers from local schools, members of the public under the Inspire scheme, students from FE colleges, and members of the public with a demonstrable need.

3.4.2 Most respondents reported that did not have limitations on services for students from other institutions compared with to their own students. The exceptions, where there was most likely to be restrictions, were use of short loan (or similar collections) (68.2%) and exclusion of certain materials from borrowing (67.7%). However, there were some libraries that did restrict in each of the options given – unable to access at certain times of day (29.2%), unable to access on certain days (9.4%), unable to access when self-service only (27.9%), unable to access at examination time (14.5%), some seating dedicated for use by own students (3.3%).

3.4.3 Specific access restrictions noted were around examination time, outside core opening times, at the start of the academic session, bank holidays, or when the Library is not fully staffed. Several libraries noted that they are considering restrictions on external users at exam time. A number of respondents reported that external users needed to register during staffed hours. Limitations on the number of items borrowed were common or certain categories of material were excluded (eg 24 hours loan, short loan, one week loans, DVDs). Other services noted as not being available to other institutions' students included reservations, equipment loans, study carrels, and group study rooms.

3.4.4 Self-interest was a major driver influencing decisions about providing access/borrowing to those who are not students are staff. 90% of respondents reported reciprocal arrangements benefitted their own students and staff. The other main reasons for participation included supporting the widening participation strategy (74.3%), supporting community and business engagement (72.9%), and supporting student recruitment (58.6%). Over half of respondents (52.9%) indicated that the main reason for providing access/borrowing, to those who are not students/staff ,was that reciprocal arrangements benefit their students. Widening participation was cited by 19.1% of respondents.

3.4.5 Respondents reported that they were more likely to promote access schemes to research students and taught Masters students than amongst undergraduate students. There was a particular emphasis upon promotion of the schemes to research students.

3.4.6 A number of gaps in the current SCONUL Access Scheme were noted:

- Oxford/Cambridge not in membership
- Full –time undergraduates (one respondent queried whether this is feasible or practical, another identified that there are students that are effectively studying part-time on full time courses, and a third made explicit that they would not support extension of the scheme to undergraduates)
- Researchers from non-HE institutions
- Students on courses which are less than 60 CATS points
- Retired staff

3.4.7 The two areas where respondents would like the Task & Finish Group to produce guidelines for SCONUL members (other than walk-in access to e-resources which will be produced anyway) were (1) managing library use by external visitors and (2) providing library access to school pupils and FE students.

3.4.8 Respondents were asked about the major challenges/opportunities for HEIs in providing library access to those who are not students and staff of their institutions over the next ten years. The main strategic issues identified were:

- Resource pressures (*"With higher fees students will expect exclusive use - we already have comments about letting students from elsewhere use the library etc."*)
- Tension between collaboration and co-operation (*"Maintaining the library tradition of collaboration in the increasingly competitive world of UK HE"*)
- The scope for more cross-sectoral collaboration (especially with public libraries) (*"Opportunity to do more with other sectors such as schools and public libraries"*)
- Working with new providers and new partnerships ("Developing more complex and sophisticated university partnerships, particularly outside of the traditional HE sector, will create challenges in collaborations between host institutions", "*Private providers of HE exploiting our services and not paying for them*.")
- Greater focus on shared services (*"Pressure for more shared services and collaboration, driven by public sector funding squeeze."*)
- The student journey from prospective student to alumni and the Library's involvement in that journey (*"Encouraging prospective students to apply to institution", "Keeping alumni sweet for the possibility of donations and endowments.")*
- Continuing importance of the widening participation agenda (*"Increased political pressure to do this from Government etc to meet requirements of community engagement and widening participation agendas."*)
- Access to e-resources and the move from a hybrid to a totally e-environment (*"Access to e-resources will be essential as print declines - licensing issues - national licensing agreements to simplify access."*)

3.5 Focus groups and student survey

3.5.1 Sero conducted hour-long focus groups in November and December 2011 at eleven universities in Cardiff, Glasgow, Liverpool and London, as follows: Birkbeck University of London, Cardiff Metropolitan University, Glasgow Caledonian University, Glasgow School of Art, Kings College London, Liverpool Hope University, Liverpool John Moore's University, University of Cardiff, University of Glamorgan, University of Liverpool, and University of Westminster.

3.5.2 An online survey was made available for any SCONUL member institution to publicise to its students, researchers and staff. The survey was applicable to any library user even if they had never used an access scheme, covering expectations as well as experiences of actual visits:

- Situation - reasons for visiting another library
- Service - resources, facilities, services and support
- Satisfaction - experiences of visiting another library
- Recommendations – open questions

3.5.3 A total of over 3,800 responses were completed over 4 weeks in November-December 2011. Significantly, 30 institutions generated 30 or more responses each, representing a good cross-section of types and locations.

3.6 Key conclusions from the focus group discussions and student survey

3.6.1 ***Subject drivers***. Participants in the focus groups from arts and humanities subject areas indicated particularly strong engagement with using other libraries and with the SCONUL Access scheme. This is likely to be on account of their continuing interest in print items. In the survey, Arts and Humanities respondents were more likely than other disciplines to have visited other libraries (including public libraries), to have got what they wanted when they visited other libraries, and to consider lack of access to other libraries as an impediment to their research/studies. For example, amongst taught postgraduate survey respondents, 57% in Arts & Humanities and 36% in STM reported that inability to access other libraries 'would impede my studies / research generally'; the differences were even greater amongst University researchers.

3.6.2 ***Awareness***. Many of the focus group participants reported that they found out about the SCONUL Access by chance or through 'word of mouth'. Most of those expressed regret that they had not heard about the scheme earlier in their studies. ("*[The SCONUL Access card] is not advertised. I didn't hear about it until I started doing this [postgraduate] course and I think it would have been useful, especially at undergraduate level when all the core books are out at your university and there's another one down the road you can pop to.*"). This was strongly emphasised in comments made by survey respondents.

3.6.3 ***Timing dissemination***. There is a fundamental challenge for libraries about how to get information about SCONUL Access to their students at the optimal point in their studies (too early and they risk overloading them). It was recommended that raising awareness among teaching as well as frontline library staff and including in rolling induction schemes could be helpful in this respect.

3.6.4 ***Complementary services***. Awareness of useful resource discovery services, for example Copac, was somewhat hit and miss, with word of mouth playing a large role in finding out about them. Experienced researchers who had not heard of Copac prior to attending the focus group felt that finding resources would have been significantly easier if they had known about it sooner.
"I only found out about [Copac] recently – I didn't know about it at my taught level but as a researcher it was arranged for me to have a meeting with my Subject Librarian. She introduced me to Copac [...], which is fantastic."

3.6.5 ***The Access Experience***. Free text comments in the survey indicate that a significant number of the survey respondents have high expectations and to some extent regard other academic libraries as a potential supplementary source of resources to be used as if they were a ' home from home'. Nevertheless there are strong testimonials from grateful survey respondents:
"Overall the SCONUL Access has provided me a gateway to further my studies. It's a brilliant scheme."
"Keep providing this service! In this time of dwindling resources, access will become even more necessary."
"SCONUL access has been absolutely vital for both my Masters and PhD study - I depended on it entirely and I am so grateful that I was able to take advantage of it"
"[I would like to see] greater consistency across the scheme in terms of access rights, but generally I have been very impressed with SCONUL and it has been vital in helping me complete my PhD."

3.6.6 ***Getting started***. Once they had heard about the SCONUL card, participants reported that applying for it at their home institution was very straightforward but some participants then experienced varying degrees of complexity and uncertainty when they came to apply for a library card at their target destination university library. This was strongly emphasised in comments made by survey respondents – a significant number of those responses also indicated that they should be able to have a single card that would give them access and borrowing rights at all academic libraries, with little recognition of the need for local security and library system-specific cards at each university. Overall there was a plea that librarians should at least 'recognise' the SCONUL card:
"[I would like] an access card that would be easy to recognise by staff of libraries that I am visiting - so I wouldn't have to explain what the scheme is every time I visited and argue my right to enter / use resources."
"Greater acceptance of the card at major universities and colleges = showing a SCONUL card means little to many librarians."

3.6.7 ***Upfront information***. Participants were keen to access a set of (preferably centralised) clear guidelines about what they can expect at each destination library, including what they need in order to get a library card at that institution, how long it will take to process the application and what services/ benefits will be available to them. This was strongly emphasised in comments made by survey respondents, for whom additional orientation information would also be of significant value:
"Knowing the access policies of university and specialist libraries. Even with fairly open access you need to phone in advance to confirm that you will be welcome and that the facilities are available for use by visitors on that day."
"Lack of information about how I may use, or indeed, whether I may use another university's library. It's not clear if one is allowed to access the library even to use as a study place, let alone borrow books."
"A web page on each Library's site; offering the practical advice/info that you actually need to orientate yourself."
"Information - where, when, how, what can you borrow?"

3.6.8 ***Onsite information***. Some SCONUL card holders reported missing out on the full opportunities available to them (such accessing e-resources at a walk-in terminal) simply by not asking the right questions at the libraries they visit. This was strongly emphasised in comments made by survey respondents.

3.6.9 ***Confidence*** - Personal perceptions about using another university library and lack of confidence in asking staff at their home library for advice was reported by some participants to be a further barrier, particularly for undergraduate and overseas students. This was often identified in comments made by survey respondents.
"I'd be quite put off - it's a bit intimidating ... and we're quite grown up – If you were younger, maybe an undergraduate, it could be quite intimidating."
"Many library staff seem unaware of SCONUL. This always takes some time to prove I'm not trying to do something improper."

3.6.10 ***Key beneficiaries***. Distance learners and part-time students expressed strong recognition of the value of the SCONUL Access scheme, a factor emphasised by course leaders. In the survey, distance learners were also more likely than other students groups to use other libraries (including public libraries) and consider lack of access to other libraries as an impediment to their studies. They tend to be more intensive users with a greater likelihood of visiting another library most days and to have a current SCONUL Access card. Some of those respondents indicated that they felt they should be able to have full access to a university library near their home in order to give them more equal benefits with students studying on-campus qualifications.
"Given the way we learn is changing and many students study for PhDs on a part time basis and may live some distance from their home institution, PhD students should be able to elect a second university close

to their home destination. Perhaps some fee concession could be given to the second institution, but PhD students should be entitled to have full access (i.e. both online and at library) to the second institution's resources and where possible the opportunity to teach. This would make life far easier."

3.6.11 ***Benefit factors***. For some participants the effort required to visit another library is disproportionate to the gains once they have factored in the time and the expense of travelling there, particularly when they are then unable to carry out research online once they arrive. Restrictions of opening hours specific to visitors were also an issue. Time constraints were mentioned at a number of the focus groups as a major consideration.
"Even local people potentially don't have time to come in physically to a library so any out of hours [access] is pretty much done electronically."
All of these points were often identified in comments made by survey respondents. Restrictive opening hours were a particular issue for students who work full-time and study in their spare time.

3.6.12 ***Visiting habits***. Participants indicated strong and varied reasons for visiting a wide range of libraries, including public libraries. For more than a few, their decision-making processes about which university libraries to visit are relatively complex and often depend on personal factors (such as the proximity to other commitments on a particular day, or the environment they find conducive to studying) as much as the accessing specific resources held in the library's collection.

3.6.13 ***Resources***. Participants generally reflected a predominant interest in resources and therefore in accessing research library collections. This traffic was not reported in negative terms by staff or users at those institutions, though space pressures were flagged in some instances.

3.6.14 ***Urban ecosystems***. Discussions at the London focus groups (and with students who study elsewhere but come from London) indicate that the density of university libraries, and the fact that the University of London reciprocal agreement is in place, means that London represents a special case in terms of usage patterns. Cross-library traffic clearly existed in each of the conurbations we visited but it was on a smaller scale (in terms of the number of institutions visited) and, in some cases, seemed more strongly motivated by access to resources at the destination library rather than seeking a conducive study environment or pure convenience.

3.6.15 ***UK differences***. No significant differences from the overall pattern of results were identified for Wales and Northern Ireland. However, compared to elsewhere in the UK, respondents in Scotland were more likely to hold a SCONUL Access card, have visited other libraries (including public libraries), and consider lack of access an impediment to research or studies.

3.6.16 ***Impact of Electronic Resources***. The movement of collections increasingly to e-resources means that the proportion of resources that will be accessible to incoming users via the SCONUL Access Scheme will be reduced.

3.6.17 ***Methods of study***. The SCONUL Access Scheme does not take full account of the way that many students report that they carry out their research. Being able to access the internet at the same time as accessing books at another library is essential for them. Their minimum expectation is to be able to access their home institution's e-resources but, ideally, they want to access the e-resources of the institution they are visiting too.
"Research at the minute is you've got a book on one side, a book on the other side and a screen in the middle – and you're constantly checking if the book is up to date [...] You need the serendipity the internet gives."
This was strongly emphasised in comments made by survey respondents – in particular, OU students commented that their course materials are only available online which means that a lack of internet access is more than an inconvenience for them.

3.6.18 ***Electronic barriers***. A large number of comments indicated that the challenges for libraries mitigating against providing e-access are not easily understood by the users. The reality is that the blockage is fundamentally not publisher licensing (as typically assumed by users) but relates more to the difficulties of getting guests on the network. This is a complex area, linked also to frustrations about Internet access.
"If they gave access to electronic resources and all the loan stock. Even if this were restricted - say only one 'virtual visit' to the e-journals allowed per month - this would make an enormous difference."

3.6.19 ***Continuing change***. Similar issues presumably lie in store regarding the relationship of the access scheme to e-books. A couple of participants reported using e-books as a research tool for doing keyword searches within the text alongside, rather than as a replacement for, books.
"What's so useful about it is you can search by keyword – I've got Nietzsche's entire works on [the Kindle] and if I want to search for wherever he uses a particular word then I can do that."

3.6.20 ***Subversion***. Some students and researchers are finding their own ways of getting around the restrictions placed on whatever e-resources they need for their studies, including 'grey market' routes such as downloading from free file-sharing websites; use of library cards and log-ins belonging to friends is also not uncommon.
"I did go in and do a bit of work in a different university library [when I was back at home] but I was just a 'ghost', [my friend] signed on […] and I used their card."

3.6.21 ***Challenging Use Cases***. Focus group discussions identified a number of use cases that could potentially be better served by the Access scheme:

- PhD applicants who are reliant on accessing university library resources in order to prepare their application (and who have a requirement to establish that their doctorate will be unique research) are usually not members of a university library during their application process. One of the survey respondents also raised this as an issue for students who need to study for re-sits during the summer vacation.
- Students with an interdisciplinary research interest reported issues with getting access to resources outside of their primary field of study. This is particularly true for disciplines such as art, which are intrinsically interdisciplinary, but is a significant trend at all levels. This was occasionally identified in comments made by survey respondents.
- Undergraduates were more likely than other user types to consider that lack of access to other libraries would not be an impediment to their studies. Undergraduates undertaking final year dissertations represent a good point for introducing this type of access but the SCONUL scheme may be too restrictive at their level to be of value.

3.6.22 ***Barriers to engagement***. The discussions highlighted particular groups that are potentially excluded from the benefits of the Access scheme:

- Students with accessibility requirements face an additional barrier to accessing library resources onsite. One focus group felt that remote access to e-resources should be offered as standard to these students. Survey respondents echoed these concerns: "*I am autistic and going to new places is very difficult without support.*" "*I have Disability Access Support and get postal loans from my home library. I have to power myself when using SCONUL (to the best of my knowledge) which means I visit less than I would like.*" "*I am dyslexic , so need to look at written material so need to take journals , books home more easily as I cannot work with noise*"
- International students who lack confidence in their conversational skills or ability to navigate the UK travel system may be reluctant to visit other universities and prefer e-access.

4. Recommendations

4.1 **Briefing paper for Directors**

SCONUL should develop a high level briefing paper on access issues that Directors can use in advocacy work with institutional managers. The main focus of this document should be upon the mutual benefit derived from access schemes.

4.2 **Walk-in access to e-resources**

In order to sustain access schemes in an increasingly electronic environment, the WATER project, supported by SCONUL and UCISA, should encourage every participating library in SCONUL Access to provide at least one walk-in access terminal by December 2012.

4.3 **Towards a single 'SCONUL card'**

Although a longer term aspiration, SCONUL should explore the feasibility of a single passport SCONUL card for access and borrowing.

SCONUL should work with members in supporting initiatives to automate/ simplify/ co-ordinate processes for handling registration, card production, and management of entitlements.

SCONUL should support initiatives to encourage interoperability across access control systems, barcodes, and LMS.

4.4 **Cross-library flows**

In view of the need for researchers, students, and others to use resources in a variety of libraries, SCONUL should work with Inspire and other appropriate organisations to actively support the following:

- Opening up access to libraries of all kinds
- Enabling user identification of appropriate libraries
- Supporting appropriate resource discovery tools and encouraging use of them
- Encouraging libraries to work with other libraries in their vicinity (e.g. 'urban ecosystems')
- Sharing data on cross-library use

4.5 **SCONUL web site**

The SCONUL web site should be redesigned to enable a more efficient registration process for SCONUL Access and the systematic collection of data on take-up.

4.6 **Standard template for institutional web sites**

To make it easier for visitors to determine what, when and how they can use other libraries, SCONUL should develop a standard template that member libraries can use on their institutional web sites. There should be a link from the SCONUL Access web site to these institutional templates.

The template would enable visitors to readily identify how they can register and access facilities. Information to be provided would include: what is available (including whether there is walk-in access to e-resources), what hours /weeks that visitors can use the Library, and accessibility and associated services (including advice to telephone ahead).

4.7 **Library staff training**

In view of the issues identified with library staff not being aware of SCONUL Access, SCONUL should develop materials about the scheme that libraries can use in staff training. This might take the form of podcast and could be incorporated into staff inductions.

4.8 **The SCONUL Access scheme**

There should be a review by the SCONUL Steering Group of the SCONUL access bands with the aim of simplifying them and to incorporating the vacation access scheme.

There should be a review by the SCONUL Access Steering Group of eligibility by undergraduates, retired staff, and less than 60 point credit learners. In the case of the latter two groups, it was felt that the yardstick for eligibility should be whether the home institution allows full library access to their own collections.

Promotion and awareness raising activity about the SCONUL Access scheme should focus on academics to enable them to communicate accurate information about the scheme to their students.

4.9 **Accessibility**

SCONUL should seek legal advice with regard to responsibilities of both home and host libraries regarding disabled students' use of other libraries.

4.10 **Guidance for members**

In addition to guidance on walk-in access to e-resources, the Task and Finish Group should produce guidelines on the management of visitor access. Case studies might include:

- Arrangements in the health sector
- Arrangements with private colleges
- Managing joint use facilities
- Library use by school children
- Library use by FE students